

WINDSOR LOCKS PUBLIC SCHOOLS



BOARD OF EDUCATION MEETING

Regular Meeting

October 24, 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

October 24, 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
 - Budget Planning Calendar (attached)
- V. PUBLIC AUDIENCE (Only On Agenda Items)
CONSENT AGENDA: **VOTE NEEDED**
- VI. A. Minutes: p. 6 EXHIBIT VI A
 - September 26, 2019 – Regular Meeting
 - October 2, 2019 – Finance Subcommittee Meeting
- VII. BUSINESS ITEMS BEFORE THE BOARD

Goal 1: Windsor Locks Public Schools will ensure that all students are engaged in their learning and challenged to achieve, grow, and demonstrate mastery.

 - A. Out of State Field Trip Request: **VOTE NEEDED** p. 14 EXHIBIT VII 1 A
 - B. Policy Review:
 1. Second Reading – **VOTE NEEDED** p. 16 EXHIBIT VII 1 B 1
 2. First Reading p. 45 EXHIBIT VII 1 B 2

Goal 2: Windsor Locks Public Schools will use research-based leadership and best workplace practices to ensure achievement, growth and mastery for all.

 - A. Progress Towards 19-20 Goals: Update p. 109 EXHIBIT VII 2 A
 - B. CT School Finance Project: School Finance 101 p. 110 EXHIBIT VII 2 B
 - C. Administrators' Bargaining Unit Contract: **VOTE NEEDED** p. 171 EXHIBIT VII 2 C

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

Goal 4: Windsor Locks Public Schools will provide a positive, equitable, safe and healthy climate for adults and students, to learn how to sustain and promote healthy living.
- VIII. BOARD AND SUPERINTENDENT COMMENT
- IX. PUBLIC AUDIENCE (GENERAL)
- X. FUTURE BUSINESS
- XI. ADJOURN

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

¹Windsor Locks Public Schools - Budget Calendar 2019-2020
Schedule of FY 2020-21 Budget Creation

Due Date	Activity
November	
11/1/19	Distribution of Building/Department Budget Spreadsheets & Guidelines for 20-21
November	
11/15/19	Technology & Facilities Budget due to Business Manager & Superintendent of Schools
11/18/19	Technology & Facilities Budget Review with Superintendent, Assistant Superintendent, Business Manager, Human Resource Director and Director of PPS
December	
12/5/19 6:00 pm	Capital Improvement Budget Discussion at Board of Education Meeting
12/6/19	All site budgets due to Business Manager & Superintendent of Schools
12/9/19	Budget Review with Superintendent, Assistant Superintendent, Business Manager, & Human Resource Director
12/16 - 12/17/19	Administrator Budget Review Meetings (individually) with Superintendent, Assistant Superintendent, Business Manager & Human Resource Director
January	
TBD	BOE presentations to CIAC (Capital Improvements)
1/9/20 6:00 pm	Board of Education Meeting Discussion on Budget Meetings & List of Needs
1/13/20	Cabinet Finalizes Draft Budget
1/25/20 9:00 am	Saturday Board of Education Budget Workshop #1
1/30/20 6:00 pm	Public Presentation and Forum on FY 20-21 Draft Budget
February	
TBD	Town Capital Improvement Committee (CIAC) Budget Meeting
2/8/20 9:00 am	Saturday Board of Education Budget Workshop #2 (if needed)
2/13/20 6:00 pm	Superintendent's Presentation of Budget to BOE (adoption of budget)
TBD	Capital Improvement Committee Budget Presentation
March	
3/1/20	Operating Budget due to Town Finance Office

¹ File: Budget Development Calendar 20-21

3/3 or 3/4/20	Board of Education Budget Presentation to Board of Finance
TBD	Finalize Capital Budget
TBD	Appeals; Operating and Capital to Board of Finance
April	
TBD	Town Public Hearing
May	
5/19/20	Town Budget Hearing and Vote

EXHIBIT VI A

MEMORANDUM TO: MEMBERS OF THE BOARD OF EDUCATION
FROM: SHAWN PARKHURST, SUPERINTENDENT
DATE: OCTOBER 24, 2019
RE: APPROVAL OF MINUTES

- September 26, 2019 – Regular Meeting
- October 2, 2019 – Finance Subcommittee Meeting

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

**MINUTES OF THE REGULAR MEETING,
September 26, 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 and D. Gragnolati
Members Absent:	J. Tria
Administrators:	S. Parkhurst, C. Bradshaw-Hill, S. Lee, S. Swensen, J. Robinson and J. Lavorgna
Student Representatives:	None
Students:	O. Cannon, D. Breda, J. Breda and A. English
Staff:	D. Bole
Others:	S. Cannon, J. Cannon, S. Cannon and a few parents and grandparents
Press:	None

I. Call to Order

Chairwoman Mrs. Patricia King called the Regular Meeting to Order at 6:01 p.m. in the Windsor Locks High School Library Media Center.

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

Board Member Mr. Jim McGowan remarked he attended the commemorative banner hanging for Coach Kenneth Malone. It was appreciated by the kids and Mrs. Malone. He also attended the North Street School Open House which was held last week. It was well attended. First and second grade students were tour guides and they were very excited to show parents their school.

Mr. Shawn Parkhurst, Superintendent of Schools, addressed the Board. He thanked Mr. Steven Swensen for the inspiring words he said during the commemorative banner ceremony for Coach Malone. He updated the Board on the new security system being installed in all schools at the front doors of the buildings. Visitors will have to scan their governmental issued ID and a pass will be issued to the visitor as they enter the building. Community Partnership first meeting was held last week. A small group attended the meeting and good conversation was held. He would also recognized the administrators and Ms. Sharon Cournoyer for all their hard work going through all of the data and having it available for the next professional development meetings to discuss growth targets for this school year. He mentioned North Street School and South Elementary School held their open houses last week. They were well attended. Next week the middle school and high school will hold their open house program. Lastly, he mentioned the concerns with the EEE virus in Connecticut. Like all other surrounding districts, all afterschool outside activities will be scheduled to end at 6:00 p.m. as a precaution.

Ms. Sharon Cournoyer, Assistant Superintendent of Schools, addressed the Board. She noted she represented Windsor Locks at the Board of Trustees for School and Colleges. There is a lot of activity surrounding NEASC and how Windsor Locks is in the forefront and the next visit will be in October. She also commented on North Street School's open house. She noted it was attended well and it was wonderful seeing all of the energy surrounding the school. Next week, she plans on working with the instructional curriculum and taking an inventory working with Andrew the IT director and instructional specialists in each building to make sure the curriculum is aligned with classroom teaching. She announced the district was just made aware that the Open Choice Grant was approved. It was asked how many kids have made seat declarations and it was answered 110 students.

III. Public Audience (Only on Agenda Items)

None.

IV. Consent Agenda

Minutes

It was **MOVED** (Byrne) and **SECONDED** (McGowan) 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

- **National Merit Scholarship Semifinalist**

Mr. Parkhurst announced that Owen Cannon was named as a National Merit Scholarship Semifinalist in the 65th Annual National Merit Scholarship Program. Owen, a member of the Class of 2020, is an academically talented senior that now has the opportunity to continue in the competition for some 7,600 National Merit Scholarships worth more than \$31 Million Dollars that will be offered next spring. To be considered, semifinalists must fulfill several requirements to advance to the finalist level of the competition. To become a finalist, a detailed scholarship application, which provides information about the semifinalist's academic record, participation in school and community activities, demonstrates leadership abilities and employment. The semifinalist must have an outstanding record throughout high school and to be endorsed and recommended by a high school official, write an essay and ear SAT or ACT scores that confirm the student's earlier performance on the qualifying test. Mr. Parkhurst congratulated Owen and wished him well on the next step.

- **Outstanding Student Volunteers**

Mr. Parkhurst spoke about current and/or former students are receiving the Connecticut Association of Therapeutic Directors, Volunteer of the Year Award. They received this award for their dedication and hard work at the Suffield House. The students would pass out water, set up Bingo, transport residents to and from the Bingo game, call the game, assist residents with sight problems and spend time talking, listening and supporting residents. They will be honored October 24, 2019 at Ashlar Village in Wallingford.

Those students were:

Domenic Breda – 2019 Graduate

John Breda – 2019 Graduate

Alex English – 2019 Graduate

Dillon Hamilton – 2019 Bloomfield Public Schools Graduate

Victoria Nealon – Current Student

Mr. Parkhurst congratulated those students and thanked them for their volunteerism.

b. SBAC Achievement and Growth Report

Mr. Parkhurst shared with the Board Members a profile of the SBAC achievement and growth scores from the most recent assessment as well as the PSAT and SAT scores. He used a PowerPoint presentation to help him explain the scores and to discuss the improvement efforts that are underway as well as showing the identified performance targets expected at each grade level in 2019-2020. He explained that over the past few weeks, meetings have been held discussing the data and making realistic goals. The district goals were determined to be that the district will ensure all students are engaged in their learning and challenged to achieve, grow and demonstrate mastery; use research-based leadership and best workplace practices to ensure achievement, growth and mastery for all; support every student through a diverse network of caring adults; and, provide a positive, equitable, safe and healthy climate for adults and students, to learn how to sustain and promote healthy living. The goals were aligned with the most recent goals that were discussed at a previous Board meeting. He gave a background of the Smarter Balance Assessment (SBAC), which was administered in the spring to all students Grades 3-8 in English Language Arts (ELA) and Mathematics, which are administered electronically to all students. The PSAT is administered to all students in Grades 9-11 in the fall and the SAT is administered to all students in Grade 11 in the spring. He explained that achievement is a snapshot in time with scores ranging from a Level 1 through Level 4, students scoring at a Level 3 and 4 indicates the percentage of students who are achieving goal. He discussed growth which is a measure of each individual student's progress toward a personalized growth target by their previous year's score and cohort represents the same group of students over time. He gave a samples of math questions. He explained the tests are given electronically but the student has to do the math with a pencil and paper and then revert back to the electronic device to enter their answer. It can be difficult for some students to go back and forth.

The next few slides showed data from the 2018-2019 SBAC Math scores from Grades 3-9 showing all but one grade, Grade 4, were below the state average. Grade 4 was above state average by a few percentage points. The PSAT Math scores showed growth from both the Class of 2020 and Class of 2021. The Class of 2022 has only taken the test one year so this will be the base point for that class. The next slide showed the SBAC math scores comparing the cohorts which showed mixed results of increases and decreases.

Mr. Parkhurst began discussing the English Language Arts (ELA) portion of the SBAC tests. He showed sample questions that are used on the test. He expressed the importance of students reading every day to build their vocabulary knowledge. The next few slides discussed the data from the 2018-2019 SBAC ELA scores from Grades 3-8, which again showed in all grades other than Grade 4 were below state average. The PSAT Reading and Writing scores show growth again in both the Class of 2020 and Class of 2021. The last slide showed the cohort comparisons in the SBAC ELA which showed mixed results of increases and decreases.

He then began discussing growth rates of the 2018-2019 Math and ELA SBAC results and Cohorts. He showed slides with the percentages and showed increases and decreases the board. Another slide discussed the student outcome performance targets and what their targets are for 2019-2020.

A brief discussion was held.

The next slide discussed the goals, targets and strategies for the improvement efforts to identify targets in each grade level. To ensure students are engaged to demonstrate achievement, growth and mastery, relevant sections on lesson plans, professional development days devoted to equity, consistent Intervention Plan and Protocol (SRBI) in all buildings, restructured Assessment Plan aligned to SBAC and PSAT/SAT, data review cycles in all buildings, and Khan Academy linked to all students. The district will use research-based leadership practices such as visual learning visits through lens of core values, case study reviews to determine leadership moves to increase student outcomes, faculty advisory meetings four times a year with Superintendent, chronic absenteeism action plan with monthly reports to student and families, student cost center budgeting, Google site to house all curriculum and sharing with families. He suggesting supporting every student with a revamped Raider Back at the high school and new schedule at the middle school to include iBlock and intervention; family partnerships with a focus on math, Community Partners Network to create showing and internships for students, district and school advisory meeting and partnership with Hartford Foundation for Public Giving. Lastly, providing safe and health environments having a common district handbook with specific school appendixes, revised safety policies and protocols, Raptor-Check-in at all budding and staff training at each building on Sandy Hook Promise.

The next topic was chronic absenteeism. He showed a few slides showing each school and the actual absentee data from 2018-2019 throughout all schools and

the target for 2019-2020. He explained how absenteeism affects student learning throughout their school career.

A brief discussion was held.

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

This goal was not discussed at this meeting

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

None.

VII. Public Comment

None.

IX. Future Business

Mr. Parkhurst reminded everyone that the Policy Sub-Committee Meeting is scheduled for Tuesday, October 1, 2019 at 3:30 p.m. and the Finance Sub-Committee Meeting is scheduled for Wednesday, October 2, 2019 at 3:30 p.m.

X. Adjournment

It was MOVED (Gragnotati) and SECONDED (McGowan) and PASSED (U) that the Board of Education adjourns the Regular Meeting of September 26, 2019 at 6:55 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 FINANCE SUBCOMMITTEE MEETING
October 2, 2019 at 3:30 p.m.**

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

Members Present: P. King, M. Byrne, D. Gragnolati
Members Absent: None
Administrators: S. Parkhurst, S. Cournoyer, C. Bradshaw-Hill,

The meeting was called to order at 3:30 pm by Pat King.

Charmaine Bradshaw-Hill provided the committee with a new mandated quarterly report. A copy of the report is attached to the minutes and will be included in the board packets in the future.

A status update of the expenditures to date for the FY 19-20 budget was reviewed and discussed.

At 4:15 pm, Sharon Cournoyer exited the meeting.

Shawn Parkhurst provided the board subcommittee with a draft of the proposed 20-21 Budget Calendar. The board members articulated the need for more input and knowledge of the staff wish lists prior to any budgets being developed. Several revisions were suggested and will be reflected in the proposed budget calendar.

The meeting was adjourned at 5:00 pm.

Respectfully Submitted
Shawn Parkhurst

FY 2019-2020

Quarterly Report on Current and Projected Tuition/Reimbursement Revenues and Expenditures

Revenue				
Category	Budgeted Revenue (05-2019)	Projected Revenue (10-2019)	Revenue Received to Date (09-26-2019)	Projected vs Budgeted Variance
<i>Tuition/Reimbursements</i>				
Special Education	\$ 1,007,000.00	\$ -	\$ 7,283.00	(\$1,007,000.00)
Open Choice Attendance	\$ 377,684.00	\$ -	\$ -	(\$377,684.00)
Medicaid	\$ -	\$ 30,000.00	\$ 32,495.00	\$30,000.00
Choice Early Beginnings- CREC			\$ -	\$0.00
Total Tuition/Reimbursements	\$ 1,384,684.00	\$ 30,000.00	\$ 39,778.00	-\$ 1,354,684.00

Note: Budgeted Revenues were applied to the FY1920 BOE Budget; presented to the Board of Finance and included in the Annual Town Budget Meeting.

Expenses				
Category	Approved Operating Budget (5.2019)	Projected Expenses (10.2019)	Expenses Paid to Date (9.26.19)	Difference Budget (5/19) vs Projected (9/19)
1) Certified Salaries	\$ 15,712,013.77	\$ 5,237,337.92	\$ 1,527,056.75	\$10,474,675.85
2) Classified Salaries	\$ 3,642,043.92	\$ 1,214,014.64	\$ 639,900.02	\$2,428,029.28
3) Employee Benefits	\$ 5,158,047.68	\$ 1,719,349.23	\$ 1,078,472.93	\$3,438,698.45
4) Education Related Programs and Services	\$ 1,193,358.21	\$ 397,786.07	\$ 207,640.51	\$795,572.14
5) Tuition	\$ 858,996.80	\$ 286,332.27	\$ 78,792.89	\$572,664.53
6) Transportation	\$ 1,282,938.55	\$ 427,646.18	\$ 29,490.83	\$855,292.37
7) Health Services	\$ 289,206.46	\$ 96,402.15	\$ 28,073.62	\$192,804.31
8) Administrative Expenses	\$ 189,028.44	\$ 63,009.48	\$ 69,420.66	\$126,018.96
9) Operations and Maintenance	\$ 2,805,597.93	\$ 935,199.31	\$ 613,968.99	\$1,870,398.62
10) Technology Repairs and Rentals	\$ 182,637.72	\$ 60,879.24	\$ 29,523.99	\$121,758.48
11) Capital	\$66,174.00	\$ 22,058.00	\$ 30,308.99	\$44,116.00
Total Expenses	\$ 31,380,043.48	\$ 10,460,014.49	\$ 4,332,650.18	\$20,920,028.99

EXHIBIT VII 1 A

MEMORANDUM TO: MEMBERS OF THE BOARD OF EDUCATION
FROM: SHAWN PARKHURST, SUPERINTENDENT
DATE: OCTOBER 24, 2019
RE: OUT OF STATE FIELD TRIP REQUEST

The Windsor Locks Middle School History Club would like to request permission to travel to Philadelphia, Pennsylvania to examine our nation's history through hands-on experiences.

The date of the trip would be May 6-8, 2020.

This request is in accordance with BOE Policy 6143.

RECEIVED

Windsor Locks Board of Education
Manual of Policies, Regulations, and Bylaws

SEP 17 2019

Policy 6153
Field Trips, Recreational Trips and Other Trip Sponsored by the Schools
REGULATION/PROCEDURES/FORMS

WINDSOR LOCKS
BOARD OF EDUCATION

FORM A – TEACHER REQUEST FOR SCHOOL SPONSORED TRIPS

Date of Field Trip Request: 9/11/19 Teacher Sponsor: Dubrevil

1. A "Request for School Sponsored Trips" form is to be completed in full by the teacher and submitted to the building principal in duplicate at least three (3) weeks prior to a day trip; ten (10) weeks prior to an overnight trip, and four (4) months prior to a school sponsored trip out of the country.
2. School sponsored trips should support and enrich curriculum-related goals. If a majority of a grade level is planning a trip, it should be open to all students at that grade level.
3. Upon principal's approval, the teacher will contact the bus company and make arrangements for the transportation. Arrangements should be made well in advance of the trip for students with disabilities to be transported with their peers. Smyth Bus Company is the district's contracted carrier (623-2211 or 623-8775). Arrangements with carriers other than Smyth Bus are allowable and follow the same procedure. Costs associated with any trip should be determined in advance by contacting the carrier directly.

History Club

School: <u>WLMS</u>	Grade(s): <u>6, 7, 8</u>	Destination/Location: <u>Philadelphia, PA</u>
Purpose/Curriculum Connection: <u>History Club will further examine our nation's history through hands on experiences.</u>		
Desired Date: <u>May 6-8, 2020</u>	Alternative Dates	2. _____ 3. _____
Time of Trip From: <u>6am (May 6)</u> To: <u>10pm (May 8)</u>		Total Number of Students Attending: <u>~50</u>
<i>All school buses must return to school by 1:30 p.m. unless other arrangements have been made.</i>		
Indicate # of students who will be missing each lunch. Notify Food Service <u>N/A YET</u>		
Lunch 1:	Lunch 2:	Lunch 3:
Chaperone in Charge: <u>Dubrevil</u>		
Chaperone certified to distribute medication:		
Chaperone List: Ratio – Grades K-8 1:10 Ratio – Grade 9-12 1:15		
<u>Knickerbocker</u>		
<u>Galatioto</u>		
<u>(and Parents)</u>		
Arrangements for Students with Disabilities: Transportation: Other:		
Cost per Student (include transportation and all other fees): <u>\$695.00</u>		
Name of Bus/Transportation Company: <u>Through World Studies</u>		
Approval of Principal: <u>[Signature]</u>		

MEMORANDUM TO: MEMBERS OF THE BOARD OF EDUCATION
FROM: SHAWN PARKHURST, SUPERINTENDENT
DATE: OCTOBER 24, 2019
RE: POLICY REVIEW

Second Reading and Vote:

Administration:

- 2100 – Loss Control Program
- 2410 – Accounting System
- 2411 – Student Activities Fund Accounting
- 2420 – Vandalism/Restitution
- 2451 – Receipts/Miscellaneous Sources
- 2460 – Class Funds/High School

Non-Instructional:

- 3160 – Budget Line Item Transfer
- 3260 – Disposal of Books/Equipment
- 3280 – Gifts, Grants, and Bequests
- 3324 – Purchasing
- 3325 – Contracts – Nondiscrimination
- 3326 – Assistance for Persons with Disabilities
- 3500 – Food Service Program
- 3542 – Lunch Charging Meal Policy (new)
- 3850 – Pest Management/Pesticides Application in Schools

BOARD MOTION: “**MOVE** that the Board of Education approves the revisions to the polices listed above as presented.”

It is recommended that the Board revoke P2100 Loss Control Program. While it is a good practice to have a loss control program in the district, a policy mandating specific conduct creates additional potential liability i.e. when an action is mandated under the policy and it is not taken in accordance with the policy. By adopting a loss control policy, the Board is creating liability where none may have existed by changing what may be considered as discretionary conduct or a discretionary response into a mandated one and thereby, removing the "immunity to liability" defense in the event of a lawsuit.

Administration

2100 – Loss Control Program

The Board of Education (Board) is dedicated to the protection of its personnel and to the prevention of injury to members of the public arising from the operations of the Windsor Locks Public Schools. The occurrence of accidents is a matter of serious concern and it is important to control the conditions for claims. Accordingly, the Board notes its responsibility for the care, maintenance, and operation of buildings, lands, apparatus, and other property used for school purposes.

It is the intention of the Board, through the management of the schools:

1. To protect its personnel and members of the public using facilities owned, operated or controlled by the Board.
2. To provide a safe and healthful work environment, including the buildings, premises, equipment and facilities.
3. To protect town property against fire, flood or other natural disasters, theft, waste or damage due to conditions or improper work practices.
4. To see that all personnel adhere to safe work practices.
5. To operate in a safe and economical manner all vehicles and machines owned or operated by the Board.
6. To substantiate losses and the conditions causing them, because the conditions responsible for accidents can cause other serious problems, and to correct such conditions.
7. To ensure compliance with all applicable laws, regulations, and standards pertaining to the foregoing.

The effort and assistance of employees and the public are necessary to implement practices and procedures to safeguard the well-being of employees and the public. To coordinate efforts to locate and correct conditions deemed unsafe, the Board designates the Administrative Assistant to the Superintendent as Loss Control Officer, who is responsible to the Superintendent. Standardized practices and procedures are to be established to identify and correct potential causes of accidents. The circumstances and causes of each public and workmen's compensation

claim within the domain of the building principal shall be investigated and reported upon to the Loss Control Officer within forty-eight hours of the occurrence giving rise to the claim. Corrective steps are to be taken immediately to prevent the reoccurrence of any mishap.

With the cooperation of all personnel, the Board will continue to provide safe conditions for employees and the public and efficient operations of its schools.

Legal References:

Connecticut General Statute
10-220 – The Hartford Insurance Group

Policy adopted: November 1980

Revised:

Administration

2410 – Accounting System

The system of accounting shall provide for the appropriate separation of accounts, funds and special monies as prescribed by the state and federal authorities. Internal controls are established through:

- a. a chart of accounts
- b. a system of recording all financial transactions that occur
- c. establishment and enforcement of internal accounting policies and a system of checks and balances along with proper separation of duties.
- d. a post audit of accounts by an outside agency

The Board of Education (Board) will receive periodic updates of the financial condition of the school district.

The Board directs the Superintendent of Schools to complete and file financial reports to the Commissioner of Education as required in accordance with state law.

Legal References:

Connecticut General Statute

10-10c Uniform System of Accounting. Chart of Accounts, Audit.

10-227 Returns of receipts, expenditures and statistics to Commissioner of Education.

Policy Adopted: January 1975

Revised:

Administration

2411 – Student Activity Fund

Student activity funds shall be established in Windsor Locks Public Schools and maintained in accordance with state statute. Sub-accounts shall be maintained for each student activity approved by the Board and a general cumulative account ledger shall also be maintained for handling funds collected in the name of the school.

Student activity funds should not be confused with internal school funds such as lunchroom receipts, library fines, text book fines, and similar funds for which the Board of Education is directly responsible. In contrast with internal school funds, student activities funds are typically collected voluntarily by students and spent by them as determined appropriate so long as established regulations and procedures are followed.

The purposes of the raising and expending of activity money by student bodies are to promote the general welfare, education, and morale of the students and to finance the normal authorized extra-curricular activities of the student body organization. Student activity money shall, insofar as possible, be expended in such a way as to benefit those pupils currently in school who have contributed to the accumulation of such money.

Student activity funds may be carried over from year to year and school clubs or other organizations are encouraged to conduct a regular meeting to discuss and determine how unexpended funds should be dispersed at the end of a given school year or upon the disbandment of the club or organization. If a club or organization disbands and no disposition has been made for unused sums, such sums shall be transferred to the respective school's principal student activity account after paying any outstanding debts of the club or organization.

The management of student activity funds shall be in accordance with sound business practices, including sound budgetary and accounting procedures and thorough audits.

The following guidelines to student activities financial accounting are established by the Windsor Locks Board of Education to ensure that efficient procedures are available for the creation, operation and culmination of student activities funds.

- a) School activity funds will be considered town accounts and shall be audited by the town auditor in the same manner as all other accounts.
- b) All school activity fund accounts shall be maintained by the Business Office
- c) Separate accounts shall be maintained for student activities.
- d) All bank deposits shall be made by each building's administrative assistant or an authorized activity advisor. Collections should be deposited daily, if reasonable but no later than 10 business days after receipt of funds.

- e) Records of all transactions will be kept by the Business Office and reviewed regularly by the student activity advisor. Supporting documentation for each transaction shall be kept for audit. Disbursements will be made in accordance with the WLBOE Purchasing Policy and Procedures.
- f) Bank statements should be reconciled with the activity fund books as soon as possible after they are received. Reconciliations will be completed by the Business Office.

Legal References:

Connecticut General Statutes
10-237 Student Activity Funds

Policy Adopted: December 1989

Revised:

Administration

2420 – Vandalism – Restitution

In cases where acts of vandalism occur to real or personal property owned or leased by the school district (property), the school district shall seek restitution. Offenders shall be invoiced for damages.

Vandalism includes, but is not limited to, the cutting, defacing or injuring in any way school/school district property.

The parent or guardian of any minor/unemancipated child who engages in vandalism of school/school district property, shall be held liable for all damages up to the maximum amount allowed under state law.

The liability provided for under Connecticut General Statute 52-572 does not relieve the minor student of personal liability for such damage or injury. This liability of the parent for damages done by a minor child is in addition to any other liability which exists in law.

An adult student, eighteen years of age or older, shall be held personally liable for damage done to any real or personal property owned or leased by the school district.

Monies received as restitution for loss or damage to school property shall be collected, maintained and dispersed in accordance with relevant Board policies, regulations, and procedures and state law.

The school are authorized to withhold transcripts, grades, diplomas, or report cards until restitution is made.

If satisfactory restitution for damages is not received, the matter shall be referred to the town attorney.

Students who engage in vandalism may be subject to disciplinary action, up to and including, suspension or expulsion and/or referral to law enforcement.

Legal References:

Connecticut General Statutes

10-221(c) Board of Education to Prescribe Rules

10-222a Board to have use of funds from repayment and insurance proceeds for school materials and from payment for custodial services for use of school facilities

52-572 Parental Liability for Torts of Minor. Damage Defined.

Policy Adopted: October 1979

Revised: December 1985

Revised:

Administration

2451 – Materials/Services Fees, Miscellaneous Sources

In accord with Connecticut General Statutes' requirement to provide a free public school education the Board of Education (Boards) will provide at no cost to students all instructional equipment, books, and materials as it deems necessary to maintain the desired instructional program subject to reasonable rules concerning their care and use. No fees, deposits or other charges not specifically outlined in an approved student handbook, course guide, or parent handbook shall be levied.

Students shall be charged for damaged or lost textbooks, library/media materials, technology, and other education equipment or materials. Fines and assessments shall be levied and collected by the Business Office. The schools are authorized to withhold transcripts, grades, or report cards until payment for a return of the textbook, library/media, or other educational equipment or material is made.

The Superintendent of Schools shall yearly review fees established for all equipment and facility rentals, admissions to athletic or extracurricular events, field trips/excursions and other related fees that may be assessed.

The town auditor will audit all records of transactions for the accounting of miscellaneous receipts.

Legal References:

Connecticut General Statutes
10-221(c) Board of Education to Prescribe Rules, Policies, and Procedures

Policy Adopted: January 1975

Revised:

Administration

2460 – Class funds – High School

Each entering high school class is authorized to have a class activity fund for the duration of the class at the Windsor Locks High School, freshman through senior years.

A separate class fund account will be maintained for each high school class in the name of the class. The class funds will be held in a separate bank account holding all student activity funds. These funds are overseen and reconciled by the Business Office.

Revenue shall be gained through two sources, by class dues and by fund raising activities approved in advance by the high school administration.

Faculty advisors may make expenditures on behalf of their respective class with principal approval. Class funds are subject to audit and accounting in accordance with state law and Board policies and regulations governing school activity funds.

Funds collected and expended help to offset student expenses, such as yearbook, graduation robes, and the traditional senior class outing. Expenses entailed following graduation include the annual yearbook supplement, receipt of late invoices, etc.

A class in its senior year shall determine at a regularly called meeting, its preference for the disposition of any funds remaining after all financial obligations have been discharged. Such disposition shall be subject to the review and approval of the school principal. Any sums of money not expended within one year following the end of the senior school year and for which no disposition has been made shall be transferred to the high school principal's student activity account.

Legal References:

Connecticut General Statutes
10-237 School Activity Funds

Policy Adopted: October 1976

Revised:

Non-Instructional Operations

3160 Board Budget Procedures and Line Item Transfers

In accordance with Connecticut General Statute §10-222, the Board of Education (Board) shall prepare an itemized estimate of its budget each year for submission to the fiscal authority for review and appropriation. For purposes of this policy, an itemized estimate means an estimate in which the following broad budgetary categories are divided into one or more line items. Also, for this policy, the Account Areas used in the Board of Education's general ledger account code structure will be defined as line items. Below are the examples of account areas/line items.

Administrative Salaries - 110, 211, 215	Student Activity - 100
Certified Salaries - 213	Technology – 231
Non-Certified Salaries – 214, 610	Health Care – 300
Benefits/Insurance – 810, 820	Equipment – 120, 721, 730
Contracted Services - 620	Library - 230
Utilities - 640	Supplies, Textbooks, Materials – 220, 240, 250
Transportation - 520	All Other Expenditures 130, 729
Tuition - 140	

Following the annual appropriation, the Board shall meet and revise such itemized estimate, if necessary, and adopt a final appropriated budget for the year. Line items in the budget may be allocated more specifically by the Superintendent or his/her designee in the development, administration and monitoring of the budget.

The Superintendent and/or his/her designee shall be responsible for administering and monitoring the budget through the course of the year. The Superintendent or his/her designee shall maintain a system of appropriate expenditures and encumbrance accounting that is organized to conform with the requirements for State and Federal Accounting Reports. Periodic reports shall be prepared in the same format as the annual budget showing for each line item the appropriated budget amount, expenditure to date (to include encumbered and expended amounts).

The Board of Education may transfer any unexpended or uncontracted-for portion of any appropriation for school purposes to any other item of such itemized estimate, but expenditures shall not exceed the appropriation made by the fiscal authority combined with such money as may be received from other sources for school purposes.

The Superintendent or his/her designee shall recommend to the Board transfers from one line item (as set forth above) to another as needed. All transfers will be presented and individually reviewed and approved by a motion.

Business/Non-Instructional Operations

Budget Line Item Transfers

The Superintendent or his/her designee is authorized to over expend or transfer funds from any line item in an amount up to \$10,000, under emergency conditions if the urgent need for the transfer prevents the Board from meeting in a timely fashion to consider such transfer. All transfers made in such instances shall be announced at the next regularly scheduled meeting of the Board of Education and a written explanation of such emergency transfer shall be provided.

Legal Reference: Connecticut General Statutes

10-222 Appropriations and budget. Financial information system. (as amended by P.A. 13-60, An Act Concerning The Consolidation of Non-educational Services)

Non-Instructional

3260 - Disposal of Books, Equipment

The Superintendent is authorized to arrange for the disposal of equipment, books and materials that have become obsolete or where the physical condition of the item(s) has been judged to be so poor as to be unusable. Outdated textbooks or those materials no longer useful to the educational program may be disposed of provided they are a minimum of ten years old and have been determined to be obsolete by the professional staff.

The disposal of such equipment, books and materials shall be consistent with the regulations for this policy.

Legal References:

Connecticut General Statutes
10-220 Duties of boards of education
10-240 Control of schools
10-241 Powers of school districts

Policy adopted: April 1993

Revised:

R-3260 - Disposal of Books, Equipment

Books, equipment and materials that have become obsolete in any school shall first be offered to other buildings in the district. If such books, equipment and materials cannot be recycled in the district, they shall be disposed of in the following manner:

- a. donated to Windsor Locks civic organizations
- b. donated to other state or federal public agencies
- c. donated to established, non-profit charitable organizations
- d. sold to vendors of used equipment or books
- e. sold at town auction
- f. recycled in the town recycling program
- g. discarded at a disposal facility

Any monies earned through the disposal of books, equipment or materials shall be deposited in the Town General Fund.

Requests for permission to dispose of books, equipment or materials must be made in writing by the building principal to the Superintendent or the Superintendent's designee. Requests must include:

- a. all items and quantities of the items to be disposed of;
- b. an explanation of how the items will be disposed of; and
- c. an explanation of what steps have been taken to assure that the first step of these regulations have been adequately applied.

The Superintendent will consider written requests for disposal of books, equipment or materials made by building principals and will approval or deny such requests in his/her discretion. The Superintendent shall communicate his/her decision to the building principal and may direct an alternative method of disposal, if warranted.

Non Instructional

3280 – Gifts, Grants and Bequests

The Board of Education (Board) may accept on behalf of and for the schools any bequest or gift of money or property for a purpose deemed by the Board to be suitable and to utilize such money or property so designated.

The Board shall establish criteria to be met in the acceptance of gifts and the procedure for examining and evaluating offers of gifts to the school system.

Generally, gifts shall be accepted for the school system and not for a particular school or activity. However, if the gift meets the criteria established by the Board, a gift may be used for a limited purpose or used in a particular school at the discretion of the Superintendent or designee.

Legal References:

Connecticut General Statutes
7-194 Powers
10-9 Bequests for educational purposes
10-237 School activity funds

Adopted: July 2000
Revised

R-3280 - Gifts, Grants and Bequests

Any gift presented to the school district may be accompanied by a letter from the donor requesting the gift be used for a specific purpose and any restrictions that may be suggested.

To be accepted, a gift must satisfy the following criteria:

1. Have a purpose consistent with those of the school system.
2. Will not add to staff load.
3. Will not begin or continue a program, which the Board of Education would be unwilling or unable to continue when the gift or grant funds are exhausted.
4. Would not bring excessive additional costs to the school district.
5. Will place no restrictions on a school program.
6. Will not be inappropriate or harmful to the best education of students.
7. The gift may include the name of the donor or the donor may remain anonymous.

Non-Instructional

3324 - Purchasing

The Business Manager, under the supervision and direction of the Superintendent of Schools, is authorized to approve purchases for all goods and services in accordance with the annual budget-spending plan for the Windsor Locks Public School System. The Business Manager shall be responsible for developing and administering the purchase program of the Board, including ordering, verifying receipts of orders, distribution of materials received, and payment of bills. All materials and services will be procured through purchase orders approved by the Business Manager, or Superintendent of Schools.

The Superintendent of Schools will adopt regulations to accompany this policy setting forth procedures for the efficient procurement of materials, goods, and services required for school operations. Purchasing shall be made in accordance with the regulations and procedures established by the Superintendent.

Legal References:

Connecticut General Statutes
10-248 Payment of School Expenses

Policy Adopted: December 1995
Revised: June 2000
Revised:

R-3324 Purchasing

This regulation provides guidelines for the purchasing of goods and services for the school system. These regulations are designed to provide the information and procedures to obtain items or services at the lowest cost from responsible suppliers who are able to meet quality standards and acceptable delivery schedules.

The following procedure shall be followed for the purchasing of goods and services:

1. For any school expenditure, the Business Manager may approve and direct purchases not to exceed Three Thousand Five Hundred Dollars (\$3,500.00) for any one item.
2. For purchases over Three Thousand Five Hundred Dollars (\$3,500.00) and less than Ten Thousand Dollars (\$10,000.00), the Business Manager may approve and direct purchases providing that, wherever possible, at least three competitive quotations or prices are secured in the open market. After careful review, the Business Manager may consummate the purchase based on his/her determination of what would be in the best interest of the school system.
3. For purchases over Ten Thousand Dollars (\$10,000.00) and less than Twenty Thousand Dollars (\$20,000.00), the Business Manager may approve and direct purchases providing that, wherever possible, at least three written competitive quotations or prices are secured in the open market. After careful review, the Business Manager may consummate the purchase based on his/her determination of what would be in the best interest of the school system. A record or quotation must be kept on file to correspond with purchases.
4. All contracts for and purchases of supplies, materials, equipment, contractual services, etc., in excess of Twenty Thousand Dollars (\$20,000.00), unless it is determined by the Board to be against the best interest of the school system, shall be based on competitive sealed bids or proposals (i.e. RFPs) giving at least ten (10) days' public notice thereof, but publication, at least once in the newspaper and/or on a public Website having major daily exposure or trade journals. The Board of Education shall authorize, by motion, the awarding of such contracts to the lowest responsible bidder or may reject portions of or all bids or proposals as it deems to be in the best interest of the school system.
5. No purchase shall be made without an authorized purchase order. The Superintendent or Business Manager must sign purchase orders.

Non Instructional

3325 - Contracts - Nondiscrimination

The school system shall not enter into any contract with a person, agency, or organization if it has knowledge that such person, agency or organization discriminates either in employment practices or in the provision of benefits or services to employees on the basis of race, color, religious creed, age, marital status, national origin, ancestry, sex, gender identity or expression, status as a veteran, intellectual disability, mental disability or physical disability, including, but not limited to, blindness, except in the case of bona fide occupational qualification or need.

Legal References:

Connecticut General Statutes

4a-60 Nondiscrimination and affirmative action provisions in awarding agency, municipal public works and quasi-public agency project

4a-60a Contracts of the state and political subdivisions, other than municipalities, to contain provisions re nondiscrimination on the basis of sexual orientation

46a-58 through 46a-81 re discriminatory practices

Federal law

Title VII, Civil Rights Act, 42 U.S.C. 2000e et seq

Title IX –Equal Employment Opportunity

Policy adopted: December 1995

Revised:

It is recommended that the Board revoke P 3326. While the District is prohibited in engaging in discrimination based upon disability and has a legal obligation to make its programs and facilities accessible to those with disabilities in accordance with state and federal law, P3326 creates obligations not required under the law and sets out a standard that may be difficult to meet i.e. having trained personnel available at all time to assist those with disabilities.

A review of CAFE model policies and those of other districts reveals that the Windsor Locks Board is unique in adopting a policy such as this one. Other existing Windsor Locks Board policies such as P4118.11/R 4118.1 Nondiscrimination and 4118.14/4218.14 Nondiscrimination on the Basis of Disabilities along with the District's Notice of Nondiscrimination which is directed to appear in various locations/publications suffice to establish a policy against discrimination and a mechanism for complaints and inquiries, including those about program/facilities accessibility.

However, if the Board wishes to make a further general statement of nondiscrimination, attached is CAFE Policy 0521 for the Board's consideration.

3326 - Assistance for Persons with Disabilities on Campus

In an effort to provide full access to the facilities and programs available at Windsor Locks High School, trained personnel will be available at all times to provide assistance to those with mobility restrictions. Trained personnel will assist those with wheelchairs, walkers, and other assistive devices to navigate any area of the building and grounds where necessary, but especially in those areas where assistance is required (i.e. certain ramps and doorways, etc.).

Should outside visitors who plan on attending events at the high school wish to find out more about this opportunity, they can call the main office of the high school.

Policy adopted: May 2009

Revised:

Non Instructional

3500 – Food Service Program

The Board of Education (Board) recognizes that students require adequate, nourishing food and beverages in order to grow, learn and maintain good health. It is the intent of the Board that District schools take a proactive effort to encourage students to make nutritious food choices. The Board directs that students be provided with adequate space and time to eat meals during the school day. District Food Service Programs should be conducted in an atmosphere of cleanliness and personal caring.

The District shall offer meals to all students without regard to race, color, age, creed, religion, gender, sexual orientation, gender identity or expression, ancestry, national origin, or marital status or other protected class as prohibited under the law.

Students will be offered and schools will promote nutritious food choices consistent with the current Dietary Guidelines for Americans and My Plate, published jointly by the U.S. Department of Health and Human Services and the U.S. Department of Agriculture (USDA), and guidelines promulgated by the Connecticut Department of Education ("Connecticut Nutrition Standards for Foods in Schools" (CNS) in addition to federal and state statutes and national health organizations. The focus is on moderating calories, limiting fats, sodium and sugars, eliminating trans fats and increasing consumption of nutrient-rich foods such as fruits, vegetables, whole grains, low-fat dairy, lean meats and legumes.

At all times when food is available for purchase by students during the regular school day, nutritious and low-fat foods shall be available for sale. Food, separate from reimbursable meals, sold to students during the regular school day shall comply with federal competitive food nutrition standards (i.e. Smart Snacks) or Connecticut Nutrition Standards (CNS).

All beverages sold or served to students on school premises will be healthy choices that meet the requirements of state statute and USDA Smart Snacks final rule (where state and federal beverage requirements differ, schools shall follow the stricter requirements). Schools participating in the NSLP will make potable (drinking) water available to students, free of charge where meals are served during meal service.

The District may participate in available state or federally subsidized milk or meal programs. The Windsor Locks Public Schools currently participates, subject to Board approval annually, in USDA school nutrition programs, specifically the School Breakfast Program (SBP) and the National School Lunch Program (NSLP). Authorization is granted to the Superintendent to act on behalf of the Board for purposes of participating in the NSLP and SBP. The District's NSLP and SBP shall operate to meet dietary specifications in accordance with the Healthy, Hunger-Free Kids Act of 2010 and applicable state laws and regulations.

At the beginning of each school year, parents and/or guardians of enrolled students shall be provided information about and applications for the free milk and/or free or reduced priced meals programs. Information and an application form will also be provided to newly enrolled students at the time of enrollment. Students who qualify based upon family income will be provided with

free milk and/or free meals or reduced price meals. Schools shall adopt protocols to protect the privacy of students who qualify for free milk and/or free or reduced school meals and implement practices to avoid stigmatizing them. Such protocols shall include feeding students with unpaid balances without stigmatizing them. The District shall establish an appeals process under which a parent/guardian may appeal a decision regarding his/her initial application for benefits, or any subsequent reduction or termination of benefits.

Students who do not qualify for free or reduced price meals (or free milk) are eligible to participate in the SMP, NSLP and SBP and will be charged prices set by the District. The price charged to students who do not qualify for free or reduced price meals will be established annually by the District in compliance with state and federal laws.

Participation in the NSLP, requires the complete and submission to the Connecticut State Department of Education (CSDE) on or before July 1 of each year a Healthy Food Choice Statement (HFC) in accordance with CGS 10-215f. The HFC statement shall reflect the District's choice whether or not to follow the CNS for all foods sold to students separately from reimbursable meals in the NSLP. This includes, but is not limited to, foods sold: a la carte in the cafeteria, in vending machines, in school stores at fundraisers, and other sources of food sales to students on school premises. The Board shall vote annually, at a timely held meeting, whether to approve the HFC statement for the upcoming school year. In order to be eligible for additional state funding, the District must certify it will follow the CNS for all foods sold to students on school premises. The Board directs the Superintendent or his/her designee to submit the HFC statement, when applicable.

If the District certifies (with annual Board approval) that it will comply with the CNS for all food sales to students, then all schools in the District must comply with the CNS. Foods that do not comply with the CNS and beverages that do not comply with requirements set forth in state or federal law shall only be sold to District students if the follow three conditions are met: 1) the sale is in connection with an event occurring after the end of the regular school day or on the weekend; 2) the sale is at the location of the event; and 3) the foods (or beverages) are not sold from a vending machine or school store. An event is an occurrence that involves more than just a regularly scheduled practice, meeting or extracurricular activity. For this purpose, the regular school day is defined as the period from midnight before to 30 minutes after the end of the official school day.

In order to manage the school food service programs, the Board has appointed a Food Service Director (Director) who is responsible to the Superintendent of Schools. The job goal of the Director is to administer effectively each Windsor Locks Public Schools food service program. The duties of the Director include, but are not limited to, the following areas of responsibilities: nutritional and educational objectives, personnel management, training for food and nutrition services staff, food service operation, financial management, maintenance of physical facilities, sanitation and safety and the completion of necessary local, state and federal reports.

The sale of food and beverages to District students shall be in compliance with applicable state law and regulations and applicable federal law including, but not limited to, those related to nutritional food and beverage requirements, sanitation in food storage, preparation and service,

food and facility safety, required inspections, training programs for food service personnel, food costs, financing and state and federal reporting and compliance with relevant laws.

The Board designates the Superintendent or his/her designee to monitor compliance with this policy. This policy shall be read in conjunction with Board Policy 3501, Health and Wellness and accompanying regulations.

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

10-215e Nutrition standards for food that is not part of lunch or breakfast program

10-251f Certification that food meets nutrition standards

10-221p Boards to make available for purchase nutritious and low-fat foods

10-221q Sale of beverages

10-216 Payment of expenses

22-38d Farm to school program (as amended by PA 16-37 and PA 18-73)

State Board of Education Regulations

10-215-1 Competitive Foods

10-215-23 Income from sale of food items

10-215b-1 School lunch and nutrition programs

Federal law

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)

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)

Policy adopted: August 1997

Revised:

Non Instructional

3542 - Lunch Charging Meal 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.

The Board of Education has an agreement with the Connecticut State Department of Education to participate in the school-based Child Nutrition Program and accepts full responsibility for adhering to the federal and state guidelines and regulations pertaining to these Child Nutrition Programs. The Board also accepts full responsibility for providing free or reduced price meals to qualifying secondary school students and participates in Community Eligibility Provision for our primary school students enrolled in the District. Applicants for such meals at the high school level 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 as outlined by the United States Department of Agriculture for children based on their age or grade.

Only parents/guardians have the ability to restrict the use of funds (i.e. lunches only, snack, ice cream on Fridays, etc).

Although not required by law, the Board approves the establishment of a system to allow a student to charge a meal. However, funds from the non-profit school food service account cannot be used to cover the cost of unpaid charged meals. 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.

The District strongly discourages meal charges, but understands that an occasional emergency makes it necessary. The District policy for charged meals is as follows:

High School Student will be allowed to charge three (3) meals only.

- (1) These meals will include only menu items established for reimbursable meals from the Child Nutrition Program. Students will not be allowed to charge a la carte items from the cafeteria. The School Food Service will inform students when they have a low account balance, or when they have begun charging.
- (2) After the 2nd charge for a reimbursable meal, parents will be notified by a letter/and or a phone call from the School Food Service Director.
- (3) After the 3rd charge for a reimbursable meal, the High School Administrator or his/her designee will contact the parent/guardian to seek payment for shortage.
- (4) The Board reserves the option to discontinue meal service should payment not be forthcoming after two (2) weeks' time.

Non Instructional

3542 - Lunch Charging Meal Policy (continued)

Elementary and Middle School students: are enrolled in Community Eligibility Provision schools and will not be allowed to charge a la carte items from the cafeteria.

The Board of Education is responsible for reimbursing the food service fund for outstanding lunch charges at the end of each school year per the United States Department of Agriculture as outlined in the State of Connecticut Department of Education Operational Memorandum 19-10.

This policy shall be included in student/parent handbooks, placed on the Board's website and the website of each school, and it shall be published at the beginning of each school year at the time information is distributed regarding free and reduced price meals.

Non Instructional

3850 – Pest Management – Pesticides Application in Schools

The school administration shall adopt and utilize an integrated pest management (IPM) plan for the Windsor Locks Public Schools that is consistent with an applicable model plan provided by the Commissioner of Energy and Environmental Protection and shall amend such plan, as required, from time to time. IPM procedures will determine when to control pests and whether to use mechanical, physical, chemical, cultural or biological means. Chemical controls shall be used as a last resort. The Board of Education (Board) establishes that the school district shall use pesticides only after consideration of the full range of alternatives, including no action, based upon an analysis of environmental effects, safety, effectiveness and costs. The Superintendent and his/her designee shall be responsible to implement IPM procedures and to coordinate communications with members of the staff who are responsible for pest control, such as maintenance personnel and custodians, and hired contractors when utilized by the district to control a pest problem. The Maintenance and Facilities Supervisor shall be designated as the IPM supervisor and shall direct and supervise all IPM procedures to be carried out by assigned custodial staff and/or licensed contractors.

The goal of this pest management program is to manage pests in order to:

- Reduce any potential human health hazard and/or to protect against a significant threat to public safety;
- Prevent loss or damage to school structures or property;
- Prevent pests from spreading in the community or to plant and animal populations beyond the site;
- Enhance the quality of life and to provide a safe and healthy learning environment for students, staff and others.

The Superintendent of Schools shall establish regulations to accompany this policy to ensure compliance with state law regarding the application of pesticides in school and on school grounds. Notice of the IPM plan and its related procedures as well as notice of the application of pesticides in school or on school grounds will be provided to staff and parents and guardians of enrolled students in accordance with state law and this policy and its regulations.

Legal References:

Connecticut General Statutes

10-231b Pesticide applications at schools; Authorized applicators. Exception

10-231d Pesticide applications at schools with an integrated pest management plan.

Prior notice

22a-46 Short title: Connecticut Pesticide Control Act

22a-54 Pesticide applicators, certification, classification, notice, fees, reciprocity; financial responsibility; aircraft, tree, public employee applicators

22a-58 Records to be kept by distributors and applicators

23-61a Definitions. Tree protection examining Board within Department of Consumer Protection. Regulations

23-61b Licensing for arboriculture; examination; fees; renewal; suspension, revocation. Nonresidents. Records. Pesticides

PA 09-56 An Act Concerning Pesticide Applications At Child Day Care Centers and Schools

Federal law

Federal Insecticide, Fungicide, and Rodenticide Act (FIFRA) 7 U.S. Code 136 et seq.

Policy adopted: March 2007

Revised:

R-3850-Pest Management-Pesticide Application in Schools

Definitions

A **“pesticide”** is defined as a fungicide used on plants, an insecticide, a herbicide, or a rodenticide but does **not** mean a sanitizer, disinfectant, antimicrobial agent or pesticide bait.

“Integrated pest management” is defined as the use of all available pest control measures, including the judicious use of pesticides when warranted, to maintain a pest population at or below an acceptable level while decreasing the unnecessary use of pesticides.

“Emergency application of pesticides” is defined as when an application of pesticides is necessary to eliminate an immediate threat to human health and where it is impractical to obtain the services of a certified pesticide applicator provided such emergency application does not involve a restricted use pesticide as defined in CGS 22a-47.

Required Training for Employees and/or Certification for Pesticide Applicators; Emergency Exception

All district employees who use chemicals to control a pest problem must be trained and shall follow all precautions and application regulations.

Pest control contractors shall be utilized, when deemed necessary, to inspect for conditions conducive to pest problems and to develop appropriate prevention measures. Pest control contractors will be expected to write recommendations for structural improvements or repairs and housekeeping and sanitation measures required to reduce or prevent recurrence of pest problems.

The District will only employ certified pesticide applicators for any necessary and non-emergency pesticide use in school buildings or on school grounds. Contractors hired to do this work shall give evidence of appropriate training and certification in the proper use of pesticides.

Someone other than a certified pesticide applicator may apply a pesticide in an emergency to eliminate an immediate human health threat when (1) it is impractical to obtain the services of a certified pesticide applicator and (2) a restricted use pesticide is not used.

Required Notice

At the beginning of each school year, the Board will provide the staff of each school with written guidelines on how the IPM plan is to be implemented and shall provide the parents or guardians of each child enrolled in each school with a statement that shall include a summary of the IPM plan for the school. Such a statement shall be provided to the parents or guardian of any child who transfers to a school during the school year. The statement shall include information on how staff, parents or guardians may register to receive notice of pesticide applications at the school, and also include a description of the district’s emergency notification procedures. Notice

of any modification to the IPM plan is required to be sent to any person who registers to receive notice of pesticide applications.

Notice provided shall include (1) the name of the active ingredient of the pesticide being applied, (2) the target pest, (3) the location of the application on the school property, (4) the date of the application, and (5) the name of the school administrator, or a designee, who may be contacted for further information.

Notice of pesticide application shall be provided, by any means practicable, to any person who has requested notification on or before the day that any application of pesticide is to take place at a school.

Not later than March 15th of each year, a notice of applications made since January first of such year, and a listing of such notices for applications made during the period March 15th through December 31st time frame from the preceding calendar year shall be sent through the District's electronic mail notification or alert system. This notification is for those parents/guardians who previously registered for prior notification of pesticide applications.

The District is also required to print the above required electronic mail notification in the applicable parent handbook. (The law, C.G.S. 10-231c, as amended does not require the reprinting of the handbook to provide the notification or the development or use of a website, social media account or electronic mail notification or alert system not already in use or existence prior to October 1, 2015.)

In addition to the notice required to be provided to individuals who have registered to receive notice of pesticide applications, the Board shall post notice on its website or that of a school, if one exists, at least twenty four hours prior to the application of pesticides within any school building or on school grounds. Such notification shall also be posted to the primary social media account of such school or the Board, if one exists.

Additionally, the Board must provide on its website home page information how parents or guardians may register for prior notice of pesticide applications.

Restriction on Application of Pesticides during Regular School hours or Planned Activities

Except in emergency situations, pesticide applications shall be limited to non-school hours and when activities are not taking place.

An emergency application may be made to eliminate an immediate threat to human health if (a) it is necessary to make the application during such a period, and (b) such emergency application does not involve a restricted use pesticide, as defined in section 22a-47.

No child may enter an area of such application until it is safe to do so according to the provisions on the pesticide label.

Registration for Notice of Pesticide Application

Parents or guardians of children in any school and school staff may register for notice of pesticide application at their school.

Each school shall maintain a registry of persons requesting such notice.

Records to be Maintained of Pesticide Usage and Treated Areas

Information regarding pesticides used and areas treated shall be maintained for a period of five years at the school site and available to the public and staff upon request. The District shall establish and maintain accurate records of all chemical use and their location, including information on indicators of pest activity that can verify the need for action.

First Reading:

- 1331(a) – Smoke Free Environment (new)
- 3516.5 – Sexual Offenders on School Property (new)
- 5144.4 – Physical Exercise and Discipline of Students (new)
- 9005 – Statement of Integrity
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- 9400 – Board Self-Evaluation
- 9410 – Public Announcement of Accomplishments

Community Relations

Smoke Free Environment

Students

In accordance with law and to promote the health and safety of all students and staff, the District prohibits all employees, students and patrons from smoking or using tobacco or tobacco products in all school facilities, buildings, and all school property, both inside and outside, and buses or other District transportation at all times, including athletic events and meetings. Tobacco includes, but is not limited to, cigarettes, cigars, snuff, smoking tobacco, smokeless tobacco, nicotine delivering devices or vapor products, chemicals or devices that produce the same flavor or physical effect of nicotine substances; and any other tobacco or nicotine innovations. This prohibition extends to all facilities the District owns/operates, contracts for or leases to provide educational services, routine health care, daycare or early childhood development services to children, as well as facilities in which services are not provided to children.

Definitions

Electronic cigarette liquid means a liquid that, when used in an electronic nicotine delivery system or vapor product, produces a vapor that may or may not include nicotine and is inhaled by the user of such electronic nicotine delivery system or vapor product.

Electronic nicotine delivery system means an electronic device that may be used to simulate in the delivery of nicotine or other substance to a person inhaling from the device, and includes, but is not limited to, an electronic cigarette, electronic cigar, electronic cigarillo, electronic pipe or electronic hookah and any related device and any cartridge or other component of such device including, but not limited to, electronic cigarette liquid.

Liquid nicotine container means a container that holds a liquid substance containing nicotine that is sold, marketed or intended for use in an electronic nicotine delivery system or vapor product, except "liquid nicotine container" does not include such a container that is prefilled and sealed by the manufacturer and not intended to be opened by the consumer.

Vapor product means any product that employs a heating element, power source, electronic circuit or other electronic, chemical or mechanical means, regardless of shape or size, to produce a vapor that may or may not include nicotine that is inhaled by the user of such product.

This prohibition does not apply to any private residence or any portion of a facility that is used for inpatient hospital treatment of individuals dependent on, or addicted to, drugs or alcohol in which the District provides services.

Community Relations

Smoke Free Environment (continued)

Staff and Public

In addition, the prohibition does not apply to a classroom where a demonstration of the use of an electronic nicotine delivery system or vapor product is taking place as part of a medical or scientific experiment or lesson.

An ongoing program of student support and counseling will be offered to provide support for students who wish to break the smoking habit.

An ongoing program of staff support and counseling will be offered to provide support for staff who wishes to break the smoking habit.

A sign shall be posted on school premises indicating that smoking, including the use of e-cigarettes is prohibited by state law.

Legal Reference: Connecticut General Statutes

19a-342 Smoking prohibited in certain places. Signs required. Penalties. (as amended by PA 19-13)

21a242 Schedules of controlled substances.

P.A. 14-76 An Act Concerning the Governor's Recommendations Regarding Electronic Nicotine Delivery Systems and Youth Smoking Prevention.

PL 107-110, Section 4303, "Non-smoking Policy for Children's Services"

20 U.S.C. 7181-7184 The Pro Children Act of 2001

Policy Adopted:

Business and Non Instructional Operations

Safety

Sexual Offenders on School Property

Definitions:

For the purpose of this policy, a sexual offender is defined in Connecticut General Statutes §54-250 through §54-261 and /or is required per these statutes to register on the state's sex offender registry. A *parent/guardian sexual offender* is an individual who meets this policy's definition of sexual offender and who has either parental or legal guardianship rights to a child attending a District school. A *non-parent/non-guardian sexual offender* is an individual who meets this policy's definition of sexual offender and who has no parental rights or legal guardianship rights to a child attending a district school.

School Property includes all land within the perimeter of the school site and all school buildings, structures, facilities, computer networks and systems, and school vehicles, whether owned or leased by the school district, and the site of any school-sponsored activity.

Non-Parent/Guardian Sexual Offenders

A non-parent sexual offender is prohibited from entering a District school except:

1. When he/she is a qualified voter and is entering school property solely for the purpose of casting his/her vote.
2. To attend an open meeting.

A non-parent sex offender who attempts to communicate electronically with a student while the student is on school property will be considered on school property without permission and will be in violation of this policy.

Parent/Guardian Sex Offenders

Parent/guardian sexual offenders are prohibited from entering school property except:

1. When he/she is a qualified voter and is entering school property solely for the purpose of casting his/her vote.
2. To attend an open meeting.
3. With the Superintendent's prior written approval in the following instances:
 - a. To transport his/her own child to and/or from school
 - b. To attend a conference to discuss his/her student's progress, placement, or individual education plan (IEP)
 - c. Under other circumstances on a case-by-case basis, as determined by the Superintendent.

Business and Non Instructional Operations

Safety - Continued

Sexual Offenders on School Property

A parent/guardian sex offender who attempts to communicate electronically with a student other than his/her child while the student is on school property will be considered on school property without permission and will be in violation of this policy.

Student Sex Offenders

The Superintendent of his/her designee shall determine the appropriate educational placement for student sex offenders except those identified as having a disability. When determining educational placement, the Superintendent or his/her designee shall consider such factors as the safety and health of the student population. The Superintendent or designee shall develop guidelines for managing each student sexual offender in District schools. If the Superintendent or designee determines that, in the best interest of District schools, the student sexual offender should be placed in an alternative educational setting, the District shall pay for the costs associated with this placement.

A PPT/IEP team shall determine the educational placement of a student sexual offender with a disability. The student with a disability is entitled to all the due process procedures available to a student with a disability under the Individuals with Disabilities Education Act. The PPT/IEP team shall develop procedures for managing each student sexual offender with a disability that attends a District school. If the PPT/IEP team determines that the student sexual offender should be placed in an alternative educational setting, the District shall pay for the costs associated with this placement.

General Provisions

The Superintendent or his/her designee will inform the appropriate principal and other relevant District staff of the scope of the permission granted to each sexual offender.

Sexual offenders who receive permission to enter school property must immediately report to the individual or location designated in the Superintendent's or designee's written permission statement. The building Principal shall assign a chaperone to accompany the sexual offender while he/she is on district property. The only exceptions to these requirement are when the Superintendent grants permission to a parent/guardian sex offender to transport his/her child and when a student sex offender receives permission to attend District school in which case the guidelines developed for this individual shall apply.

Business and Non Instructional Operations

Safety - Continued

Sexual Offenders on School Property

The Superintendent will contact law enforcement anytime a sexual offender violates this policy and will immediately revoke any privileges granted to the sexual offender under this policy.

Legal Reference: Connecticut General Statutes

§54-250 through 54-261 Registration of Sexual Offenders.

PA 07-143: An Act Concerning Jessica's Law and Consensual Sexual Activity Between Adolescents Close in Age to Each Other.

PA 07-4, June 07 Special Session: An Act Concerning the Provisions of the Budget Concerning Education.

United States Code, Title 42 14071 Jacob Wetterling Crimes Against Children and Sexually Violent Offender Registration Program Act.

Policy Adopted:

Students

Discipline

Physical Exercise and Discipline of Students

The Board of Education (Board) recognizes that a positive approach toward exercise and physical activity is important to the health and well-being of students. The Board requires that each student in elementary school shall have not less than twenty minutes daily in total devoted to physical exercise, except that a Planning and Placement Team may alter such schedule for a child requiring special education and related services. Further, the Board permits, in its elementary schools, including an additional amount of time, beyond the required twenty minutes for physical exercise, devoted to undirected play during the regular school day, subject to the approval of the building administration.

All aspects of the school experience should encourage students to have a healthy attitude toward exercise and promote the life-long enjoyment of physical activity. Therefore, when school employees impose disciplinary consequences for student misconduct during the regular day, the following restrictions shall apply:

1. Loss of Recess as Disciplinary Consequence

Except as provided below, school employees may NOT prevent a student in elementary school from participating in the entire time devoted to physical exercise or undirected play in the regular school day as a form of discipline. Recess and other physically active learning opportunities may include movement-oriented learning activities in the academic environment, physical activity breaks, and regularly scheduled school wide routines and events that engage students in physical activity that is the time devoted each day (at least 20 minutes) to physical exercise in the District's elementary schools.

Loss of recess or other physically active learning opportunities as a form of discipline may be permitted on a case-by-case basis if approved in writing by the building administration prior to the imposition of the discipline. Such approval may be granted for safety reasons, as a last resort before in-school suspension, or in extraordinary situations when alternative strategies to address student misconduct have been ineffective.

This restriction shall not apply to students who are receiving in-school suspension.

2. Physical Activity as Punishment

School employees may NOT require students enrolled in grades K-12, inclusive, to engage in physical activity as a form of discipline during the school day.

Students

Discipline

Physical Exercise and Discipline of Students (Continued)

3. Wellness Instruction

School employees shall not prevent students from participating in physical exercise or undirected play during wellness instruction as a form of discipline.

This restriction does not apply to brief periods of respite/time-outs, referrals to the building administrator, or for safety reasons.

At no time shall an entire class be prevented from participating in wellness instruction or physical exercise activity as a disciplinary consequence.

The Superintendent of Schools is authorized to develop guidelines to implement this policy.

Nothing in this policy shall prevent a school employee from acting in accordance with an Individualized Education Plan (IEP) developed by the student's Planning and Placement Team (PPT).

For the purpose of this policy, "school employee" means a teacher, substitute teacher, school administrator, school superintendent, guidance counselor, school counselor, psychologist, social worker, nurse, physician, school paraprofessional or coach employed by the Board or working in a public elementary, middle or high school; or any other individual who, in the performance of his or her duties, has regular contact with students and who provides services to, or on behalf of students enrolled in a public elementary, middle or high school, pursuant to a contract with the Board.

Any employee who fails to comply with this policy will be subject to discipline, up to and including termination of employment. Any contracted individual who provides services to or on behalf of District students and who fails to comply with the requirements of this policy may be subject to having his/her contract for services suspended by the District.

(cf. 6142.10 - Health Education Program)

(cf. 6142.101 - Wellness)

(cf. 6142.61 - Physical Activity)

(cf. 6142.6 - Physical Education)

Students

Discipline

Physical Exercise and Discipline of Students (Continued)

Legal Reference: Connecticut General Statutes

10-221o Lunch periods. Recess (as amended by P.A. 12-116, An Act Concerning Educational Reform, and P.A. 13-173, An Act Concerning Childhood Obesity and Physical Exercise in Schools and P.A. 19-173 An Act Concerning the Improvement of Child Development Through Play)

10-221u Boards to adopt policies addressing the use of physical activity as discipline. (as amended by PA 18-15)

Policy adopted:

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Bylaws of the Board

Role of the Board and Its Members

9005 - Statement of Integrity

As Windsor Locks Board of Education (Board) members, our goal is to improve the education of our students and to advocate for them and their best interests. Board members must work collaboratively and with others in the community to successfully reach this goal.

To this end, the Board members will:

- focus primarily on the educational welfare of the students;
- render all decisions based on the available facts and not on individual special interests or personal agendas;
- attend Board meetings whenever possible, and be responsible for becoming informed on issues coming before the Board, as well as being prepared to discuss and/or act upon agenda items;
- facilitate ongoing communication between the Board and students, staff, parents and all members of the community regarding the purposes, values, conditions and needs of public education in town;
- declare a conflict of interest when it arises;
- refrain from using Board membership for personal or financial gain, and shall not exercise any administrative responsibility with respect to the schools, nor as an individual command the services of any school employee;
- review annually and establish plans, with the Superintendent of Schools, which support the educational priorities and long range plan of the school district;
- create, abolish, modify and maintain such positions, schools, divisions and classifications as may be necessary for the efficient administration of the educational enterprise;
- select and annually evaluate the Superintendent of Schools in accordance with state statutes;
- consider and adopt an annual budget, prepared by the Superintendent of Schools;
- establish policy for governance of the school system in accordance with state statutes;
- consider and adopt curricula;
- support all decisions by the Board to the community once a decision has been reached;
- exercise no decision making authority beyond that which is granted at Board meetings.
- act in accordance with all state statutes and such policies as adopted by the Board of Education; and
- commit to and maintain high legal, ethical, and moral standards.

Bylaw adopted: June 14, 2012

Bylaws of the Board

9020 - Public Statements

The Windsor Locks Board of Education (Board) recognizes that communication is a continuous two-way process. The Board believes that it is important to keep the public informed about educational programs, and, in turn, that the community should have the opportunity to provide input.

Communication will be a concurrent responsibility of the Board and the Superintendent of Schools. The Superintendent of Schools will work with the members of the Board to conduct an active and comprehensive program throughout the school district and community for the prompt dissemination of information about decisions made at all Board meetings. Releases to the press and brief summaries of Board meeting actions prepared for distribution to staff members and parent/guardians are regarded as appropriate media of information for meeting the requirements of this bylaw. Press releases relative to Board of Education action shall be released only by the Board Chairperson or the delegated agent of the Board.

(cf. 1112.2 - School News Releases)

(cf. 1120 - Board of Education Meetings)

Bylaw adopted: June 14, 2012

Bylaws of the Board

Public Statements

9020.1 - Advocacy

The Board of Education (Board) believes that advocacy is a critical part of its activity and an important responsibility of school Board members. Advocacy is engagement in the political process at local, state and national levels to influence the public policies that affect Boards of Education and school children.

Education advocacy requires the Board to publicly state what is needed to achieve effective public education. It is a recognition that the Board has an important message to deliver to all governmental levels, the media and community, that affect educational policy and power to influence outcomes.

Education must be a priority in local, state and national policy and actions. Advocacy is necessitated by the many laws mandated on the school district by the state and federal government as well as regulations promulgated by State and Federal Departments of Education.

School Board members, respected by legislators are powerful advocates, with the responsibility to explain to legislators, the local impact of state and federal policy decisions. Local school Board members must help the Connecticut Association of Boards of Education deliver its message to legislators.

In fulfilling its advocacy responsibilities, the Board will cooperate with parent groups, other educators, special interest groups, business and service organizations other school Boards, CAFE, and community members to achieve favorable legislation on education issues. Coalition building is critical to effective advocacy.

To fulfill its advocacy role, the Board will:

1. join broad advocacy networks, such as CAFE, at the state and national levels;
2. nominate, at the annual organizational meeting, a point person to be the conduit for information and action; with the power to write and contact legislators on behalf of the entire Board;
3. schedule time at Board meetings for a report on state and national advocacy issues;
4. recognize the Board Chairperson, or his/her designee, as the press spokesperson for the Board on state and national educational issues;

5. use varied available means of communication, such as newsletter, general media, public forums to publicize federal and state legislative policy issues being addressed by the Board;
6. agree as a Board, in its lobbying effort on the particular issues and tactics, to be given priority;
7. cooperate, in a coalition with other Boards of Education, teachers parents, administrators, local elected officials, business and community leaders on agreed upon education lobbyist issues;
8. use media as an advocacy tool, meeting with the editorial board of newspapers serving the local area, writing letters to the editor and talking with reporters on educational legislative issues.

Bylaw adopted: June 14, 2012

Bylaws of the Board

Commitment to Democratic Principles in Relation to Community, Staff, Students

9030 - Board-Staff Communications

The Windsor Locks Board of Education (Board) recognizes the need to maintain open communication between itself and the staff. Essentially, communications with staff deal with three general areas - administration, policy and philosophy. While the Board recognizes the necessity for Board-staff communications, it also recognizes that administrative matters must be dealt with through its chief administrator. Hence, the basic line of communication for administrative matters shall be through the Superintendent.

1. Staff Communications to the Board

All formal reports to the Board or any Board committee from administrators, supervisors, teachers or other staff members shall be submitted through the Superintendent. This necessary procedure shall not be construed as denying the right of any employee to appeal to the Board from administrative decisions on important matters, provided that the Superintendent shall have been notified of the forthcoming appeal and that it is processed in accordance with the Board's policy on complaints and grievances. (cf. 4135.4 and 4235.4 re Complaints/Grievances)

Staff members are also reminded that Board meetings are public meetings. As such, they provide an excellent opportunity to observe and participate first hand the Board's deliberations on problems of staff concern.

2. Board Communication to Staff

All official communications, policies and directives of staff interest and concern will be communicated to staff members through the Superintendent, and the Superintendent will employ all such media as are appropriate to keep staff fully informed of the Board's problems, concerns and actions. (cf. 9020 - Public Statements)

3. Visits to Schools

Individual Board members interested in visiting schools or classrooms will make arrangements for visitations through the administrators of the various schools. Such visits shall be regarded as informal expressions of interest in school affairs and not as "inspections" or visits for supervisory or administrative purposes. Official visits by Board members will be conducted only under Board authorization and with the full knowledge of staff, including the Superintendent, building administrators and other supervisors.

4. Social Interaction

Staff and Board members share an interest in the schools and in education generally, and it is to be expected that when they meet at social affairs and other functions, they will informally discuss such matters as educational trends, issues, and innovations and general school district problems. Individual Board members have no special authority except when they are convened at a legal meeting of the Board or vested with special authority by Board action. Board of Education members are expected to avoid discussion of:

- A. Matters that are, or have the potential of becoming, the subject of an executive session;
- B. Information and data contained in personnel records protected by the privacy act;
- C. Contested issues that may require final resolution by the Board.

(cf. 2220 - Representative and Deliberative Groups re staff involvement in decision making)
(cf. 5145 - Civil and Legal Rights & Responsibilities)
(cf. 9133 - Special/Advisory Committee re: staff advisory committee and student advisory committee)

Legal References:

Connecticut General Statutes
10-220 Duties of boards of education

Bylaw adopted: June 14, 2012

Bylaws of the Board

9100 - Organization – Board of Education

The Board of Education (Board) shall be organized bi-annually at the first regular meeting following election during each odd numbered year. The meeting shall be called to order by the Chairperson of the Board for the preceding year, or by the Vice-Chairperson, in that order of priority. If none of the former officers is a member of the Board, the meeting shall be called to order by a temporary chairman. The person calling the meeting to order shall preside until a Chairperson is chosen.

Election of officers shall require a majority vote of the members of the Board. The new officers shall take office upon election.

The Chairperson shall preside at all meetings of the Board. The Chairperson shall perform all duties imposed by statute and shall sign all papers and documents as required by law, or as authorized by the action of the Board. If the Chairperson is absent during a meeting, the Vice-Chairperson shall preside.

Whenever there is a vacancy in the office of Chairperson or Vice-Chairperson, the Board shall elect a new officer to fill the vacancy during the unexpired term of office.

The Board of Education shall within thirty days of the date of election of members and/or officers of such Board, return to the Secretary of the State Board of Education the names and addresses of the members of the Board of Education.

Legal References:

Charter, Town of Windsor Locks, Sec. 205, p.3 and Sec. 302, p. 5

Bylaw adopted: June 14, 2012

Bylaws of the Board

9110 - Number of Members, Terms of Office

There shall be elected two members of the Board of Education (Board) not more than one of whom shall be of the same political party, who shall hold office for terms of four years so that there shall be a Board of five members, not more than three of whom shall be of the same political party, serving terms of four years.

All terms shall commence on the day following the regular biennial Town election.

Legal References:

Charter, Town of Windsor Locks, Sec. 302, pp.4-5

Bylaw adopted: June 14, 2012

Bylaws of the Board

9120 - Officers

The Windsor Locks Board of Education (Board) shall, no later than one month after the date of which the newly elected members take office, elect from its number a Chairperson and a Vice-Chairperson, of such Board for the ensuing two years and may prescribe their duties.

How Elected

Each voting Board member shall cast his/her vote for election of officers. The vote of each member shall be reduced to writing and shall be made available for public inspection within forty-eight hours, excluding Saturday, Sunday and legal holidays. The results of the election shall also be recorded in the minutes of the meeting and the minutes shall be available for public inspection at all reasonable times. If such officers are not chosen after one month because of a tie vote of the members, the Town Council shall choose such officers from the membership of the Board.

(cf. 9221 - Filling Vacancies)

(cf. 9222 - Resignation/Removal from Office/Censure)

Legal References:

Connecticut General Statutes

10-218 Officers. Meetings

City Charter

Chapter IX, Department of Education, Section 2: Organization

Bylaw adopted: June 14, 2012

Bylaws of the Board

9121 - Chairperson

The Chairperson shall preside at all meetings of the Windsor Locks Board of Education (Board) and shall perform other duties as directed by law, State Department of Education regulations, and by this Board. In carrying out these responsibilities, the Chairperson shall:

1. Sign the instruments, acts, and orders necessary to carry out state requirements and the will of the Board.
2. Consult with the Superintendent in the planning of the Board's agendas.
3. Confer with the Superintendent on crucial matters which may occur between Board meetings.
4. Appoint Board committees, subject to Board approval.
5. Call special meetings of the Board as necessary.
6. Be public spokesperson for the Board at all times except as this responsibility is specifically delegated to others.
7. Be responsible for the orderly conduct of all Board meetings.
8. Assume such other duties as may be authorized by the Board.

The Chairperson shall have the right, as other Board members have, to offer resolutions, discuss questions, and to vote.

(cf. 9020 - Public Statements)
(cf. 9325 - Meeting Conduct)

Legal References:

Connecticut General Statutes
10-218 Officers. Meetings

Bylaw adopted: June 14, 2012

Bylaws of the Board

9122 – Office of the Vice-Chairperson

The Vice-Chairperson will:

1. Act in place of the Chairperson when necessary and preside at meetings when the Chairperson is temporarily absent. The Vice-Chairperson cannot fill vacancies required to be filled by the Chairperson and does not serve as an ex-officio member of committees.
2. Work with the Chairperson and Superintendent to become generally informed of Board of Education (Board) business.
3. In the absence of the Chairperson, act as a resource to the Superintendent on decisions which may require further input between board meetings.

The Vice-Chairperson's signature shall be an alternative signature on all legal documents requiring the signature of a Secretary.

Bylaw adopted: June 14, 2012

Bylaws of the Board

9124 - Recording Secretary/Clerk

The Board of Education (Board) shall appoint the Superintendent to act as the Secretary to the Board.

The Secretary shall be responsible for accurate records of the proceedings of the Board; and for the preservation of reports of committees and communications addressed to the Board, reports of the Chairperson of the Board and reports of the Superintendent.

The Secretary shall cause written notices of regular Board meetings and suitable notices of special meetings to be sent to Board members through the office of the Superintendent.

The Superintendent, as appointed Secretary, shall report to the Commissioner of Education such returns and statistics respecting the schools of the Town as the Commissioner requests.

The Secretary will write an annual report on the activities of the Board for the Town Annual Meeting Report.

The Superintendent acting as Secretary to the Board is authorized to hire a Clerk.

Legal References:

Connecticut General Statutes
10-218 Officers
10-224 Duties of secretary
0-225 Salaries of secretary and attendance officers

Bylaw adopted: June 14, 2012

Bylaws of the Board

9125 - Attorney

The Board of Education (Board) recognizes that the increasing complexity for school district operations frequently requires procurement of professional legal services. Therefore, the Board shall designate an attorney and/or law firm to provide such services on an ongoing basis. The school attorney(s) shall be admitted to practice law in Connecticut. The Board reserves the right to obtain legal services outside of its designated attorney/law firm as deemed appropriate.

A decision to seek legal advice or assistance on behalf of the District shall normally be made by the Superintendent or Board Chairperson in accordance with Board policy and when an obvious need exists. Such services may also be obtained as a consequence of a formal vote of the Board.

The performance of the school attorney(s) may be subject to annual evaluation by the Board and the Superintendent. Such evaluation may include the areas of efficiency and adequacy of advice; results obtained for the District; reasonableness of fees; and responsiveness to and interactions with the Board, administration, and community.

Bylaw adopted: June 14, 2012

Bylaws of the Board

9130 - Committees

Committees of the Windsor Locks Board of Education (Board) shall be established as needed, by a majority vote of the Board. The Chairperson shall be an ex-officio member of each committee.

Each committee may make a report through its Chairperson at each regular meeting of the Board.

No committee shall have power other than to recommend to the Board. No committee, or member of a committee, is authorized to make any contract or enter into any agreement which involves the expenditure of money.

All committees of the Board shall follow the provisions of the Freedom of Information Act as required by statute. All committees shall keep minutes of business conducted at meetings. The minutes will be kept on file in the Superintendent's office and available at all times to the Board members. The minutes shall include the names of the committee members in attendance, listing of topics discussed and committee recommendations.

The Board shall act as a committee of the whole in final consideration of all matters.

(cf. 9131 - Committee of the Whole)

(cf. 9132 - Standing Committees)

(cf. 9133 - Special/Advisory Committees)

Legal References:

Connecticut General Statutes

1-200 through 1-241 of the Freedom of Information Act

1-200 Definitions

1-225 Meetings of government agencies to be public

Bylaw adopted: June 14, 2012

Bylaws of the Board

9160 - Student Representatives on the Board of Education

The Board of Education (Board) believes it is important and recognizes the value of having student representatives to the Board for input into their decisions, which affect all students.

Student representation to the Board is open to all students in grades 11 and 12. Representation shall not exceed two (2) members who have met the requirements for participation in Windsor Locks standards for interscholastic sports and extracurricular activities. Student representatives shall serve a term of two academic years with a junior being selected each fall during the month of September as recommended by the high school administration.

1. Each year student representatives shall attend an orientation session arranged by the Superintendent and at least one Board member. Each student representative will be assigned a Board of Education member mentor.
2. Student representatives shall be committed to represent their constituencies by attending regular Board meetings but not executive sessions of the Board. After two unexcused absences from meetings, the Superintendent and high school administration will arrange for consultation with the representative regarding attendance. If a student representative misses more than five (5) Board meetings in a given school year, the Board may vote to remove the student representative from the Board.
3. Student representatives will receive all regular meeting agenda, minutes and other pertinent information as determined by the Superintendent of Schools.
4. Student representatives shall represent all students in the Windsor Locks Schools, and dispense information and seek input from students at all grade levels, where appropriate, and may serve on committees as appointed by the Board.
5. Student representatives will have an opportunity to speak during any portion of the Board meetings and shall be encouraged to fully participate in any and all matters brought before the Board in a nonvoting capacity.
6. At least one week prior to a regular Board meeting, a student representative may request of the Superintendent of Schools in consultation with the Board Chairperson, consideration of a specific item for the upcoming agenda.
7. Student representatives may be removed from service on the Board for conduct unbecoming a member, including but not limited to, suspension/expulsion from school, and for other due and sufficient causes as determined by the high school administration in consultation with the Superintendent of Schools and the Board.

Legal References:

Connecticut General Statutes
9-203 Number and term of members of boards of education

Bylaw adopted: June 14, 2012

Bylaws of the Board

9221 - Filling Vacancies on Board

Vacancies in the Board of Education (Board) shall be filled within sixty days by a majority vote of the remaining members of such Board by the appointment of a member of the same political party in which was enrolled the person whose discontinuance in office caused such vacancy, until the next succeeding biennial election at which time a person shall be elected to fill the unexpired term of such Board. In case of a tie vote in the vote of such Board, in carrying out the provisions of this section, such tie vote may be dissolved by vote of the First Selectman.

Legal References:

Connecticut General Statutes
10-219 Procedure for filling vacancy on local board of education

Charter, Town of Windsor Locks, Sec. 205, p.3

Bylaw adopted: June 14, 2012

Bylaws of the Board

9240 - Board Member Professional Development

The Board of Education (Board) desires that its individual members of the Board, and especially new members, learn, understand and practice effective governance principles. The Superintendent and Board Chairperson are responsible for new member orientation and development. The orientation should include a discussion of issues currently before the Board, reference to the minutes of the Board on the website, a copy of the Board's policies, rules, and regulations, a copy of the current school budget and the latest financial statement, a new Board Member packet and any other materials relevant to their duties and responsibilities as members of the Windsor Locks Public Schools.

All Board members will have an equal opportunity to attend state and national meetings designed to familiarize members with public school issues, governance and legislation.

In order to develop leadership capabilities, become informed about current issues in education, and improve their skills as members of a policy-making body, Board members will be encouraged to participate in opportunities for development that may include the following:

- In-service activities planned by the Board and by the administration for staff members, as appropriate;
- Participation in conferences, workshops and conventions held by State and National School Boards Associations and other educational organizations;
- Subscriptions to publications addressing Board member concerns.

In order to control the investment of time and funds necessary to implement this policy, the Board establishes these principles and procedures for its guidelines:

1. The Superintendent shall maintain a calendar of school board conferences, conventions and workshops. The Board will periodically decide which meetings appear to be most promising in terms of producing benefits to the District.
2. Funds for participation at such meetings will be budgeted on an annual basis. When funds are limited, the Board will designate which of its members would be the most appropriate to participate at a given meeting.
3. Board members authorized to attend educational conferences and/or performing official duties for the Board shall be reimbursed, upon submitting vouchers and supporting documentation, for reasonable expenditures, transportation costs to and from the destination and registration fees. Board members must have approval in advance from the Board.
4. When a convention, conference or workshop is attended, those who participate will be requested to make a report of their participation at the next regular Board meeting.

Professional journals and books in school professional libraries shall be made available to all Board members.

(cf. 1100 – Communication with the Public)
(cf. 4133 – Travel Reimbursement)

Bylaw adopted: June 14, 2012

(Attach All Bills and Receipts to this Report)

Date of Report _____
 Name of Board Member _____
 For Attendance At _____
 Sponsored By _____
 Location _____
 Date(s) _____

I. Travel Expenses—(Expenses other than privately-owned automobile-expenses over \$10.00 must be accompanied by receipt)

ITEMS	SUN.	MON.	TUES.	WED.	THURS.	FRI.	SAT.	AMOUNT
Transportation Air, Rail, Bus								\$
Local Transportation Taxi, etc.								
Hotel								
Breakfast								
Lunch								
Dinner								
Telephone/Telegraph								
Tolls								
Parking								
Registration Fee								
Other								

Sub-Total \$ _____

II. Mileage Allowance – (for the use of privately-owned auto on trip)

DATE	Odometer		MILES	AMOUNT
	Start	Finish		

I hereby certify that the travel indicated hereon was accomplished; that no part of compensation claimed was of a personal nature.

Sub-Total	\$	
Total Travel Expense I & II		
Cash Advanced (Check# _____)		
Balance Due Employee.....	(-)	

Signed _____
 Board Member

Approved _____
 Chairperson, Board of Education

Approved _____
 Director of Business Services

Bylaws of the Board

9270 – Conflict of Interest

The Board of Education (Board) requires that its members adhere to all Connecticut and town conflict of interest laws and ordinances applicable to Board members. Board members should also refrain from engaging in conduct that gives the appearance of a conflict of interest. In addition, Board members are required to adhere to the following provisions, which may also require them to recuse themselves at certain times:

Recusal Defined. For the purposes of Board policy, recusal shall be defined as refraining from any debate, discussion or vote on matters, motions, or actions directly related to the subject of the conflict of interest (i.e., specifically related individuals or entities). This definition does not prohibit a Board member with a conflict of interest from participating in discussions, votes or other actions of a general nature beyond that specific subject of the conflict of interest. For example a Board member with a conflict of interest, may participate in discussions and vote on collective bargaining agreements where the bargaining unit happens to include an individual related to the conflict of interest, but the Board member may not participate or vote on contracts or other matters solely affecting the specific subject of the conflict of interest.

1. No member of this Board shall accept employment for compensation by the Board in any position in this school district. Pursuant to Connecticut General Statute §10-232, if a member of this Board does obtain such employment within the district, the Board member shall be deemed to have forfeited his or her Board membership.
2. If a child, grandchild, parent, guardian, sibling, spouse, or civil union partner, of a Board member or said member's spouse's or civil union partner's child, grandchild, parent, guardian, or sibling, is employed or is being considered for employment by this Board, such Board member shall declare that they have a conflict of interest in ~~matters~~ matters directly related to that individual and recuses himself or herself.
3. No Board member shall use his or her position on the Board to influence a non-Board member in an employment or contractual decision; nor shall a Board member use his or her position on the Board to influence a Board member in employment or contractual decisions other than those routinely made by this Board. As necessary, a Board member shall declare that they have a conflict of interest and recuse himself or herself.
4. No Board member shall have a direct pecuniary interest in in a contract with the school district. This prohibition includes directly furnishing any labor, services, equipment, or supplies to the school district for compensation. This bylaw does not, however, prohibit the district from contracting with corporations or businesses which employ or are associated with a Board member, provided that the Board member declares to the Board his or her employment or association with such business or corporation and the Board member recuses himself or herself in matters or actions directly related to said business or corporation and refrains from otherwise attempting to influence Board members regarding any directly related matters or actions.
5. No Board member shall have a direct pecuniary interest involving any District employee that is incompatible with the discharge of their official duties, or tends to impair their

official duties or creates a conflict of interest. Board members shall not directly or indirectly solicit any business or pecuniary benefit from any District employees including, but not limited to, payment for services, commissions, contracts, loans, gifts, favors or promises. When a Board member has received any financial benefit (e.g., payment for services, commissions, contracts, loans, gifts, favors or promises) from any District employee having a value of \$100 or more in a calendar year the Board member shall recuse himself or herself in matters directly related to that individual for a 12-month period. If a specific code of Professional Conduct prohibits a Board member from identifying a client, they do not need to declare a conflict of interest but must still recuse himself or herself.

6. The Board shall not give preferential treatment to any business or corporation which employs a town official or paid town employee or in which any town official or paid town employee has a substantial financial interest.
7. No Board member shall solicit information from the public regarding the performance, behavior, or competence of a Board employee. This provision does not, however, prevent a Board member from listening to the public's concerns regarding a particular Board employee. Any information that results in a complaint, however obtained, should be related to the superintendent who shall follow contractual procedures.

The above-noted conflict of interest rules are not intended to be a complete list of prohibited conduct or activity by Board of Education members. Board members should be continually aware of any situations which may create actual or apparent conflicts of interest and compromise one's integrity.

(cf. 1313 – Gifts to School Personnel)

(cf 3313 – Relations with Vendors/Affirmative Action)

(cf. 3313.1 – Local Purchasing)

(cf 9005 – Statement of Integrity)

Legal References: Connecticut General Statutes
7-479 Conflicts of Interest
10-156e Employees of Boards of Education permitted to serve as elected officials; exception
10-232 Restrictions on employment of members of the Board of Education

P.A. 05-10 An Act Concerning Civil Unions

Bylaw adopted: June 14, 2012

Bylaws of the Board

9321 – Time, Place and Notification of Meetings

Regular Meetings

The Board of Education (Board) shall annually determine the schedule of its regular meetings for the subsequent school year no later than November 30 of the current school year.

The Board shall annually file the schedule of its regular meetings for with the town clerk, not later than December 10 of the year. No meeting shall be held sooner than thirty days after such filing.

The Board may, by a majority vote of its members, alter the schedule of regular meetings. Notice of the change of a regularly scheduled meeting must be filed with the town clerk and posted in the town clerk's office and on the District website not less than forty-eight hours in advance of the meeting.

Special Meetings

The chairman of the Board or, in case of the chairman's absence or inability to act, the secretary may call for a special meeting of the Board whenever such chairperson deems it necessary or is requested in writing so to do by three of its members.

Notice of each special meeting of the Board shall be filed with the town clerk not less than twenty-four hours in advance of the meeting and posted in the office of the clerk, in the main office of each school and on the District website giving time and place of the special meeting and the business to be transacted. Each member of the Board shall be notified in writing by the Superintendent of the time, place and business to be transacted not less than 24 hours prior to the time of the special meeting, such written notice being delivered to the residence of each member or via electronic mail. Any Board member may dispense with the requirement of delivery of such written notice by filing a written waiver of delivery of such notice or telegram with the town clerk at or prior to the time the meeting convenes, or by appearing at the meeting at the time it convenes.

Photographing, Broadcasting, or Recording Meetings

Meetings of the Board are conducted for the purpose of carrying out the business of the schools, and therefore, are not public meetings but meetings held in public. At any meeting of the Board which is open to the public, proceedings of such may be recorded, photographed or broadcast or recorded for broadcast by any person or by any newspaper, radio broadcasting company, or television broadcasting company, conducted in such manner as to not disturb the proceedings.

Notice of Meetings

Notice of meetings shall, where applicable, be mailed one week in advance to persons filing a written request for such notice with the Superintendent. Any request shall be valid for one year, unless a renewal request is filed. Requests are renewable in January of each year. The Board of Education will charge a fee for these notices based upon the estimated cost of service.

Meetings

A meeting of the Board shall include any hearing or other proceeding of the Board or a subcommittee thereof, any convening or assembly of a quorum of the Board, and any communication by or to a quorum of the Board, whether in person or by means of electronic equipment, to discuss or act upon a matter over which the Board has supervision, control, jurisdiction or advisory power.

The following shall not be considered a meeting of the Board according to Connecticut General Statute Section 1-200:

- Any meeting of a personnel search committee for executive level employment candidates;
- Any chance meeting, or a social meeting neither planned nor intended for the purpose of discussing matters relating to official business;
- Strategy or negotiations with respect to collective bargaining;
- A caucus of members of a single political party notwithstanding that such members also constitute a quorum of a public agency;
- An administrative or staff meeting of a single-member public agency;
- Communication limited to notice of meetings of any public agency or the agendas thereof.

A quorum of the members of a public agency who are present at any event which has been noticed and conducted as a meeting of another public agency under the provisions of the Freedom of Information Act shall not be deemed to be holding a meeting of the public agency of which they are members as a result of their presence at such event.

Electronic Participation

The Board may allow electronic participation of Board members whenever there is a physical quorum of the Board, or in emergent situations as approved by the Board Chairperson. Meetings in which some Board members participate electronically are subject to the requirements of the Freedom of Information Act.

The Board may allow members to participate in meetings by telephone or other electronic means. Board members may not simply vote electronically, but must be connected with the meeting throughout the discussion of business. If a Board member electronically joins the meeting after an item of business has been opened, the remotely located member shall not participate until the next item of business is opened. When a member attends a meeting

electronically, all votes shall be by roll call vote. A member who is attending electronically must identify him/herself by name and be recognized by the Chairperson before speaking. When a Board member participates electronically, the member will be considered present and will have his or her actual physical presence excused. The member shall be counted present for purposes of convening a quorum. The Board Secretary will document it in the Minutes when members participate in the meeting electronically.

Any Board member wishing to participate in a meeting electronically will notify the Board Chairperson and Superintendent as early as possible. The Superintendent will arrange for the meeting to take place in a location with the appropriate equipment so that Board members participating in the meeting electronically may interact and the public may observe or hear the comments made. (Each part of the telephone conference call meeting shall be audible to the public at the location specified in the notice for the meeting. The location designated in the notice as the location of the meeting shall provide two-way communication during the entire telephone conference call and the identification of each party to the telephone conference call shall be clearly stated prior to the meeting.) The Superintendent will take measures to verify the identity of any remotely located participants.

Legal References:

Connecticut General Statutes
1-200(2) Definitions. "Meeting"
1-206 Denial of access to public records or meetings
1-225 Meetings of government agencies to be public, as amended by June 11 Special Session, PA 08-3
1-227 Mailing of notice of meetings to persons filing written request
1-228 Adjournment of meetings. Notice
1-229 Continued hearings. Notice
1-230 Regular meetings to be held pursuant to regulation, ordinance, or resolution
10-218 Officers, meetings

Bylaw adopted: June 14, 2012

Bylaws of the Board

9322 – Public and Executive Sessions

Public Meetings

Meetings of the Board of Education (Board) shall be open to the public with the exception of executive sessions.

Executive Sessions

The public shall be excluded from meetings of the Board which are held in executive session. The Board may hold an executive session upon a two-thirds vote of the members present and voting, taken at a public meeting and stating the reasons for such executive session, which shall be for one or more of the following:

1. Discussion concerning the appointment, employment, performance evaluation, health, or dismissal of a public officer or employee, provided that such individual may require the discussion be held at an open meeting.
2. Discussion concerning strategy and negotiations with respect to pending claims and litigation.
3. Matters concerning security, strategy, or the deployment of security personnel or devices affecting public security.
4. Discussion of the selection of a site or the lease, sale or purchase of real estate by the Board when publicity regarding such site, lease, sale, purchase or construction would cause a likelihood of increased price until such time as all of the property has been acquired or all proceedings or transactions concerning same have been terminated or abandoned
5. Discussion of any matter which would result in the disclosure of public records or the information contained therein described in subsection (b) of Section 1-210 of the Connecticut General Statutes, including, but not limited to:
 - a. Preliminary drafts or notes.
 - b. personnel files or medical files and similar files, the disclosure of which would constitute an invasion of personal privacy.
 - c. Test questions, scoring keys and other examination data.
 - d. Records, reports and statements of strategy or negotiations with respect to collective bargaining. Records pertaining to strategy and negotiation with respect to pending claims or pending litigation to which the Board is a party.
 - e. The name or address and other information about students protected by the Family Educational Rights and Privacy Act of any student enrolled in the district, without the consent of the parent or guardian of the student or the student if he/she is eighteen years of age or older.
 - f. Legal opinions of the Board's Counsel

Legal References:

Connecticut General Statutes

1-200 Definitions

1-210 Access to Public Records

1-225 Meetings of Government Agencies to be Public

1-226 Recording, Broadcasting or Photographing Meetings

1-206 Denial of Access to Public Records or Meetings

1-231 Executive Sessions

Policy adopted: May 1993

Revised: June 1999

Replacers: 7400

Bylaws of the Board

9323 - Agenda for Regular and Special Meetings

Agenda for Regular Meetings

The Superintendent in cooperation with the Chairperson of the Board of Education (Board) shall prepare an agenda for each regular meeting. Any member of the Board may call the Superintendent and request any item to be placed on the agenda no later than 72 hours prior to the legally required public posting of the agenda.

Posting of the Agenda

At least 24 hours prior to the time of the regular meeting, the agenda shall be posted in the office of the Town Clerk and at the Board Offices in a location available to the general public.

Altering the Agenda

Upon the affirmation vote of two-thirds of the members of the Board present and voting, any, subsequent business not included on the agenda of the regular meeting may be considered and acted upon at such meeting.

Agenda for a Special Meeting

The notice posted for the special meeting which shall specify the time and place of the special meeting and the business to be transacted. Only the business included in the posted agenda may be conducted.

Procedures to be as followed:

1. Agenda is developed collaboratively by the Board Chair and Superintendent at the Agenda Planning Meeting; additional topics may be added as per this policy.
2. Agenda is published by the Superintendent and the Executive Assistant to the Superintendent; it is given to the Board Recording Secretary.
3. Finalized agenda is posted at the Town Hall by Board Recording Secretary.
4. Town Clerk signs and dates posted agenda and a copy for Board files.
5. Each school is provided an extra copy of the agenda, and any minutes included on the agenda, to post for the public. This is provided in the administrative Board packet and marked "Please Post" by the Executive Assistant to the Superintendent.
6. The Executive Assistant to the Superintendent posts a copy of the agenda in the lobby to the Central Office.

7. Minutes are completed and emailed by the Board Recording Secretary to the Board Chair for review no later than four (4) calendar days following the meeting.
8. A copy of the meeting minutes is provided for the Superintendent to review honoring the same time frame.
9. Corrections are made and the minutes are posted by the Board Recording Secretary at the Town Hall within the seven calendar day time frame, designated by State Law, for the posting of minutes.
10. The Board of Education Recording Secretary will provide a copy of the posted minutes to the Executive Assistant to the Superintendent for inclusion in the Board Meeting Packet.

Legal References:

Connecticut General Statutes
1-225 Meetings of government agencies to be public. (as amended by PA 07-213)

Bylaw adopted: June 14, 2012

Bylaws of the Board

9325.2 - Order of Business/Agenda

The order of business shall be at the discretion of the Chairperson in consultation with the Superintendent.

Bylaw adopted: June 14, 2012

Bylaws of the Board

Order of Business

9325.21 - Consent Agenda

To make more efficient use of meeting time, the Board of Education (Board) authorizes the use of a consent agenda as part of its regular meeting agenda. The consent agenda will condense the routine business of the Board (e.g., approving Board minutes, reviewing monthly expenses) into either a single motion or several categorical motions.

The consent agenda will be prepared by the Superintendent of Schools in consultation with the Chairperson of the Board.

Items on a consent agenda will not be discussed prior to action. However, if any Board member believes that any item on the consent agenda requires discussion, that Board member may remove the item from the consent agenda merely by requesting same. The exempted item then moves to the regular agenda, and the Board may take action as it deems appropriate. All non-exempted items will be moved, seconded, and voted upon either in one motion or in several categorical motions without discussion.

Routine, standard, non-controversial, and self-explanatory items are those that will be placed on the consent agenda. Examples include:

- Committee and previous Board meeting minutes
- Office reports
- Routine correspondence
- Minor changes in a procedure (i.e., e-mail added as method of communication to announce a change in a meeting schedule)
- Routine revisions of a policy (changes in dates, dollar amounts due to changes in law or regulation, changes to legal references)
- Standard contracts used regularly (i.e., confirmation of using the traditional in-house contract with a new vendor)
- Confirmation of conventional actions required in the bylaws (Signatory authority for a bank account, acceptance of gifts)

Bylaw adopted: June 14, 2012

Bylaws of the Board

Parliamentary Procedures

9325.3 - Rules of Order

Regular and special meetings of the Board of Education (Board) are held in public, but they are not public hearings unless so designated. Comments from those citizens present will be welcomed at times indicated by the Chair, but such participation shall not be allowed to interfere with the conduct of business by the Board.

Procedure will normally be informal for the sake of simplicity and to minimize diversion of discussion to procedural questions. Board members may, however, involve Robert's Rules of Order, Revised.

A majority of the Board members present is required to approve a motion.

When comments from the public would be particularly helpful to the Board in reaching a decision on an item, the Board may schedule a public hearing devoted exclusively to that item. In any case, final action, on a change in Board policy will not normally be taken at the time of its first discussion or at a public hearing unless postponement until the next Board meeting would hinder the intent of such action.

Upon a 2/3 vote of the members of the Board, new business, not listed on the agenda, may be considered and acted upon at a regular meeting of the Board.

No new topic will be started after 10:30 p.m. except by a 2/3 vote of the members present and voting.

If a person or group of persons is so disruptive that the meeting cannot proceed in an orderly fashion, the meeting may be cleared, except for representatives of the news media not involved in the disturbance. A meeting may be adjourned or continued to a time and place specified in the adjournment or continuance.

Legal References:

Connecticut General Statutes

1-200 Definitions

1-206 Denial of access of public records or meetings. Notice. Appeal

1-210 Access to public records

1-226 Recording, broadcasting or photographing meetings

19a-342 Smoking prohibited in certain places. Signed required. Penalty

1-231 Executive sessions

1-232 Conduct of meetings (re disturbances)

10-224 Duties of the Secretary

Bylaw adopted : June 14, 2012

Bylaws of the Board

9325.4 - Vote Recording

The votes of each member of the Board of Education (Board) upon any issue before any regular, special or emergency session meeting of the Board shall be reduced to writing and made available for public inspection within 48 hours, (excluding any Saturday, Sunday or legal holiday for votes or Minutes of special and emergency special meetings) and shall also be recorded in the Minutes of the session at which taken, which Minutes shall be available for public inspection at all reasonable times.

Minutes

The Superintendent, acting as Secretary to the Board or the board clerk, shall keep Minutes of all meetings of the Board. Copies of the proceeding shall be made for distribution to the Board members with the agenda for the next regular meeting. The official Minutes of the Board meetings and the master copy of the policy manual shall be kept in the central office. Minutes shall be made available to the public for inspection within seven days after each meeting. The votes or Minutes of a special meeting or an emergency special meeting shall be made available to the public for inspection within seven days after each such meeting, excluding any Saturday, Sunday or legal holiday.

Legal References:

Connecticut General Statutes
1-225 (formerly 1-21) Meetings of government agencies to be public. Recording of votes.
Schedule and agenda of meetings to be filed. Notice of special meetings. Executive sessions.
(as amended by P.A. 99-71: An Act Clarifying Certain Time Periods in the Freedom of
Information Act Eliminating Outdated and Unnecessary Freedom of Information
Provisions.)

Bylaw adopted: June 14, 2012

It is recommended that the Board replace P9310, District Mission, Goals, Procedures and Policies with P/R 9326 Bylaws, Policy and Regulations System (below). Revised P/R 9326 was previously provided to the Board at the time of the 2000 series review. Additionally, note that Broadcasting/Taping of Meetings is also codified as 9326. Therefore, it is recommended that Broadcasting/ Taping of Meetings be recodified as 9326.11.

By-Laws and Internal Policies

9326 – Bylaws, Policy and Regulations System

The development and implementation of school district policy is a critical function of the Board of Education (Board). Board policies translate beliefs and desires of the elected Board members into action through the Superintendent of Schools (Superintendent) and the school staff. Policies provide a way for the Board to shape district education through specifying in Board policy, the Board's educational philosophy or mission as well as provide for "what is to be done" in the school district. The Superintendent creates regulations to accompany Board policies where appropriate to establish "how it will be done."

The Superintendent shall establish regulations to accompany this policy outlining procedures for the formulation, adoption, amendment or revocation of bylaws, policies and regulations and for the maintenance of the Board's policy manual.

Policies

Policies are statements of intent adopted by the Board. They serve as a guide to the administration in the development and implementation of regulations for operating the district.

Policies are to be adopted only after an appropriate period of time for consideration and deliberation, as described in the regulations accompanying this policy. It shall be implicit with the adoption of any Policy pursuant to these procedures, that any existent Board Policy, which is in direct conflict with the newly adopted Policy, shall be revoked. It shall always be a preferred practice, however, to explicitly revoke or amend obsolete Policies or Policies in conflict with newly adopted Policies.

It is and shall continue to be the practice of the Board to adopt and maintain all policies directed to be in place by operation of the Connecticut General Statutes. Until the adoption of any such mandatory policy, the Board shall be deemed to have acquiesced to those Policies required by Connecticut General Statutes and/or to have amended any existing Policies in conformance with state law.

The Superintendent is an integral part of the policy-making process recommending to the Board areas requiring policy adoption or change.

Regulations

Regulations accompany and guide the implementation of board policy. The purpose of regulations is to specify recommended or required staff actions and also to direct the operations of the school district.

The Superintendent is responsible for the development and implementation of district regulations. Regulations shall be consistent with adopted board policies and capable of reasonable implementation.

Regulations shall be presented to the Board, but the Board will not adopt regulations unless requested to do so by the Superintendent or unless required by federal or state law.

Bylaws

Bylaws are the rules governing internal operations of the Board. When need for a new bylaw, or modification of an existing bylaw is recognized, the Board will consider an effective new or modified bylaw for adoption. The same procedure used for development of policies shall be used for development of by laws.

Board Manual

The Superintendent shall establish and maintain an orderly plan for preserving and making accessible policies and bylaws adopted by the Board, and the regulations of the administration. Board bylaws, policies and administrative regulations shall be published in a manual, maintained in current condition, and made available to all persons concerned.

Legal References:

Connecticut General Statutes

10-221 Boards of education to prescribe rules, policies and procedures

Policy Adopted: April 2002

Revised:

Replaces: 2003-1

R-9326 - By laws, Policy and Regulations System

1. Formulation, Adoption, Amendment and/or Revocation of Policies

The Board shall formulate, adopt, amend and revoke Policies where appropriate for the operation and improvement of the schools. Such Policies shall be adopted, amended or revoked only after reading and consideration at no fewer than two meetings of the Board of Education. The adoption, amendment and/or revocation of Policies shall be by majority vote of a quorum of the Board of Education at a regular meeting of the Board at which a second or subsequent reading of such Policy has taken place.

Policies are to be adopted only after an appropriate period of time for consideration and deliberation, as described herein. It shall be implicit with the adoption of any Policy pursuant to these procedures, that any existent Board Policy, which is in direct conflict with the newly adopted Policy, shall be revoked. It shall always be a preferred practice, however, to explicitly revoke or amend obsolete Policies or Policies in conflict with newly adopted Policies.

It is and shall continue to be the practice of the Board to adopt and maintain all policies directed to be in place by operation of the Connecticut General Statutes. Until the adoption of any such mandatory policy, the Board shall be deemed to have acquiesced to those Policies required by Connecticut General Statutes and/or to have amended any existing Policies in conformance with state law.

2. Formulation, Adoption Amendment and/or revocation of Administrative Regulations

The Superintendent of Schools is directed to promulgate Administrative Regulations, where appropriate, in a manner consistent with the Policies of the Board of Education. Although no formal action is necessary by the Board of Education to promulgate Administrative Regulations, no such Regulations shall be implemented until they have been presented to the Board at a regular meeting.

3. Administrative Protocols for the Creation, Distribution and Conservation of Board of Education Policies

1. Upon consultation with the Superintendent, the Executive Assistant to the Superintendent will prepare policy materials for Board of Education meetings.
2. The Board of Education will review new or revised policies as a first reading at a Board of Education meeting.
3. The Board will indicate changes/modifications at a Board of Education meeting. Those changes/modifications will be made to the policy by the Executive Assistant to the Superintendent, in consultation with the Superintendent, using cross outs and bolds. The revised policy will then be returned to the Board for a second reading, and possible approval, at a Regular Board meeting.
4. The policy will be adopted at a Regular Board of Education Meeting.

5. The adopted policy with the adopted/revised date indicated will be distributed by the Clerical Aide Superintendent for insertion into the following Policy Manuals maintained by the person responsible for updating the Policy Manual: inserted into a master Board of Education Policy Manual, and will be maintained in Central Office with all current Policies. All policies will be maintained online.

- ~~A master Board of Education Policy Manual is maintained in Central Office with all current policies~~
- ~~Board of Education members~~
- ~~Board of Education Attorney~~
- ~~Superintendent of Schools~~
- ~~Central Office Public Viewing Copy~~
- ~~Central Office Administrators~~
- ~~School Administrators~~
- ~~School Offices~~
- ~~Food Services~~
- ~~Adult Education~~
- ~~Maintenance~~
- ~~School Resource Officer~~
- ~~Dean of Students~~
- ~~Windsor Locks Selectman's Office~~
- ~~Windsor Locks Police Department Windsor Locks Public Library~~

6. ~~Form A will be provided with each newly adopted/revised policy or group of policies. The individual responsible for maintenance of the policy manual is asked to add or replace the policy in the policy manual and sign and return Form A to the Clerical Aide Superintendent.~~

7. ~~The master Board of Education Policy Manual will be maintained by the Board of Education Recording Secretary with all current policies. The master Board of Education Policy Manual will not be removed from the Central Office.~~

Bylaws of the Board

9326.1 – Taping/Recording Board Meetings

1. Board of Education public meeting shall be recorded.
2. The recordings shall be retained for one year.
3. The recordings are not to be considered part of the minutes.

Recording Devices

1. Broadcasting and recordings of meetings are permitted and electronic and photographic audio and video devices may be used at meetings of the Board of Education (Board) according to the following guidelines:
2. Persons operating recording devices are asked not to:
 - a. Obstruct the view between members of the audience and the Board,
 - b. Disrupt the proceedings by holding interviews,
 - c. Provide commentary in a manner that distracts Board members.

Bylaw adopted: June 14, 2012

Replace with
Policy 9326.11
(see next page)

Note this reflects a recodification of this policy; it was previously assigned 9326.

Bylaws of the Board

9326.11 - Broadcasting/Taping of Meetings

Photographic and electronic audio and video broadcasting and recording devices may be used at regular and special Board of Education (Board) meetings legally open to the public according to the following guidelines:

- Photographs, broadcasting, and recordings of meetings are permitted only when all parties involved have been informed that cameras, broadcasting, and/or recording devices will be used.
- Persons operating cameras, broadcasting, and/or recording devices must do so with a minimum of disruption to those present at the meeting. Specifically, the view between Board members and the audience must not be obstructed, interviews must not be conducted during the meeting, and no commentary is to be given in a manner that distracts Board members or the audience.
- The Board will make the necessary arrangements to have video recordings of all regular meetings and any special meeting that it deems appropriate. Through the facilities of public television, the Board will televise all regular meetings and any special meetings that it deems appropriate to meet the needs of the community and to better educate citizens about the schools. Following approval of the minutes which will be the official record of the meeting, video recordings will be held for six months for reference, then erased.
- Video recordings of special hearings will be retained for a minimum of three years. Video recordings, as specified, are for the use of staff members, residents of the school district, and representatives of the news media. Audio recordings are not to be considered part of the minutes of any meeting.
- Persons who wish to review any of the above should contact the Superintendent's office. The school system also will utilize the facilities of cable television in interpreting and promoting its various programs.

Legal References:

Connecticut General Statutes
1-225 Meetings of government agencies

Bylaw adopted: June 14, 2012

Bylaws of the Board

Meetings

9327 - Electronic Communications Among Board Members

The Board of Education (Board) believes that electronic communication among its members and the administration is an efficient and convenient way to disseminate information, but must not be misused to deliberate issues that are appropriately discussed only in a public meeting. Therefore, Board members and administrators shall exercise caution when communicating between and among themselves via electronic messaging services including but not limited to email, internet web forums and internet chat rooms. Electronic messaging communication shall conform to the same standards of judgment, propriety and ethics as other forms of board-related communication (committee meetings, telephone calls, etc.). Board members shall adhere to the following guidelines when communicating electronically:

1. Board members shall not use email or any other electronic messaging service as a substitute for deliberations at Board meetings. (A Board member may discuss District business in person or by electronic means with only one other Board member at a time. However, a Board member should not facilitate interactive communication by discussing District business in a series of visits with, or use of emails or telephone calls to Board members individually.)
2. Board members shall be aware that email and email attachments received or prepared for use in Board business may be considered public records that may be open to public disclosure, upon request.
3. Board members shall avoid reference to confidential information about employees, students, or to others in email communications because of the risk of improper disclosure.
4. Board members shall adhere to the District's "acceptable use" policy in all email communications and refrain from sending inappropriate, profane, harassing or abusive emails.
5. The Superintendent or designee is permitted to email information to Board members. This can include Board meeting agendas and supporting information. When responding to a single Board member's request, the Superintendent should copy all other Board members and include a "do not reply/forward" alert to the group, such as "*BOARD MEMBER ALERT: This email is in response to a request. Do not reply or forward to the group but only to the sender.*"
6. Board members are permitted to provide information to each other, whether in person or by electronic means, that is non-deliberative and non-substantive. Examples of this type of communication include scheduling meetings and confirming receipt of information.

7. A Board member should include a “do not reply/forward” alert when emailing a message concerning District business to more than one other Board member. The following is an example of such an alert: *“BOARD MEMBER ALERT: This email is not for interactive discussion purposes. The recipient should not reply to it or forward it to any other individual.”*
8. Board members are permitted to discuss any matter except District business with each other, whether in person or by electronic means, regardless of the number of members participating in the discussion. (For example, they may discuss league sports, work, current events, etc.)
9. IF BOARD MEMBERS ARE NETWORKED TO THE DISTRICT SYSTEM, THE FOLLOWING MAY BE APPROPRIATE:

Board members shall not reveal their passwords to others in the network or to anyone outside of it, except to the system administrator. If any Board member has reason to believe a password has been lost or stolen, or that email is being accessed by someone without authorization, he/she shall notify the Superintendent of Schools immediately.

The following guidelines should be considered regarding the conducting of a survey on an issue among Board members using electronic means:

1. Board members shall not use surveys, email or any other electronic messaging service as a substitute for deliberations at Board meetings.
2. Surveying will not be used for topics referring to confidential information about employees, students or others in email communications because of the risk of improper disclosure.
3. The district will avoid the appearance of conducting Board discussion or actions, in which opinions are exchanged among a quorum of Board members through repeated survey questions and answers, outside an open public meeting.

The Board shall annually review its electronic communication policy and practices with the Board attorney.

Legal References:

Connecticut General Statutes
The Freedom of Information Act
1-200 Definitions
1-210 Access to public records. Exempt records
1-211 Disclosure of computer-stored public records

Bylaw adopted: June 14, 2012

Bylaws of the Board

9330 - Access to Public Records

Any recorded data or information maintained or kept on file by the Windsor Locks Public Schools relating to the conduct of the public's business prepared, owned, used, received or retained by the Board of Education (Board) or the school district, whether handwritten, typed, tape-recorded, printed, photocopied, photographed or recorded by any other method is a "public record" and every person shall have the right to inspect such records promptly or to receive a copy of such records after presenting a written request during normal hours of business. All such records shall be maintained at the office of the Superintendent of Schools, who shall be the custodian of all public records of the school district.

The right to inspect or to copy public records does not apply to the following:

1. Preliminary drafts or notes provided the Superintendent of Schools or his/her designee has determined that the public interest in withholding such documents clearly outweighs the public interest in disclosure.
2. Personal or medical files and similar files, the disclosure of which would constitute an invasion of personal privacy.
3. Records pertaining to strategy and negotiations with respect to pending claims or litigation to which the school district is a party until such litigation or claim has been adjudicated or otherwise settled.
4. Test questions, scoring keys and other examination data used to administer a licensing examination, examination for employment or academic examination.
5. The contests of real estate appraisals, engineering or feasibility estimates and evaluation made for or by the district relative to the acquisition of property or to prospective public supply and construction contracts, until such time as all of the property has been acquired or all proceedings or transactions have been terminated or abandoned (except that the law of public domain is not affected by this provision).
6. Records, reports and statements of strategy or negotiations with respect to collective bargaining.
7. Records, tax returns, reports and statements exempted by federal law or state statutes or communications privileged by the attorney-client relationship.
8. Names or addresses of students enrolled in the public schools without the consent of the parent(s) or guardian of each student who is a minor, and of each student.

9. Educational records which are not subject to disclosure under the Family Educational Rights and Privacy Act, 20 U.S.L. 1232g.

Availability of Records

Any person wishing to inspect or to copy public records shall make such a request to the Superintendent of Schools or his/her designee citing the specific record to which the person wants access. The person making the request may inspect such record(s) at the Superintendent's office and a person making the copy request shall receive a copy of the record at a charge of 50 cents a page for the first five pages and up to 25 cents a page for each page beyond five. If any copy requested requires a transcription, the fee for such transcription shall not exceed the cost thereof to the school district. Pre-payment of fee charges shall be made.

Requests must be limited to public records that actually exist. No requests shall be considered that would require creating a record; changing the form of an existing record; or preparing a summary, rationale, interpretation or analysis of an existing record.

The fee for any copy of a public record maintained in a computer storage system shall not exceed the cost thereof to the school district. In determining such costs for a copy, other than for a printout which exists at the time that the school district responds to the request for such copy, the district may include only:

1. An amount equal to the hourly salary attributed to all employees engaged in providing the requested computer-stored public record, including their time performing the formatting or programming functions necessary to provide the copy as requested, but not including search or retrieval costs except as provided in subdivision (4) of this subsection;
2. An amount equal to the cost of engaging an outside professional electronic copying service to provide such copying services, if such service is necessary to provide the copying as requested;
3. The actual cost of the storage devices or media provided to the person making the request in complying with such request; and
4. The computer storage charges incurred by the district in providing the requested computer-stored public record where another agency or contractor provides the district with computer storage and retrieval services.

The school district shall waive any fee provided for in this section when:

1. The person requesting the records is an indigent individual;
2. The records located are determined by the school district to be exempt from disclosure;
or
3. In its judgment, compliance with the applicant's request benefits the general welfare.

The fee for any person who has the custody of any public records or files for certifying any copy of such records or files, or certifying to any fact appearing there from, shall be for the first page of such certificate, or copy and certificate, one dollar; and for each additional page, fifty cents. For the purpose of computing such fee, such copy and certificate shall be deemed to be one continuous instrument.

Legal References:

Connecticut General Statutes

1-200 Definitions

1-210 Access to public records

1-211 Access to computer stored records

1-212 Application for copies of public records

1-214 Public contracts as part of public records

1-225 Meetings of public agencies

Federal Rules of Civil Procedure – 2006 Amendments

Bylaw adopted: June 14, 2012

Bylaws of the Board

9350 - Hearings

These rules shall apply to all formal hearings before the Board of Education (Board) in contested cases. Said rules shall not apply to conferences or other informal investigations or proceedings at or upon which no formal ruling or decision is made, or to any proceeding in a non-contested case.

Hearings or Appeals

All requests for hearing or appeals authorized under law, and regulations of the State of Connecticut or as otherwise provided for by resolutions of the Board shall be in writing to the Board Chairperson or the Superintendent. Appeals from the decision of the Superintendent shall include the appellant's statement of the issues to be presented in said appeal. All hearings in personnel actions held under Notice of Hearing, 1., will not be public unless both parties agree. All hearings held under Notice of Hearing, 2., will be public.

Notice of Hearing

1. In personnel actions, written notice of hearing shall be sent by the Board Chairperson, or his/her designee, to all interested parties not less than 24 hours prior to the hearing. Such notice shall state the charges and/or issues. It shall also state the date, time and place of the hearing.
2. In all other cases involving appeals authorized by law, written notice of a hearing shall be sent by the Board Chairperson or his/her designee to all interested parties not less than 24 hours prior to the hearing and shall outline a counter statement of charges and/or issues, if any, involved in the proceeding, if the Superintendent shall deem such to be materially and substantially different from those previously raised or decided by said appellant before the Superintendent in the first instance. Any disagreement arising from the above shall be resolved by the Board.

Parties-Representation

1. "Party" includes any person or agency named or admitted as a party. Any person or agency may be admitted as a party for limited purposes upon the satisfactory demonstration of the nature and extent of its interest to the Board.
2. All parties appearing at formal hearings shall have the right to appear in proper person or with counsel. All such parties shall have the right to be accompanied, represented, and advised by counsel.

Records - Transcripts

1. The Board shall prepare an official record, which shall include all pleadings, testimony, exhibits, and other memoranda or material filed in the proceeding.

2. A stenographic record of the proceedings shall be made at the expense of the school system and shall be transcribed. Cost of copies of the transcript of any proceedings, or part thereof, shall be paid by the party requesting such copy.

Presiding Officer - Duties and Authority

Each hearing shall be held before not less than a quorum of the Board. The Board Chairperson, or in his/her absence the Vice-Chairperson, and in the absence of both a member designated by the Chairperson, shall be the presiding officer and shall have charge of the hearing, with authority to permit the examination of witnesses testifying in the proceedings.

Order of Procedure

The order in which the parties shall present their case shall be determined by the presiding officer except in cases of appeals as follows:

1. In an appeal on a dismissal or suspension, the Superintendent shall proceed first.
2. In all other appeals, the appellant shall proceed first.

Examination of Witnesses and Introduction of Evidence

1. The strict judicial rules of evidence shall not be applicable to hearings conducted hereunder, and, in each case, the test of admissibility shall be whether the evidence is reasonably relevant to a material issue and whether it has substantial probative value with respect to such material issue. The presiding officer may limit or refuse to omit cumulative or repetitive evidence, and may curtail redundant questioning. The presiding officer may encourage (but shall in no event coerce) the parties, where possible, to make proffers and stipulations in place of cumulative evidence. All testimony shall be given under oath.
2. Counsel for any party may submit evidence, examine and cross-examine witnesses, and file objections, exceptions, and motions; provided, however, that where a party is not represented by counsel, all such submission of evidence, examination of witnesses, and filing of objections, exceptions, and motions shall be done and presented by the party.
3. The presiding officer, or any person designated by him/her for the purpose, may examine all witnesses called by any party. The presiding officer may call as a witness any person whose testimony may be relevant. Any Board member may examine any witness.

Briefs

Any party may submit briefs of the issues of fact and law involved in the hearing in such form as the presiding officer may designate.

Counsel

The presiding officer of the Board may request the Board attorney to participate in any hearing as counsel for the Board.

Decision and Order

Each decision and order of the Board shall be delivered in writing, unless it shall immediately follow the hearing, in which case it shall be delivered orally and thereafter in writing, with copies to all parties. Each decision and order shall be accompanied by findings of fact, conclusions of law, and specific disposition of the case and shall be provided to the individual. Formal action of the Board shall be taken publicly at the next regular Board meeting following the hearing, but no other information will be released by the Board or school administration as noted above.

Legal Reference:

Connecticut General Statutes
4-177 - re Contested Cases

Bylaw adopted: June 14, 2012

Bylaws of the Board

9400 - Board Self Evaluation

Members of the Board of Education (Board) will conduct an annual process of Board Self Evaluation. As part of this process, members will complete a Connecticut Association of Board of Education (CABE) Self Evaluation and conduct executive sessions discussions with regard to the current status and future workings of the Board.

1. Board Relations

- a. The Board and its members should strive to make the educational interests and well-being of its school children as their top priority.
- b. Board Members should endeavor to support Board action and decisions, even if, as individuals they do not agree with the majority decision.
- c. Board members should recognize that they as individuals have no “power” to act or speak for the Board, and will endeavor to conduct themselves in a manner which supports the “Board Authority” versus individual actions.
- d. Board members should endeavor, at all times, to act in courteous manner towards other Board members, so as to foster a spirit of cooperation within the school community, and, wherever possible, work towards compromise and consensus as an appropriate method to resolve their differences.
- e. Board members should respect the confidentiality of the executive sessions due to the sensitive nature of the issues appropriate for such discussions of the Board.
- f. Board members should act only through the proper channels and should endeavor to allow the administration an opportunity to address Board concerns prior to Board action.
- g. Board members should avoid public criticism of other Board members, staff or staff recommendations, except within the appropriate Board forums, i.e. Board meetings/executive sessions.
- h. The Board should conduct a self-evaluation and orientation for all members on an annual basis.

2. Policy

- a. The Board should endeavor to take a more active role in the development of new policies and review of the existing policy manual.
- b. Board members shall become more familiar with existing policies as contained in the Board Policy manual.
- c. The Board should take a more active role in the consistent implementation of Board Policy
- d. The Board should implement a planned regular review of existing policy and should annually vote to reaffirm the policy manual.

- e. The Board should endeavor to ensure that Board decisions are consistent with existing policy and will not make decisions contrary to such policy.

3. Superintendent Relations:

- a. The Board should endeavor to work in a cooperative effort with the Superintendent to promote the educational interests of the school district.
- b. The Board and the Superintendent should cooperatively establish annual goals for the Superintendent and should perform an annual Superintendent evaluation based on the prior year's goals and objectives.

4. Community Relations:

- a. The Board should establish a policy with regard to community - Board relations.
- b. Board members should refrain from debating Board issues via the news media and individual Board members should comment on Board actions only after full discussion of the issues has taken place at the Board level.
- c. The Board should endeavor to keep the community informed of its actions in a positive, continuing manner.
- d. The Board should establish regular communication with the news media and should cooperatively work with the media to ensure maximum public awareness of school/community issues.

5. Staff and Personal Relationships

- a. The Board should direct staff complaints and suggestions through the appropriate levels of the administration.
- b. The Board should endeavor to recognize outstanding Staff performance on a regular planned basis.

6. Instructional Programs

- a. The Board should continue to support the District's commitment to academic excellence.
- b. The Board should encourage development of curriculum which challenges each student to their level of ability.

7. Fiscal

- a. The Board should continue its fiscal support of the academic, athletic, cultural and social aspects of the school district.
- b. The Board should continue to monitor budgetary issues affecting the district.
- c. The Board should endeavor to work more closely with the Town's Fiscal Authority to develop appropriate funding to meet the district's educational goals and objectives.

Specifically, the Board members in attendance are recommending the following:

1. That the Board create a Policy Committee to review the existing policy manual and to recommend a process for systematic and regular review. The committee shall also be charged with review of all proposed policy changes and new policy proposals before submission to the Board.
2. That the Board take steps to inform the public of its existing policy by making the policy materials more accessible to the public, i. e., copy to be placed in the Public Library and the Town Clerk's Office, and better publicizing policy changes prior to adoption so as to encourage greater public input.
3. That the Board develop a general informational pamphlet for public distribution at all Board meetings. This document should indicate names, addresses, and phone numbers of all Board members, a general overview of the Board structure and its general rules for the conducting of Board meetings.
4. That Board Policy Committee immediately review/recommend a change in the Board structure changing Board Secretary to Board Vice-Chairman and adopting the committee structure as the general manner of business for the Board of Education.
5. That the Board develop, in connection with the Superintendent, a planned program of staff recognition. All employees of the Windsor Locks Board of Education shall be included in this recognition program.
6. That the Board and Superintendent cooperatively establish a Superintendent evaluation program including an annual goal setting and performance review with specific objectives criteria for such evaluations.
7. That the Board complete an annual self-evaluation and develop its annual goals based on such evaluation. This evaluation process should be completed no later than May 30th of each year to allow for proper implementation prior to the beginning of each school year.

Legal References:

Connecticut General Statutes
10-14m-10-14r educational evaluation and remedial assistance
10-220 Duties of boards of education

Bylaw adopted: June 14, 2012

Leadership Team Self-Assessment Worksheet



This assessment will be used to assist your board to better function as a team by generating discussion at its self-assessment meeting. Please answer each question as honestly as possible. Remember, you are trying to ascertain how well the board functions as a team. Keep that in mind as you respond to these questions.

District: _____

		Always	Often	Rarely	Never	Not Sure
1	The board adopts a district vision and/or mission for district improvement.					
2	The board adopts annual goals and priorities for district improvement.					
3	Improving student learning is the primary focus in our decision-making.					
4	We use data and reports to assess progress and identify areas needing improvement.					
5	The board uses the policy manual to define its vision and expectations of the school district.					
6	We conduct business only at properly called meetings.					
7	Our board has effective meetings					
8	Board members are prepared for meetings.					
9	The board conducts comprehensive orientation activities to familiarize new board members with their role on the team.					
10	The board ensures parents, businesses, and the public are informed on educational activities and encouraged to participate when appropriate.					
11	I attend board-related professional development workshops annually.					
12	We conduct district business in accordance with established ethical standards.					
13	Board members communicate with one another in a respectful manner.					
14	Board members are open and honest with each other.					
15	All members of the board maintain confidentiality regarding sensitive communications.					
16	All members honor board decisions even when the vote is not unanimous.					
17	The board does not let politics interfere with district business.					
18	Our board deals with conflicts openly and honestly.					
19	Information is shared equally with each member of the board/superintendent team.					
20	The superintendent exhibits confidence and trust in each member of the board.					
21	Each board member exhibits confidence and trust in the superintendent.					
22	The board demonstrates support and respect for the superintendent's role as the chief executive officer of the district.					
23	Our board clearly states its position on controversial matters to the superintendent.					
24	The superintendent's position on controversial matters is clearly stated to the board.					
25	Our board evaluates the superintendent performance based on clearly defined performance goals and expectations.					
26	Directions to the superintendent come from the board as whole; not individual board members.					

Leadership Team Consensus Summary

Please add any additional comments here (comments will be shared with participants):

Vision:

Board Operations:

Board Ethics:

Board/Superintendent Relations:

General Comments:

Bylaws of the Board

9410 - Public Announcement of Accomplishments

The Board of Education (Board) shall keep the public informed of the school system's progress in accomplishing its goals and priorities, including programs established to achieve them. The Superintendent shall maintain a communication program for this purpose, which shall include, but not be limited to, public meetings, publications in local newspapers and school newsletters, PTA meetings, and other appropriate methods.

Bylaw adopted: June 14, 2012

Bylaws of the Board

Quick Reference for Appropriate Motions to Use in Various Situations

<u>If you want to...</u>	<u>Motion to use</u>	<u>Needs a second</u>	<u>Can be debated</u>	<u>Can be amended</u>	<u>Vote required</u>
Introduce an item for action	Main motion	Yes	Yes	Yes	Majority
Modify the motion	Amend	Yes	Yes	Once	Majority
	Divide the question	Yes	No	Yes	Majority
	Refer to committee	Yes	Yes	Yes	Majority
Defer action	Postpone	Yes	Yes	Yes	Majority
	Table	Yes	No	No	Majority
	Refer to committee	Yes	Yes	Yes	Majority
Prevent action	Before debate: object to consideration	No	No	No	Two-thirds
	After debate: postpone indefinitely	Yes	Yes	No	Majority
Reject the question	Before debate: object to consideration	No	No	No	Two-thirds
	Move previous question or close debate	Yes	No	No	Two-thirds
	After debate: postpone indefinitely	Yes	Yes	No	Majority
Consider a question second time	Take from the table	Yes	No	No	Majority
	Reconsider	Yes	Yes	No	Majority
	Rescind previous action: without previous notice	Yes	Yes	No	Two-thirds
	with previous notice	Yes	Yes	No	Majority
Vote on the question	Call for a vote	No	No	No	Majority
	Move previous question or close debate	Yes	No	No	Two-thirds
Re-open main question to debate	Reconsider	Yes	Yes	No	Majority
Change the form of debate	Limit debate	Yes	No	No	Two-thirds
	Move previous question or close debate	Yes	No	No	Two-thirds
Interrupt; make personal request	Rise for information	No	No	No	None
	Question of privilege	No	No	No	Decided by chair
	Withdraw a motion	No	No	No	Majority
	Parliamentary procedure inquiry	No	No	No	None
Correct a mistake in proceedings	Point of order	No	No	No	None
Propose action which violates a rule of the meeting	Suspend the rules	Yes	No	No	Two-thirds
Challenge a decision of the Chair	Appeal	Yes	No	No	Majority

EXHIBIT VII 2 A

MEMORANDUM TO: MEMBERS OF THE BOARD OF EDUCATION
FROM: SHAWN PARKHURST, SUPERINTENDENT
DATE: OCTOBER 24, 2019
RE: PROGRESS TOWARDS 19-20 GOALS: UPDATE

Chronic absenteeism is a targeted goal area for WLPS.

October 2019 progress toward the goals are as follows;

School	18-19 Data	19-20 Target	October 2019 Progress
North Street	14.5%	Under 10%	8.7%
South Elementary	5.1%	Under 5%	8.3%
WLMS	7.7%	Under 5%	9.7%
WLHS	16.7%	Under 10%	12.9%
CT State Average	10.4%	N/A	N/A

EXHIBIT VII 2 B

MEMORANDUM TO: MEMBERS OF THE BOARD OF EDUCATION
FROM: SHAWN PARKHURST, SUPERINTENDENT
DATE: OCTOBER 24, 2019
RE: CT SCHOOL FINANCE PROJECT: SCHOOL FINANCE 101

This evening the CT School Finance Project will be here to present and share information about school financing and budgeting; entitled School Finance 101.

Special thanks to Jessie Lavorgna for her coordination of this workshop as we are about to enter the 2020-2021 budget season.

CONNECTICUT
SCHOOL FINANCE
PROJECT

SCHOOL FINANCE 101

*How Connecticut's school funding system
impacts Windsor Locks Public Schools and
the community*

UPDATED: September 4, 2019

Contact Us

For questions or comments about the information
presented today, please contact us:

Erika Haynes, Director of Community Engagement

Email: erika.haynes@ctschoolfinance.org

Cell: 860-336-6902

To learn more about the
Connecticut School Finance Project, visit us at:

www.ctschoolfinance.org

Follow us on Twitter:

@CTSchoolFinance

About the CT School Finance Project

- Founded in 2015, the nonprofit Connecticut School Finance Project aims to ensure Connecticut has a fair and equitable school finance system and be a trusted, nonpartisan, and independent source of accurate data and information.
- Although not a member-based organization, the Connecticut School Finance Project actively works with a diverse group of stakeholders, including education and community leaders, nonprofit organizations, and individuals interested in how school finance impacts their students and schools.
- We aim to develop fair, well-thought-out solutions to Connecticut's school finance challenges that incorporate the viewpoints and perspectives of stakeholders.

CT School Finance Project's Goals

- Build knowledge about how the current school funding system works,
- Bring together stakeholders who are impacted by how schools are funded, and
- Identify solutions to Connecticut's school funding challenges that are fair to students and taxpayers, and strengthen schools and communities.

What We Do

- **Accurate, Independent Data and Analysis**
Accurate data and analysis is the backbone of our organization. We provide up-to-date data with easy-to-understand analysis about 1) how CT funds its public schools and 2) CT's budget and financial state.
- **Reports and Policy Briefings**
We consistently produce in-depth reports and policy briefings about various topics related to education finance, the state budget, and other issues impacting CT's fiscal health.
- **Handouts, Education Materials, and Policy Toolkits**
We create customized, approachable handouts and materials that help communities and stakeholders better understand CT's education and state finances, and then effectively share that information with their neighbors, policymakers, and personal networks.
- **Support ALL Students and Public Schools**
As part of our education finance work, our organization is committed to developing, and raising awareness about the need for, an equitable, unified state education funding formula that treats ALL students fairly based on their learning needs and the needs of the districts and communities that serve them.

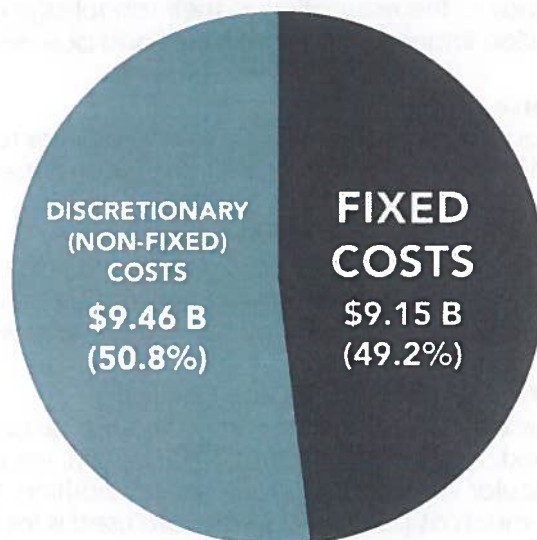
What We Don't Do

- **Weigh In on Local Education Finance or Budget Issues & Policies**
While municipalities play an important role in the state's education finance system and have an obligation to appropriately (while considering the town's wealth and needs) contribute funds to the education of their school-age children, we do not work on local education finance or budget issues and policies.
- **Support and/or Endorse Local Initiatives**
As an organization focused on statewide issues and policies related to education funding and state finance, we do not support and/or endorse any local initiatives.
- **Endorse Elected Office Candidates & Referendums**
As a nonprofit, nonpartisan organization, we do not endorse elected officials, candidates for elected office, and/or referendums/ballot measures. Furthermore, we do not engage in and/or interfere in any election in any way.
- **Manipulate Data or Present Inaccurate Data Findings**
We never manipulate data, present inaccurate findings, or provide information without proper context. As an independent organization, we also do not change data to show a particular finding or support a policy position. We use official state and federal data as much as possible and all data used is for the most recent year available.

CONNECTICUT'S FISCAL STATE

Fixed costs are crowding out the non-fixed portion of the budget

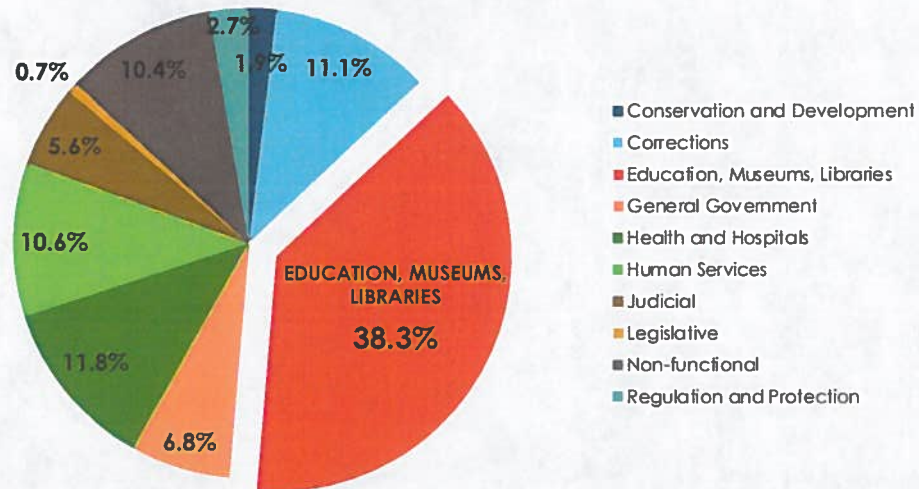
General Fund Expenditures by
Service, FY 2018



Sources listed at <http://ctstatefinance.org/spending>.

Education funding makes up, by far, the largest portion of Connecticut's non-fixed costs (does NOT include pensions or capital expenses)

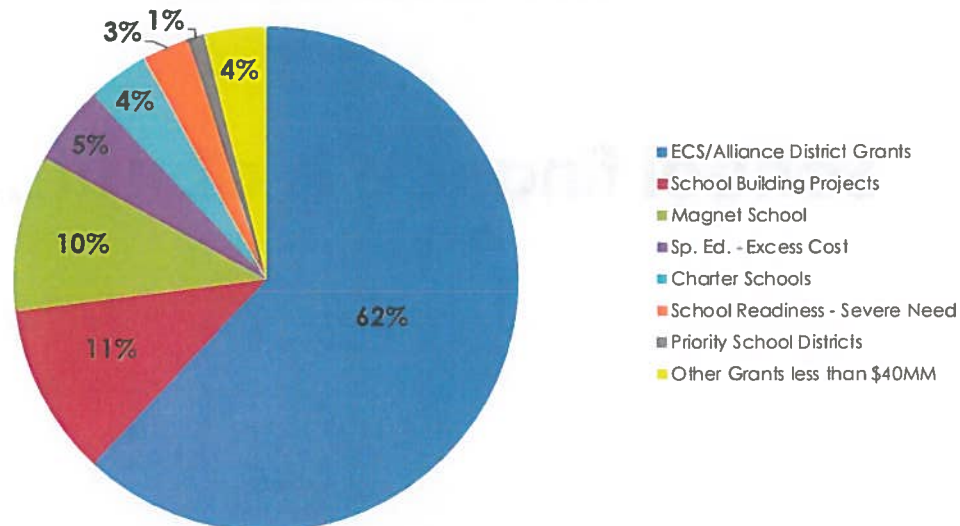
Non-fixed General Fund Expenditures by Service, FY 2018



Sources listed at <http://ctstatefinance.org/spending>.

State funding for public schools can be broken down into multiple categories

FY 2018 State Funding by Grant (\$Millions)



Source: Connecticut State Department of Education, (2018). *Grant Payment Report*. Available from <https://www.csde.state.ct.us/public/dgm/grantreports1/paydetMain.aspx>.

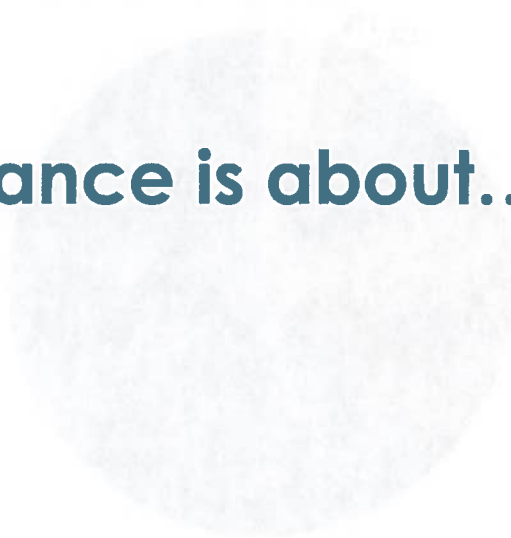
HOW DOES THIS IMPACT SCHOOL FINANCE?

State funding for public schools can be broken down into multiple categories

in 2019 (Source: State Department of Education)

School finance is about...

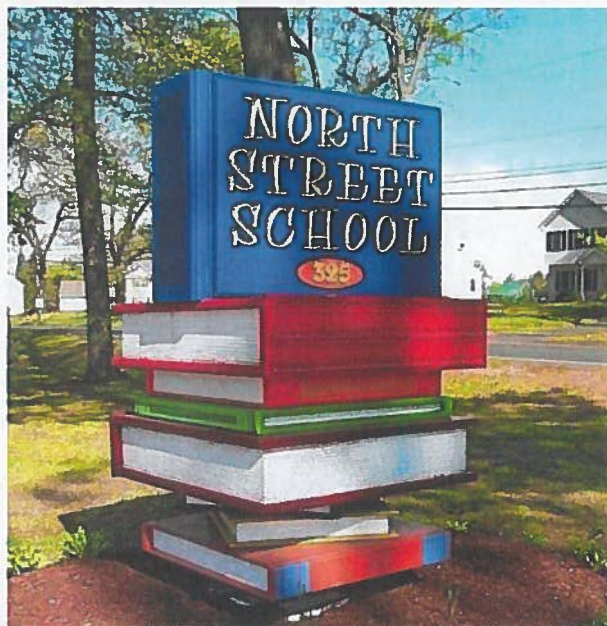
- State funding
- Local funding
- Federal funding
- State aid
- Local aid
- Federal aid



Kids



Schools



Communities



LAUREN'S STORY

A note about per-pupil expenditures

- Connecticut does not currently require revenues or expenditures to be reported at the school level.
 - As a result, it is not possible to determine per-pupil expenditures at the school level.
 - This example uses average per-pupil expenditures at the local education agency (LEA) level.
- In reality, districts don't allocate resources equally to all schools or students.
- Our methodology for calculating per-pupil expenditures at the LEA level can be found in the appendix of this presentation.

Education Financial System (EFS)

- In an effort to adapt and respond to the financial reporting requirements passed by Congress in 2015 as part of the Every Student Succeeds Act (ESSA), in FY 2018, Connecticut began collecting school district financial data through a new mechanism called the Education Financial System (EFS).
- The EFS is a financial reporting system used by Connecticut's school districts, including local and regional boards of education, charter schools, and regional educational service centers.
- The EFS system include a standardized set of processes to capture, manage, and report financial and statistical information, including district-level and school-level expenditures.
- No date has been announced for when this new data through the EFS will be released.

Lauren



- Lauren lives in Windsor Locks
- She is an 8th grader
- When she grows up, she wants to become a doctor.

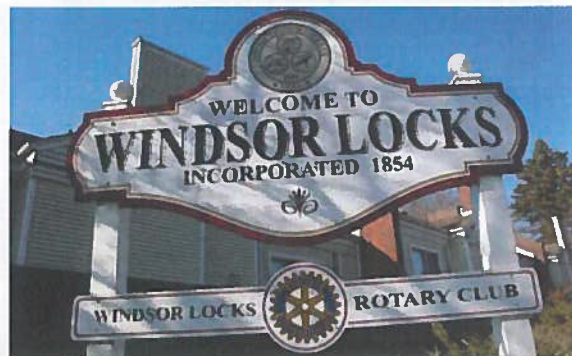
**How much funding does
Lauren's school district
receive to educate her?**

It depends on where she goes to school.

Let's take a look at funding for Lauren at three similar school districts.

Windsor Locks Public Schools: \$19,231

District Name	Windsor Locks Public Schools
State Contribution (2016-17)	\$3,673
Windsor Locks Contribution (2016-17)	\$14,462
Other Contributions (2016-17)	\$1,096
Total (2016-17)	\$19,231



East Windsor Public Schools: \$21,308



District Name	East Windsor Public Schools
State Contribution (2016-17)	\$6,307
East Windsor Contribution (2016-17)	\$14,511
Other Contributions (2016-17)	\$490
Total (2016-17)	\$21,308

Source: Connecticut School Finance Project. (2019). *Connecticut Local Public School District Per-pupil Expenditures by Revenue Source, 2014-17*. Available from <http://ctschoolfinance.org/resources/connecticut-local-school-district-expenditures-by-revenue-source>.

Enfield Public Schools: \$14,338

District Name	Enfield Public Schools
State Contribution (2016-17)	\$5,334
Enfield Contribution (2016-17)	\$8,359
Other Contributions (2016-17)	\$645
Total (2016-17)	\$14,338



Source: Connecticut School Finance Project. (2019). *Connecticut Local Public School District Per-pupil Expenditures by Revenue Source, 2014-17*. Available from <http://ctschoolfinance.org/resources/connecticut-local-school-district-expenditures-by-revenue-source>.

How much funding does Lauren's school district receive to educate her?

It depends on where she lives.

School District	Windsor Locks Public Schools	East Windsor Public Schools	Enfield Public Schools
State Contribution (2016-17)	\$3,673	\$6,307	\$5,334
Town Contribution (2016-17)	\$14,462	\$14,511	\$8,359
Other Contributions (2016-17)	\$1,096	\$490	\$645
Total (2016-17)	\$19,231	\$21,308	\$14,338

Source: Connecticut School Finance Project. (2019). Connecticut Local Public School District Per-pupil Expenditures by Revenue Source, 2014-17. Available from <http://clschoolfinance.org/resources/connecticut-local-school-district-expenditures-by-revenue-source>.

Why?

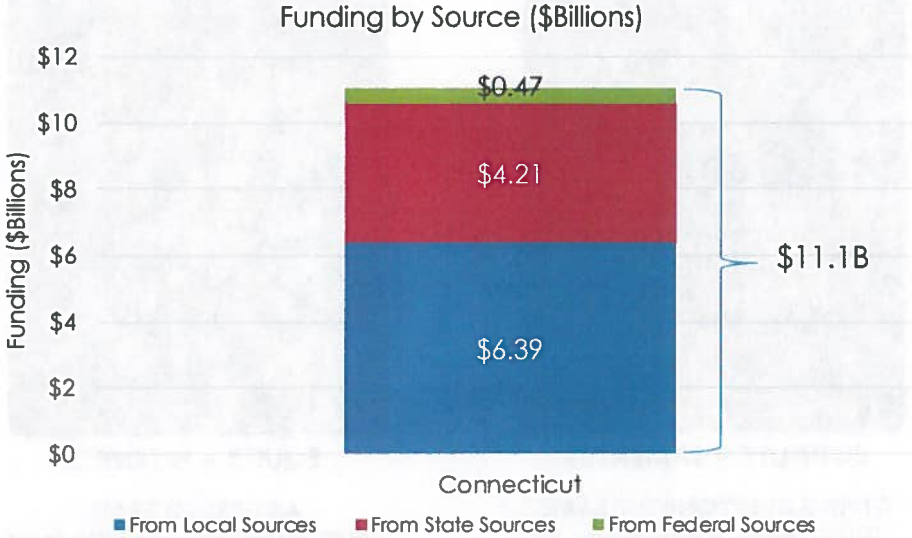
OVERVIEW

Why is school finance a state-level issue?

- Education is **not** a fundamental right under the United States Constitution.
- Public schools fall under the authority of state government and are primarily funded through state and local tax dollars.
- All 50 states have concluded children have a right to a free, public education under their state's constitution.

Source: San Antonio Independent School District v. Rodriguez, 411 U.S. 1 (1973).

What are the funding sources for public education in Connecticut?



Source: U.S. Census Bureau. (2019). Table 1: Summary of Public Elementary-Secondary School System Finances by State: Fiscal Year 2017. 2017 Annual Survey of School System Finances, Washington, DC: Author. Available from https://www2.census.gov/programs-surveys/school-finances/tables/2017/secondary-education-finance/esec17_sumtables.xls.

EQUITY & SCHOOL FINANCE

Equality vs. Equity



Equality

EQUALITY = SAMENESS

GIVING EVERYONE THE SAME THING → It only works if everyone starts from the same place



Equity

EQUITY = FAIRNESS

ACCESS TO SAME OPPORTUNITIES → We must first ensure equity before we can enjoy equality

Why should we fund students based on their learning needs?

Challenges and potential support for different types of learning needs

Learning Need	Potential Challenges Impacting Student's Education	Examples of Potential Support
Student from a low-income family	<ul style="list-style-type: none"> • Unstable housing situation (may move frequently or be homeless) • Food insecure or lack access to healthy foods • Parents may be less able to dedicate time and resources to education • Exposure to traumatic or unsafe situations • More likely to be absent from school • May have limited language capability (by the age of 3, children from low-income households hear – on average – 30 million less words than those from affluent households) 	<ul style="list-style-type: none"> • Reading interventionist • Software to help build vocabulary and develop language • Social worker
English Learner student	<ul style="list-style-type: none"> • May be only English speaker in household • Cultural differences • Emigrated from possible violence/warfare • Unfamiliar with US education system – or any education system 	<ul style="list-style-type: none"> • ESL/bilingual teacher • Software to assist in learning English • Books and other materials in first language
Student with disabilities	<ul style="list-style-type: none"> • Each student's learning needs will be unique and can vary significant from student-to-student • Students may have physical, learning, or social-emotional changes 	<ul style="list-style-type: none"> • Special education teacher • Physical or occupational therapist • Adaptive technology

Sources: Jenson, E. (2009). How Poverty Affects Behavior and Academic Performance. *Teaching with Poverty in Mind*. Alexandria, VA: Association for Supervision & Curriculum Development. Retrieved from <http://www.ascd.org/publications/books/109074/chapters/How-Poverty-Affects-Behavior-and-Academic-Performance.aspx>.
 Hart, B. & Risley, T. R. (2003). The Early Catastrophe: The 30 Million Word Gap by Age 3. *American Educator*, 4-9. Retrieved from <http://www.aft.org/sites/default/files/periodicals/TheEarlyCatastrophe.pdf>.

Does money matter?

Shifting scholarly debate

Earlier studies:

- The Coleman Report (1966): Found **no clear relationship between school funding and student outcomes.**
- Hanushek (2003): "...a wide range of analyses indicate that **overall resource policies have not led to discernible improvements in student performance.**"

Recent studies:

- Jackson/Johnson/Perisco (2016): "For low-income children, a **10% increase in per pupil spending each year** for all 12 years of public school is associated with **0.46 additional years of completed education, 9.6% higher earnings, and a 6.1 percentage point reduction in the annual incidence of adult poverty.**"
- Lafortune, Rothstein, and Schanzenbach (2016): "Using representative samples from NAEP, we also find that [school finance] reforms **cause gradual increases in the relative achievement of students in low-income school districts....**"
- Candelaria & Shores (2017): "Seven years after reform, the **highest poverty quartile** in a treated state experienced a **11.5 to 12.1 percent increase in per-pupil spending** and a **6.8 to 11.5 percentage point increase in graduation rates.**"

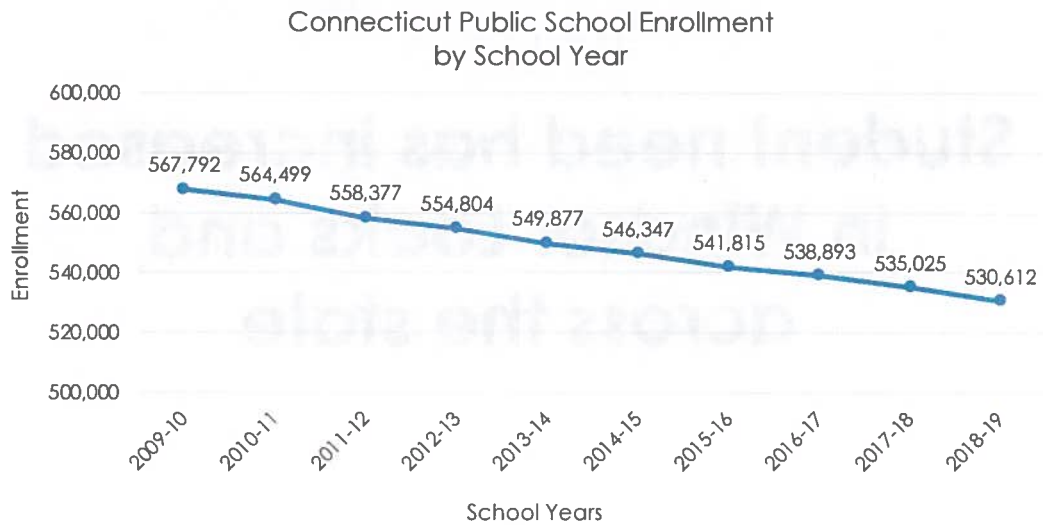
Source: See Appendix for list of sources.

What does all this mean?

Funding does matter to student success inside and outside of the classroom.

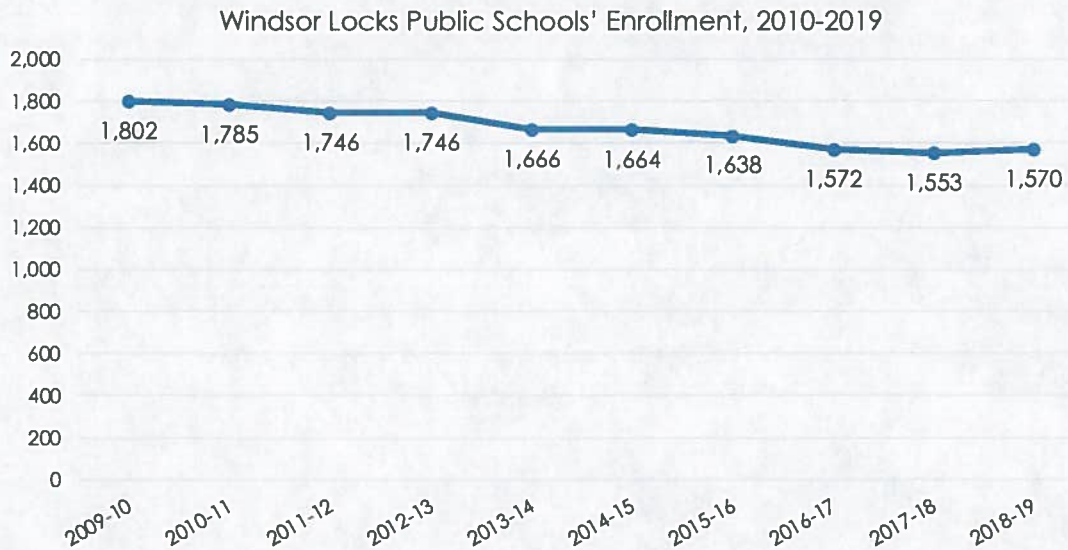
STATE AND WINDSOR LOCKS OVERVIEW

Over the last 10 years, the total number of students in Connecticut public schools has declined



Source: Connecticut State Department of Education. (n.d.). EdSight: Public School Enrollment. Available from <http://edsight.ct.gov/SASPortal/main.do>.

Enrollment for Windsor Locks Public Schools has decreased by 12.9% over the past 10 years

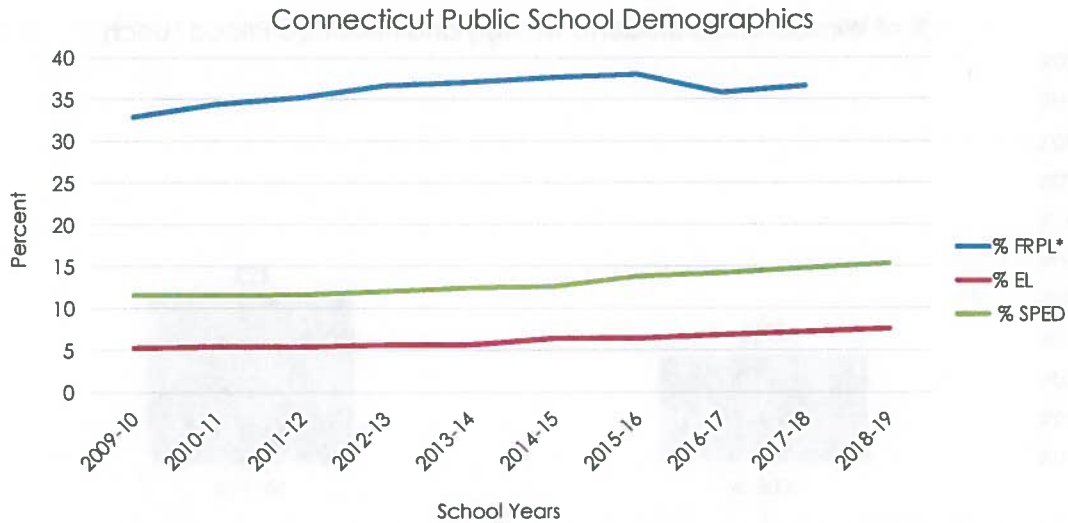


Source: Connecticut State Department of Education. (n.d.). EdSight: Public School Enrollment. Available from <http://edsight.ct.gov/SASPortal/main.do>.

Over the last 10 years, the total number of students in Connecticut public schools has declined.

Student need has increased in Windsor Locks and across the state

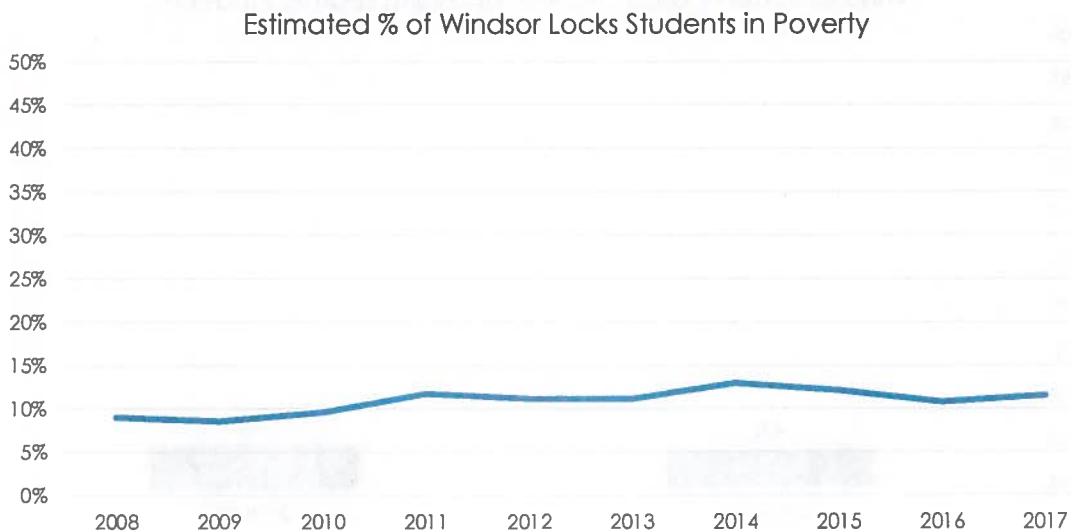
CT's low-income, EL, and special education populations have increased over the past 10 years



*Due to concerns expressed by the Connecticut State Department of Education about the integrity and accuracy of the free and reduced price lunch (FRPL) data for the 2018-19 school year, this year of FRPL data has not been included.

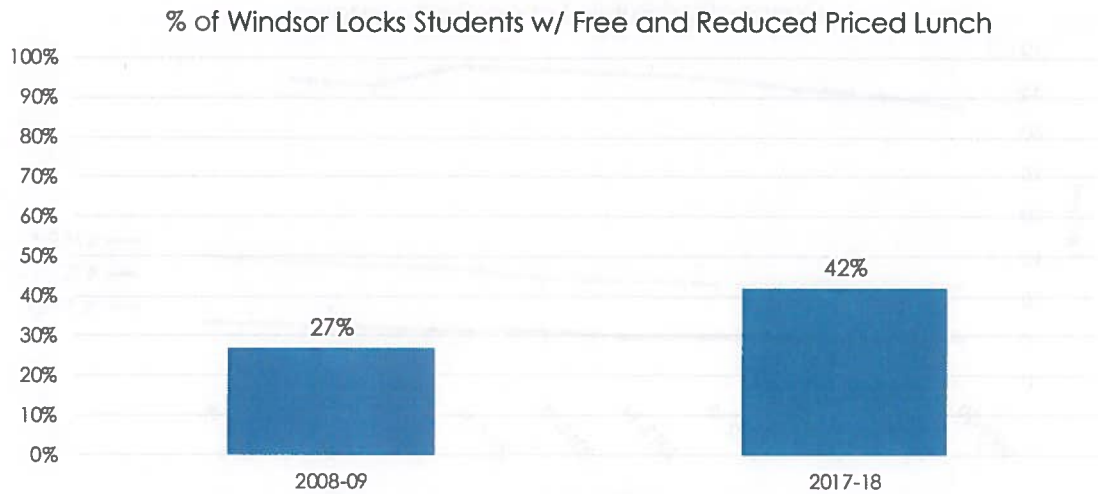
Source: Connecticut State Department of Education. [n.d.]. EdSight: Public School Enrollment. Available from <http://edsight.ct.gov/SASPortal/main.do>.

Student poverty in Windsor Locks has increased 3 percentage points over the past 10 years



Source: U.S. Census Bureau. [n.d.]. Small Area Income and Poverty Estimates (SAIPE) Program, School Districts and Associated Counties. Available from <https://www.census.gov/programs-surveys/saie/guidance-geographies/districts-counties.html>.

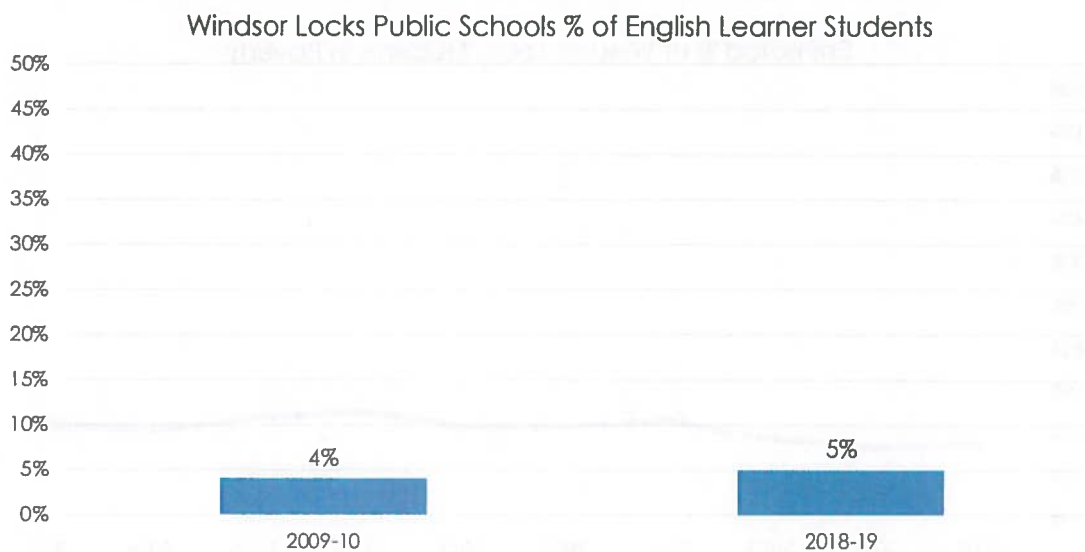
The percentage of FRPL-eligible students Windsor Locks Public Schools serves has increased 15 percentage points over the past 10 years



**Due to concerns expressed by the Connecticut State Department of Education about the integrity and accuracy of the free and reduced price lunch (FRPL) data for the 2018-19 school year, FRPL data for the 2017-18 school year has been used for this slide as the most recent available, accurate data.*

Source: Connecticut State Department of Education. [n.d.]. EdSight: Public School Enrollment. Available from <http://edsight.ct.gov/SASPortal/main.do>.

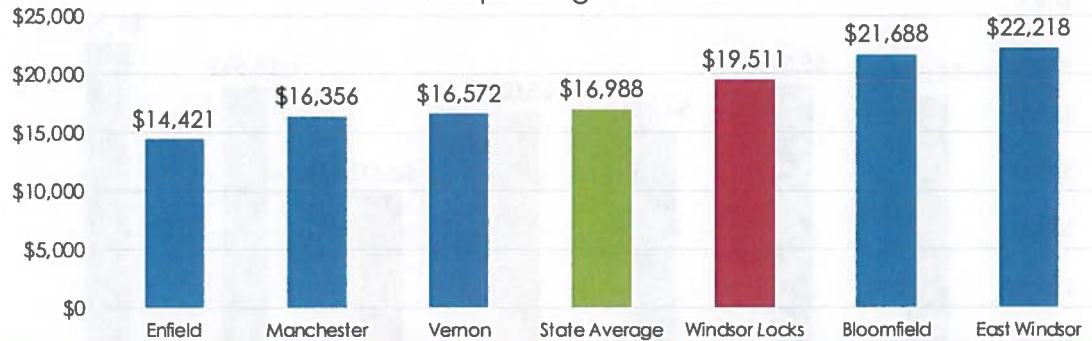
The percentage of EL students Windsor Locks serves has increased slightly over the past 10 years



Source: Connecticut State Department of Education. [n.d.]. EdSight: Public School Enrollment. Available from <http://edsight.ct.gov/SASPortal/main.do>.

Windsor Locks Public Schools spends more per student than most similar and nearby districts, and roughly \$2,500 more than the state average

2017-18 Spending Per Student



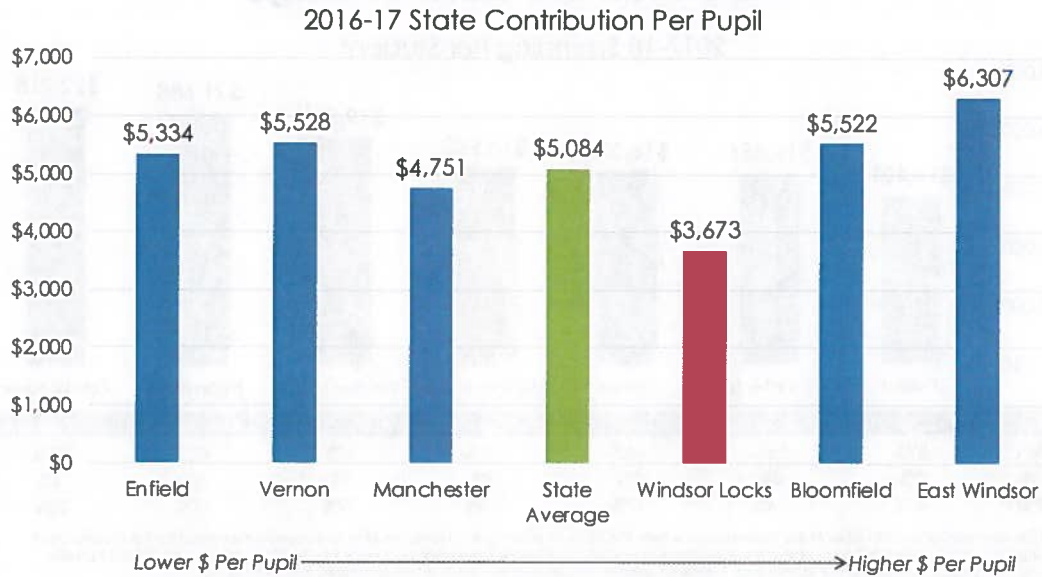
	Enfield	Manchester	Vernon	State Average	Windsor Locks	Bloomfield	East Windsor
% FRPL*	39%	55%	44%	37%	42%	49%	43%
% EL	2%	6%	3%	8%	5%	3%	4%
% SPED	17%	16%	17%	15%	17%	17%	20%

*The demographic data listed in the table above is from the 2018-19 school year. However, due to concerns expressed by the Connecticut State Department of Education about the integrity and accuracy of the free and reduced price lunch (FRPL) data for the 2018-19 school year, FRPL data for the 2017-18 school year has been used for this slide as the most recent available, accurate data.

Sources: Connecticut State Department of Education. (2019). 2017-18 Net Current Expenditures (NCE) per Pupil (NCEP) and 2018-19 Special Education Excess Cost Grant. Retrieved from <http://ctschoolfinance.org/assets/uploads/files/2017-18-Net-Current-Expenditures-Per-Pupil.pdf>. Connecticut State Department of Education. [n.d.]. EdSight: Public School Enrollment. Available from <http://edsight.ct.gov/SASPortal/main.do>.

STATE FUNDING

Windsor Locks receives \$3,673 per pupil in education funding from the State, which is less than its peer towns



Source: Connecticut School Finance Project. (2019). Connecticut Local Public School District Per-pupil Expenditures by Revenue Source, 2014-17. Available from <http://ctschoollfinance.org/resources/connecticut-local-school-district-expenditures-by-revenue-source>.

How does the state determine how much money each school should get?

CT has more than 10 different funding formulas to divide up money between public schools

- Each "type" of school has its own funding formula that is part of the Connecticut General Statutes (the laws of the state).
- The formula that distributes most of the money is the Education Cost Sharing (ECS) formula.
 - This is the formula the state is supposed to use to distribute approx. \$2 billion in state education funding to public schools each year.

Sources: Connecticut General Assembly, Office of Legislative Research. (2013). *Task Force to Study State Education Funding Final Report*. Retrieved from <http://www.cga.ct.gov/2013/rpl/2013-R-0064.htm>. Conn. Gen. Statutes ch. 172, §§ 10-262f, 10-262h.
Moran, J.D., & Bolger, A. (2018). *Comparison of Charter, Magnet, Agricultural Science Centers, and Technical High Schools* (2018-R-0030). Hartford, CT: Connecticut General Assembly, Office of Legislative Research. Retrieved from <https://www.cga.ct.gov/2018/rpl/pdf/2018-R-0030.pdf>.

EDUCATION COST SHARING (ECS) FORMULA

The Education Cost Sharing (ECS) formula determines how much money the state is supposed to give to each city/town to fund its public schools.

Why does CT have the ECS formula?

- The state began providing aid to cities/towns as a result of a 1977 CT Supreme Court decision, *Horton v. Meskill*.
- In *Horton* (1977), the Court ruled that an education funding system that allows "property wealthy" towns to spend more on education with less effort, is a system that impedes children's constitutional rights to an equal education.
- As a result, CT established a formula to give money to public school districts that took property wealth into consideration.
 - In 1988, CT established the Education Cost Sharing (ECS) formula to serve this purpose. It has been revised numerous times since.
 - In theory, the ECS grant is supposed to make up the difference between what a community can afford to pay and what it costs to run a public school system.

In October 2017, the Connecticut General Assembly passed a new ECS formula as part of the biennial budget for fiscal years 2018 and 2019.

The new ECS formula began being implemented in fiscal year 2019 includes a 10-year phase-in/out schedule.

The 2019-20 school year marks the second year of the formula's phase-in/out schedule.

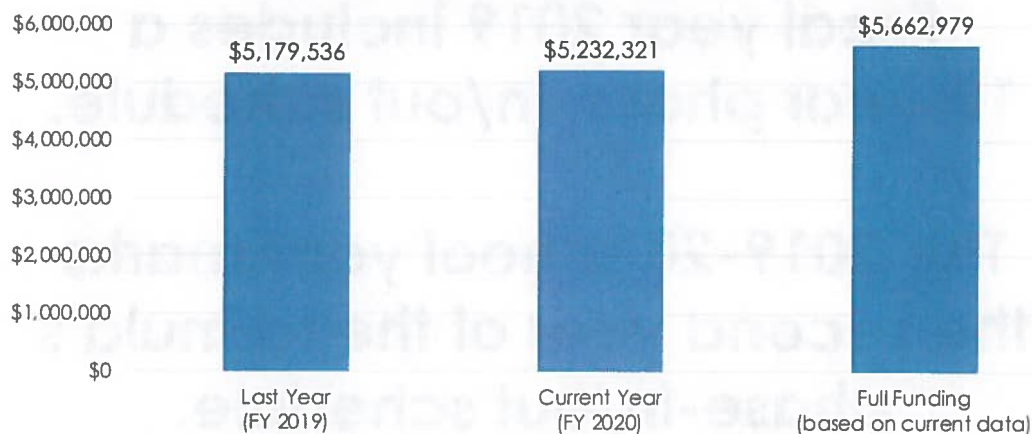
Overview of ECS Formula

- Current formula began in FY 2019 and is scheduled to be phased in over 10 years.
 - Increase of \$37.6 million (over FY 2019 ECS funding) in FY 2020
 - Estimated increase of \$37.6 million per year from FY 2020 – FY 2028
 - Estimated total increase, after phase-in, of \$361 million — over FY 2019 spending levels — in FY 2028 and beyond.
- Student-based, weighted funding formula
- Formula only applies to local public schools, all other types of Connecticut public schools (magnet schools, local and state charter schools, Connecticut Technical Education and Career System, Vo-Ag schools, Open Choice) will continue to be funded by 10 other formulas

Sources: Conn. Acts 19-117.
Connecticut General Assembly, Office of Fiscal Analysis. (2019). *OFA Expenditure Detail: June 2019*. Hartford, CT: Author. Retrieved from https://www.cga.ct.gov/ofa/Documents/year/PROJ/2019PROJ-20190625_June%2025,%202019%20Expenditure%20Detail.pdf.
Conn. Gen. Statutes ch. 172, §§ 10-262f, 10-262h.

Based on the most recent available data, if the formula were fully funded this year, Windsor Locks would receive an estimated \$5.7 million — roughly \$483K more than the district received in FY 2019.

Estimated ECS Funding for Windsor Locks by Year



Sources: Conn. Gen. Statutes ch. 172, §§ 10-262f, 10-262h.
Conn. Acts 19-117.
Conn. Acts 18-81.

Foundation

- Foundation amount is intended to represent the estimated cost of educating a CT general education student who does not have any additional learning needs.
- Foundation in new formula = \$11,525 per pupil
 - Same as most recent ECS formula
- Foundation continues to "incorporate" State's share of general special education funding.
- Foundation based on past foundation amounts and not derived using verifiable education spending data
 - However, \$11,525 is within a range of reasonable foundation amounts when accounting for the inclusion of special education aid.

Source: Conn. Gen. Statutes ch. 172, § 10-262f.

Formula Weights

- Formula contains three "need-student" weights, which increase per-pupil state education aid for students with additional learning needs.
- **Low-income student weight**
 - Formula includes a low-income student weight of 0.3
 - Increases foundation amount by 30 percent for students who live in low-income households as measured by eligibility for free and reduced price lunch (FRPL)
- **Concentrated poverty weight**
 - Formula increases per-student funding for low-income students who live in districts with high concentrations of low-income students
 - Concentrated poverty weight is 0.05
 - Increases foundation amount an additional five percent (for a total of 35 percent) for low-income students residing in districts with concentrations of low-income students of over 75 percent of district enrollment
- **English Learner weight**
 - Formula includes weight of 0.15 for English Learners
 - Increases foundation amount by 15 percent for students needing additional English-language skills

Source: Conn. Gen. Statutes ch. 172, § 10-262f.

Formula Weights	
Low-income Students	Weight: 0.3 Concentration Threshold: .75 Concentration Weight: .05 Identification Method: Eligibility for FRPL
English Learner (EL) Weight	Weight: 0.15 Concentration Weight: 0

Student Need	Funding Per Student
General Education (Non-need) Student	\$11,525
Low-income Student	\$14,983
Concentrated Low-income Student	\$15,559
Low-income and English Learner	\$16,711
English Learner	\$13,254
Concentrated Low-income English Learner	\$17,288

Source: Conn. Gen. Statues ch. 172, § 10-262f.

Base Aid Ratio

- Formula includes equity metric to distribute state education aid, where the towns with the least ability to fund their public schools receive the most state aid.
- Town's ability to fund its public schools is calculated by:
 - **70% Property Wealth Factor**
 - Determined using a town's Equalized Net Grand List per Capita (ENGLPC), compared to the state median town ENGLPC, as calculated annually by OPM
 - Prior ECS formula used 90% Property Wealth Factor
 - **30% Income Wealth Factor**
 - Determined using a town's Median Household Income (MHI), compared to the state median MHI, as calculated by the U.S. Census Bureau's American Community Survey
 - Prior ECS formula used 10% Income Wealth Factor
- Formula uses a Statewide Guaranteed Wealth Level of 1.35.
- Formula uses a minimum aid ratio of 10% for Alliance Districts and 1% for all other districts, which guarantees all districts some ECS aids.

Source: Conn. Gen. Statues ch. 172, § 10-262f.

Additional Funding for Towns in Need

- Formula adds additional funding for communities that have a Public Investment Communities (PIC) index score of over 300.
 - PIC index is calculated annually by OPM and measures the relative wealth and need of CT's towns
- If a town has one of the top 19 highest PIC Index scores, under the formula, the town will receive a bonus of three to six percentage points to its base aid ratio, which determines each community's ability to financially support its public schools

Town's PIC Index Rank	Additional % Points Added to Base Aid Ratio
1-5	6 percentage points
6-10	5 percentage points
11-15	4 percentage points
16-19	3 percentage points

Source: Conn. Gen. Statutes ch. 172, § 10-262f.

Phase-in Schedule

- Formula began in FY 2019 and will be phased in over 10 years
- Alliance Districts that would otherwise receive a decrease in aid, according to the formula, are permanently held harmless at their fiscal year 2017 ECS grant amounts.

Phase-in Schedule		
	FY 2020-2027	FY 2028
Towns Receiving Increase in ECS Funding Over FY 2017 Grant	Increase phased in by 10.66% per year	Towns receive 100% of their ECS grant, as calculated by formula
Towns Receiving Decrease in ECS Funding Compared to FY 2017 Grant	Decrease phased out by 8.33% per year	Towns receive 100% of their ECS grant, as calculated by formula

Source: Conn. Gen. Statutes ch. 172, § 10-262h.

Alliance Districts “held harmless”

- Current formula uses both the original and updated Alliance District lists, resulting in 33 districts being held harmless

Ansonia	Hartford	Putnam
Bloomfield	Killingly	Stamford
Bridgeport	Manchester	Thompson
Bristol	Meriden	Torrington
Danbury	Middletown	Vernon
Derby	Naugatuck	Waterbury
East Hartford	New Britain	West Haven
East Haven	New Haven	Winchester
East Windsor	New London	Windham
Groton	Norwalk	Windsor
Hamden	Norwich	Windsor Locks

Sources: Conn. Gen. Statutes ch. 172, § 10-262h.
Connecticut State Department of Education, (n.d.). Alliance Districts. Retrieved from <https://portal.ct.gov/SDE/Alliance-Districts/Alliance-Districts>.

Example of How Phase-in Plan Works

- It is important to remember that the formula is calculated on an annual basis using updated district and town data.
- As a result, a town's calculated ECS grant will change as its district and town inputs change.
- Additionally, as a town's calculated ECS grant changes, so will the difference between the town's calculated ECS grant and its FY 2017 ECS grant, which will impact the phase-in schedule of the town's grant.

Using Bristol as our sample Connecticut town, below is a hypothetical example of how a change in district enrollment (in this case a 5% increase) — with all other inputs remaining the same — would impact a town's ECS grant for a given year (FY 2021) compared to if all of the district/town inputs remained constant.

Example Town	FY 2019 Actual	FY 2020 Actual	Estimated FY 2021 if District/Town Inputs Remain the Same	Estimated FY 2021 if District Enrollment Increases 5%
Bristol	\$45,324,316	\$46,286,500	\$47,308,491	\$47,598,671

Source: Conn. Gen. Statutes ch. 172, § 10-262h.

Although the new ECS formula takes steps toward equitable funding, there are several areas where it falls short.

Maintains More than 10 Different Formulas

- ECS formula only applies to local public schools
- All other types of Connecticut public schools (magnet schools, local and state charter schools, CTECS, vo-ag schools, Open Choice) continue to be funded by 10 other formulas/statutory amounts
- All other formulas not based on student and community needs
- Continuation of more than 10 different formulas also continues the challenges many districts have experienced related to choice programs charging tuition

Low-income Metric Remains a Challenge

- Use of FRPL eligibility as a proxy for identifying low-income students has become functionally unusable for the purposes of a school finance system.
- Previously, students' families were asked to complete paper forms stating their family income and return them to school. Now, students are "directly certified" by their school district as eligible for FRPL if they are enrolled in the Supplemental Nutrition Assistance Program (SNAP), otherwise known as food stamps; Temporary Family Assistance (TFA), otherwise known as cash assistance; state- or federally-funded Head Start programs; or children's Medicaid.
- As a result of this change and the elimination of paper-based household income surveys, the old method of counting low-income students has become inaccurate and needs to be updated to the new direct certification method.
- An example of this inaccuracy was shown during a March 6, 2019 hearing before the Connecticut General Assembly's Appropriations Committee, when the Connecticut State Department of Education's commissioner and chief financial officer repeatedly stated there are "data integrity" issues with the FRPL numbers that will be used to calculate FY 2020 ECS grants.
- While the department is investigating the cause of the "data integrity" issues, it has also proposed moving to direct certification as a way to attain a more accurate count of low-income students for the purposes of the ECS formula.

Sources: National Forum on Education Statistics. (2015). *Forum Guide to Alternative Measures of Socioeconomic Status in Education Data Systems* (NFES 2015-158). Washington, DC: U.S. Department of Education. Institute of Education Sciences. National Center for Education Sciences. Retrieved from <http://nces.ed.gov/pubs2015/2015158.pdf>.
Connecticut State Department of Education. (2017). 2017-18 Alternative Income Survey. Retrieved from https://portal.ct.gov/-/media/SDE/Performance/Data-Collection/Help-Sites/PSIS/CEP/CEP_AlternativeIncomeSurvey.pdf?la=en.

Funding for Special Education

- Formula does not disentangle special education funding from ECS grant, and instead leaves state aid for special education "incorporated" into the foundation amount.
 - Approximately 22% of the foundation amount is attributable to special education.
- Continuing to incorporate special education funding into the foundation puts Connecticut at continued risk of violating its federal maintenance of support (MOS) requirement, which is the primary fiscal measure by which states are judged to be eligible for federal funding under the Individuals with Disabilities Education Act (IDEA).
- If Connecticut has to reduce ECS grants due to fiscal distress, such a reduction would also result in a reduction in state financial support for special education.
- To be eligible for federal IDEA funding, a state cannot provide less state financial support for special education than it did in the preceding fiscal year.
 - If a state has been found to have failed to maintain support, the U.S. Secretary of Education may reduce federal funds to that state.
- Leaving special education funding incorporated into the ECS formula's foundation means that Connecticut runs the risk of violating its MOS requirement and having its federal IDEA funding reduced.

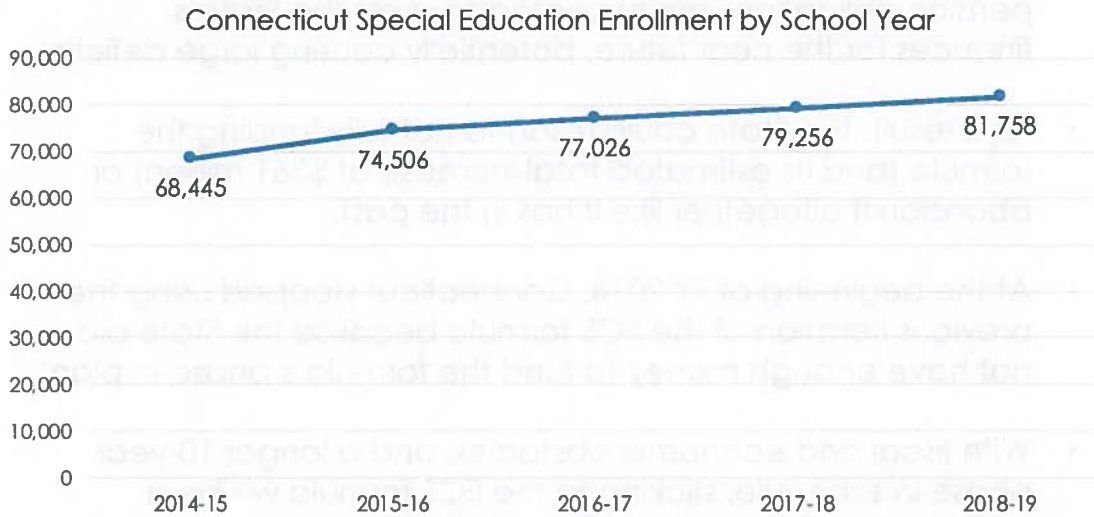
Sources: Connecticut General Assembly, Office of Fiscal Analysis and the Office of Legislative Research. (2014). *CT Special Education Funding* [PowerPoint slides]. Hartford, CT: Author. Retrieved from http://www2.housedems.ct.gov/MORE/SPED/pubs/OFA-OLR_Presentation_2013-01-23.pdf.
Connecticut School Finance Project. (2016). *Memorandum Regarding Maintenance of Effort and Support Requirements Under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004*. New Haven, CT: Author. Retrieved from <http://ctschoollfinance.org/resources/uploads/files/Memo-on-Maintenance-of-Effort-and-Support.pdf>.

Overall Formula Cost

- The continued growth of fixed costs, and looming unfunded pension obligations are expected to stress the State's finances for the near future, potentially causing large deficits.
- As a result, the State could resort to not fully funding the formula (and its estimated total increase of \$361 million) or abandon it altogether like it has in the past.
- At the beginning of FY 2014, Connecticut stopped using the previous iteration of the ECS formula because the State did not have enough money to fund the formula's phase-in plan.
- With fiscal and economic obstacles, and a longer 10-year phase-in schedule, sticking to the ECS formula will be a continual challenge for the General Assembly.

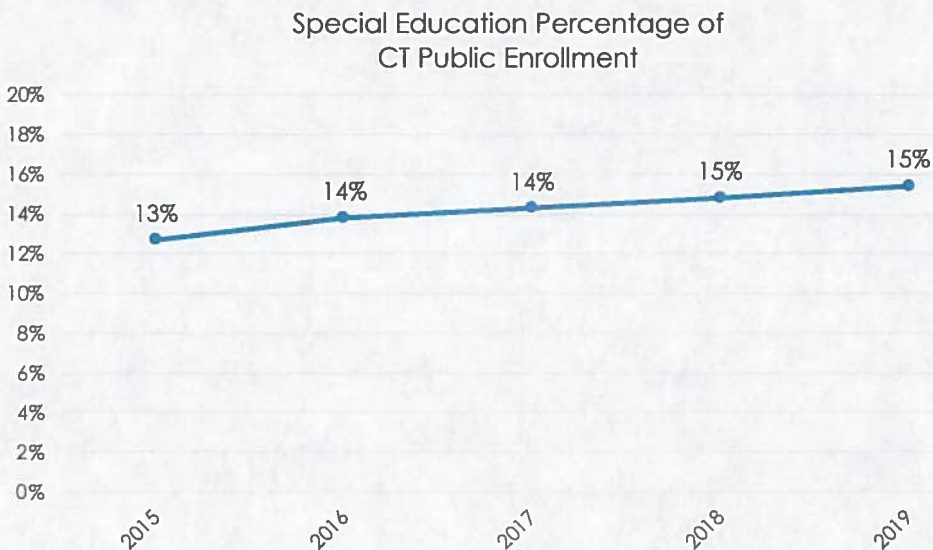
SPECIAL EDUCATION

Over the last 5 years, the total number of special education students in Connecticut public schools has increased 19.5%



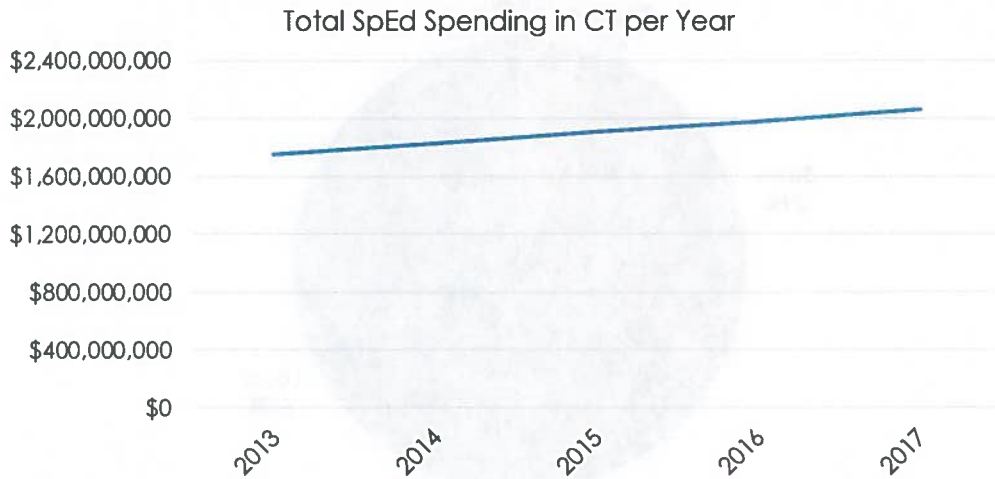
Source: Connecticut State Department of Education. (n.d.). EdSight: Public School Enrollment. Available from <http://edsight.ct.gov/SASPortal/main.do>.

Which translates to a two percentage point increase in the special education identification rate over the past 5 years



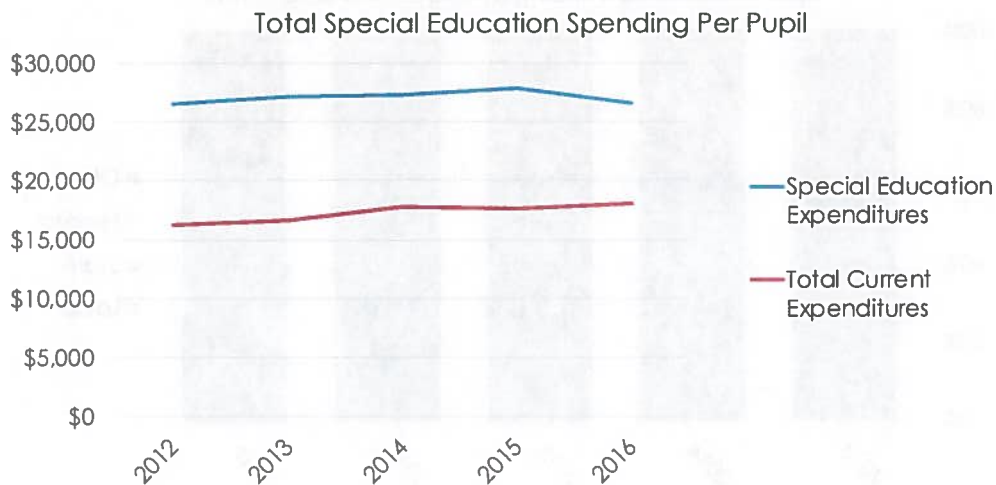
Source: Connecticut State Department of Education. (n.d.). EdSight: Public School Enrollment. Available from <http://edsight.ct.gov/SASPortal/main.do>.

At the state level, special education spending has been predictable over the past 5 years



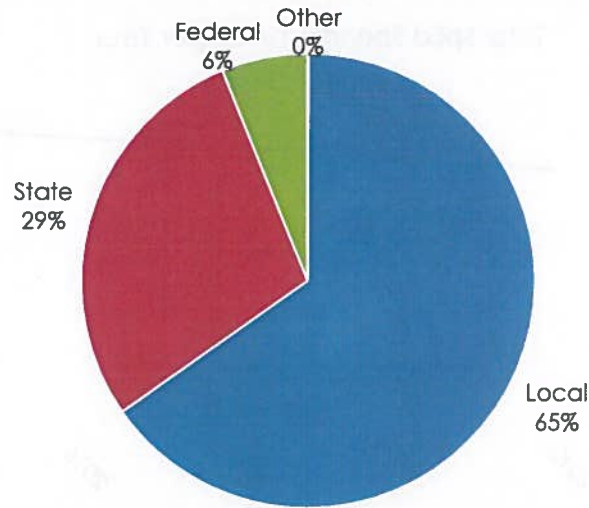
Source: Connecticut State Department of Education. (2018). *LEA Special Education Expenditures*. Available from <http://ctschoolfinance.org/resources/lea-special-education-expenditures>.

Over the past 5 years, total per pupil spending has increased by \$1,811, while SpED spending per pupil has increased by \$78



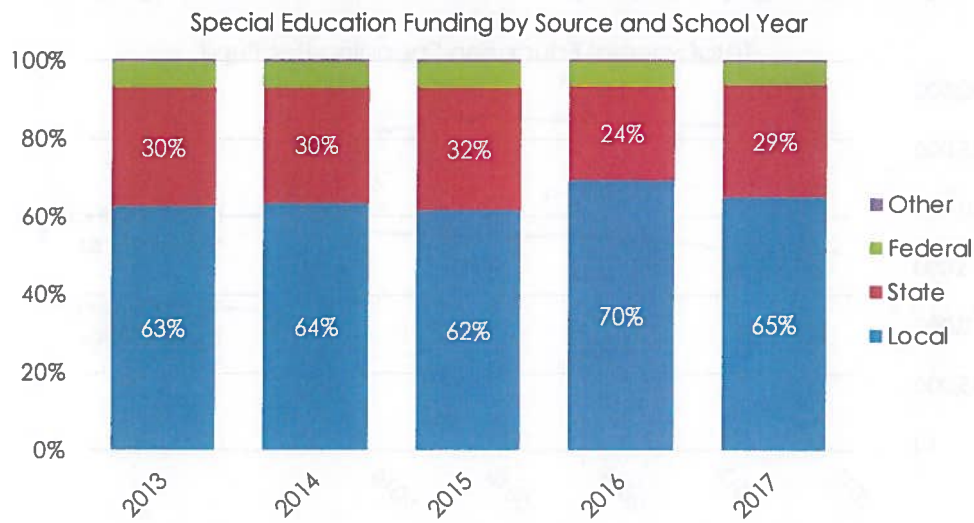
Sources: Connecticut State Department of Education. (2018). *LEA Special Education Expenditures*. Available from <http://ctschoolfinance.org/resources/lea-special-education-expenditures>.
 Connecticut State Department of Education. (n.d.). EdSight: Public School Enrollment. Available from <http://edsight.ct.gov/SASPortal/main.do>.
 U.S. Census Bureau. (2017). Annual Survey of School System Finances. Available from <https://www.census.gov/programs-surveys/school-finances.html>.

Connecticut special education spending by source, 2016-17



Source: Connecticut State Department of Education. (2018). *LEA Special Education Expenditures*. Available from <http://ctschoolfinance.org/resources/lea-special-education-expenditures>.

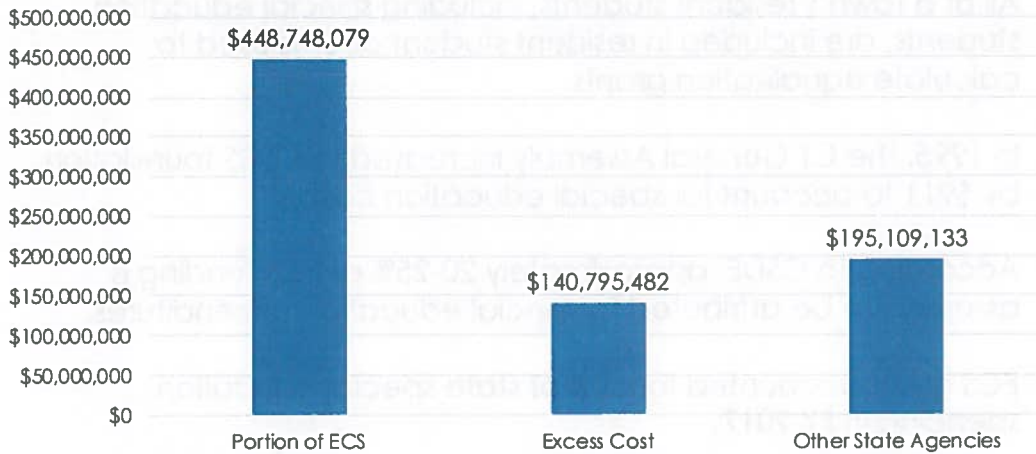
The percent contribution of each source has remained relatively steady since 2013



Source: Connecticut State Department of Education. (2018). *LEA Special Education Expenditures*. Available from <http://ctschoolfinance.org/resources/lea-special-education-expenditures>.

The State of Connecticut currently spends more than \$784.6 million annually on special education

2016-17 State Special Education Expenditures

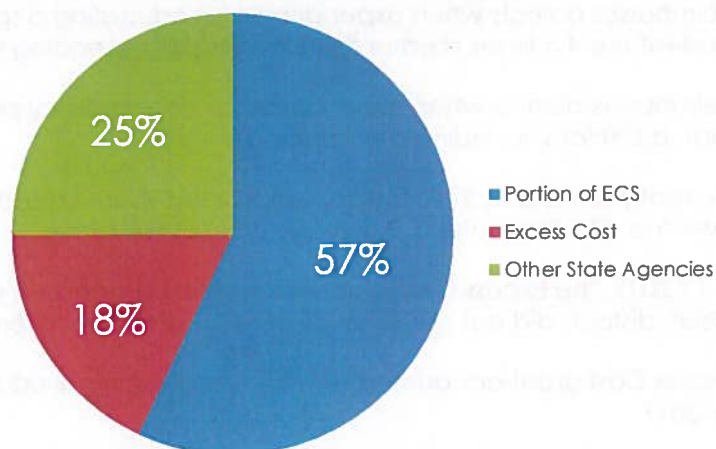


2018-19 IDEA State Maintenance of Support compliance calculated on 2016-17 expenditure data.

Source: Connecticut State Department of Education. (2018). *Individuals with Disabilities Education Act, 2018-19 State Maintenance of Effort*. Available from <http://clschoolfinance.org/resources/connecticut-state-maintenance-of-effort-for-the-individuals-with-disabilities-education-act-idea>.

The largest source of state special education spending is the ECS grant

2016-17 State Special Education Expenditures



2018-19 IDEA State Maintenance of Support compliance calculated on 2016-17 expenditure data.

Source: Connecticut State Department of Education. (2018). *Individuals with Disabilities Education Act, 2018-19 State Maintenance of Effort*. Available from <http://clschoolfinance.org/resources/connecticut-state-maintenance-of-effort-for-the-individuals-with-disabilities-education-act-idea>.

Special education funding in the Education Cost Sharing formula

- All of a town's resident students, including special education students, are included in resident student counts used to calculate equalization grants.
- In 1995, the CT General Assembly increased the ECS foundation by \$911 to account for special education costs.
- According to CSDE, approximately 20-25% of ECS funding is assumed to be attributed to special education expenditures.
- ECS grant accounted for 57% of state special education spending in FY 2017.

Sources: Conn. Gen. Statutes ch. 172, § 10-262f.

Connecticut State Department of Education. (2018). *Individuals with Disabilities Education Act, 2018-19 State Maintenance of Effort*. Available from <http://cfschoolfinance.org/resources/connecticuls-state-maintenance-of-effort-for-the-individuals-with-disabilities-education-act-idea>. Connecticut General Assembly, Office of Fiscal Analysis and the Office of Legislative Research. (2014). *CT Special Education Funding* [PowerPoint slides]. Hartford, CT: Author. Retrieved from http://www2.house Dems.ct.gov/MORE/SPED/pubs/OFA-OLR_Presentation_2013-01-23.pdf.

The Excess Cost grant is Connecticut's method for paying extraordinary special education costs

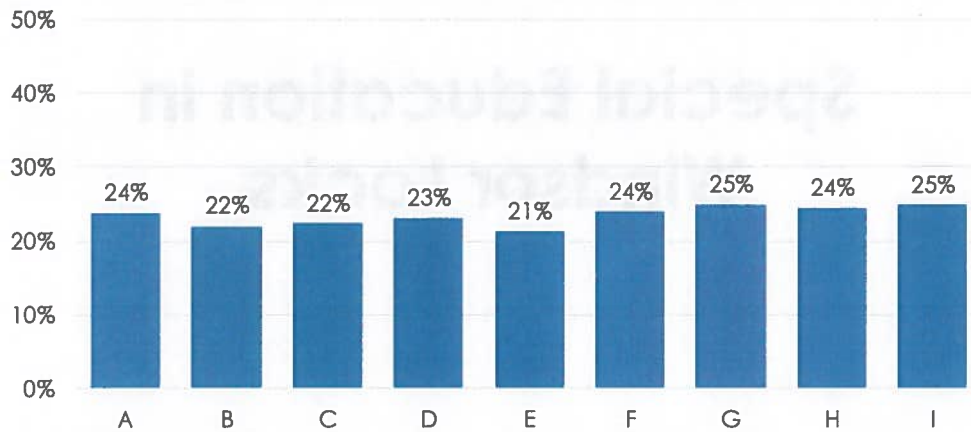
- Reimburses districts when expenditures for educating a special education student are 4.5 times greater than the district's spending per pupil.
- Reimburses districts when expenditure for state agency placements are greater than a district's spending per pupil.
- Currently funded at \$140 million, which is less than is needed to fully fund costs over the 4.5x threshold.
- In FY 2019, the Excess Cost grant was not fully funded – it was funded at 74%. As a result, districts did not get back all of the money they were eligible to receive.
- Excess Cost grant accounted for 18% of state special education expenditures in FY 2017.

Sources: Conn. Gen. Statutes ch. 164, § 10-76g (a) & (b).

Connecticut State Department of Education. (2018). *Individuals with Disabilities Education Act, 2018-19 State Maintenance of Effort*. Available from <http://cfschoolfinance.org/resources/connecticuls-state-maintenance-of-effort-for-the-individuals-with-disabilities-education-act-idea>. Connecticut General Assembly, Office of Fiscal Analysis and the Office of Legislative Research. (2014). *CT Special Education Funding* [PowerPoint slides]. Hartford, CT: Author. Retrieved from http://www2.house Dems.ct.gov/MORE/SPED/pubs/OFA-OLR_Presentation_2013-01-23.pdf. Connecticut State Department of Education. (2019). *2018-19 Revenues For Selected State Grants*. Available from <http://www.csde.state.ct.us/public/dgm/grantreports1/RevEstSelect.aspx>.

Regardless of wealth, districts spend about the same percentage of their total expenditures on special education

Average SPED % of Total Expenditure by DRG in 2017



Sources: Connecticut State Department of Education. (2018). *2009-17 ED001s for Local Public Schools*. Hartford, CT: Author. Available from <http://clschoolfinance.org/resources/ed001s>.
 Connecticut State Department of Education. (2006). *Research Bulletin: District Reference Groups, 2006*. Retrieved from http://www.sde.ct.gov/sde/lib/sde/PDF/EvalResearch/DRG_2006.pdf.

However, on average, wealthier districts spend significantly more per pupil on special education

Average SpEd Spending Per Pupil by DRG in 2017

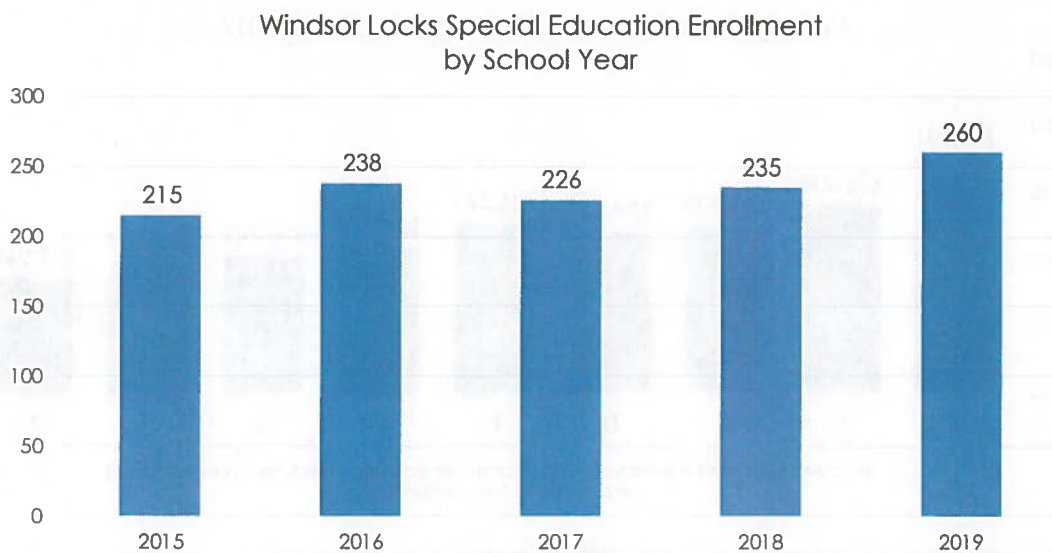


Note: As pupil count is measured by district enrollment, special education expenditures exclude special education tuition.

Sources: Connecticut State Department of Education. (2018). *2009-17 ED001s for Local Public Schools*. Hartford, CT: Author. Available from <http://clschoolfinance.org/resources/ed001s>.
 Connecticut State Department of Education. (n.d.). *EdSight: Public School Enrollment*. Available from <http://edsight.ct.gov/SASPortal/main.do>.
 Connecticut State Department of Education. (2006). *Research Bulletin: District Reference Groups, 2006*. Retrieved from http://www.sde.ct.gov/sde/lib/sde/PDF/EvalResearch/DRG_2006.pdf.

Special Education in Windsor Locks

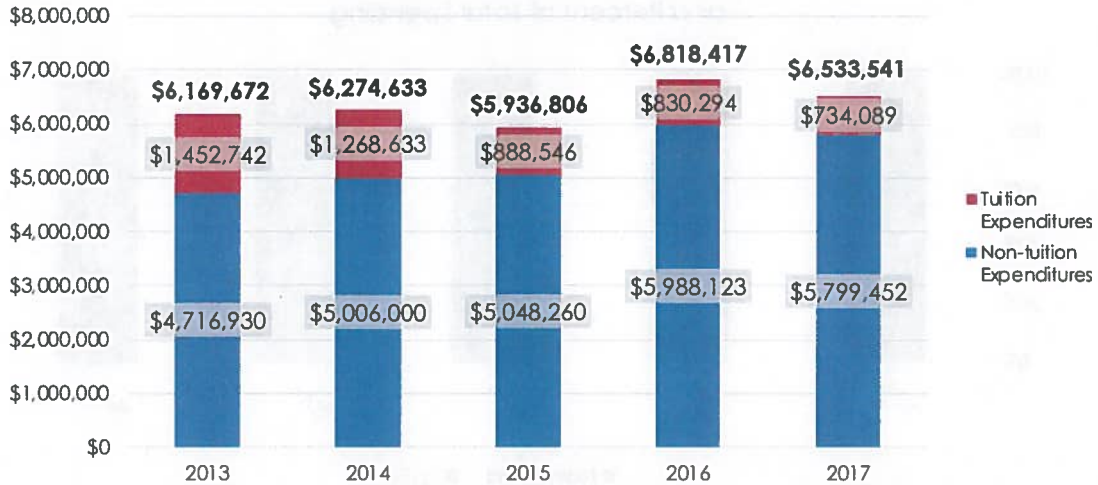
Over the last 5 years, the total number of special education students in Windsor Locks has increased by 45



Source: Connecticut State Department of Education, (n.d.). EdSight: Public School Enrollment. Available from <http://edsight.ct.gov/SASPortal/main.do>.

And total special education spending in Windsor Locks has increased over the past 5 years

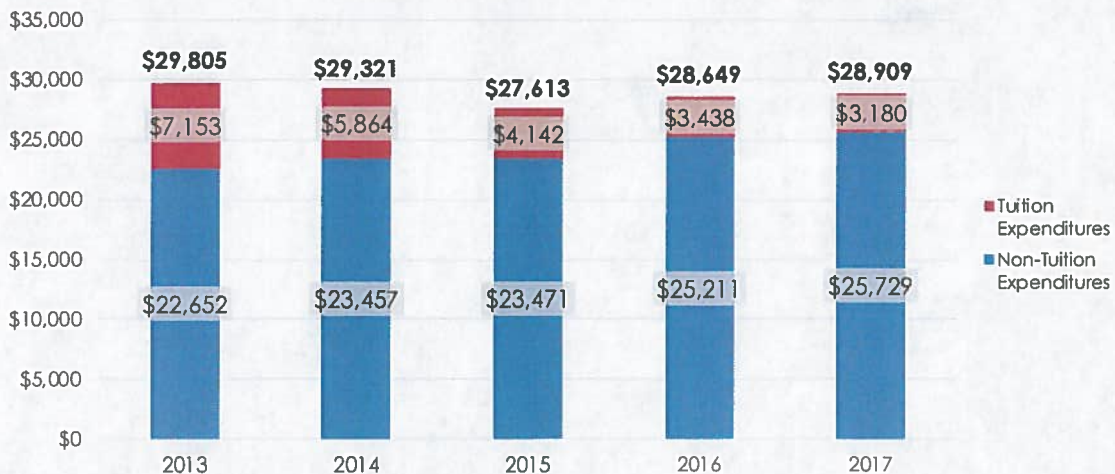
Windsor Locks Special Education Expenditures by School Year



Source: Connecticut State Department of Education. (2018). *Connecticut End of Year School Reports (ED001s) for Local Public School Districts, 2009-17*. Available from <http://ctschoolfinance.org/data/ed001s>.

However, special education spending per pupil has decreased for Windsor Locks over the past 5 years

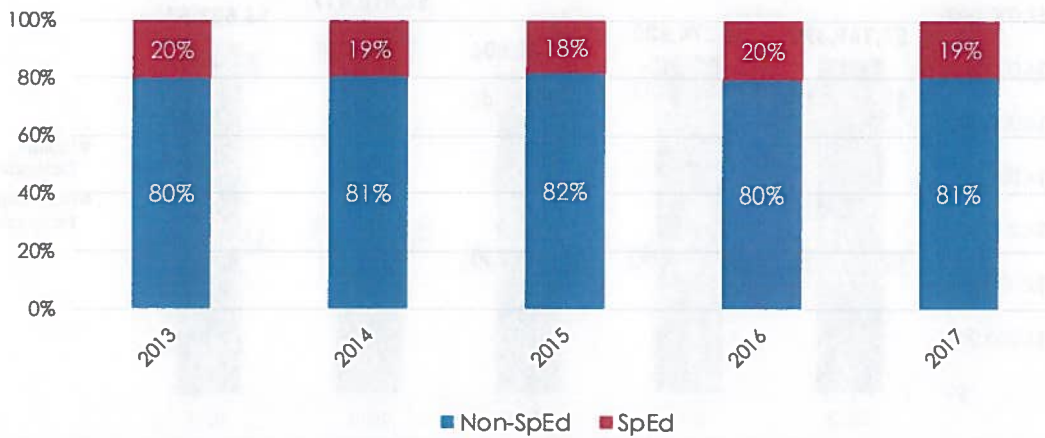
Windsor Locks Special Education Spending Per Pupil



Sources: Connecticut State Department of Education. (2018). *Connecticut End of Year School Reports (ED001s) for Local Public School Districts, 2009-17*. Available from <http://ctschoolfinance.org/data/ed001s>.
Connecticut State Department of Education. (n.d.). EdSight: Public School Enrollment. Available from <http://edsight.ct.gov/SASPortal/main.do>.

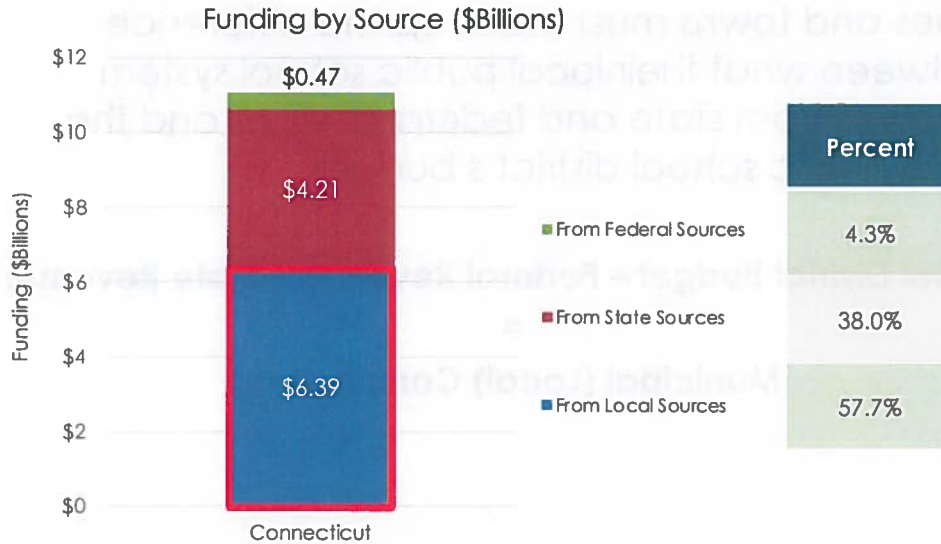
The percent of Windsor Locks' total education spending attributed to special education has remained relatively consistent over the past 5 years

Windsor Locks Special Education Spending as a Percent of Total Spending



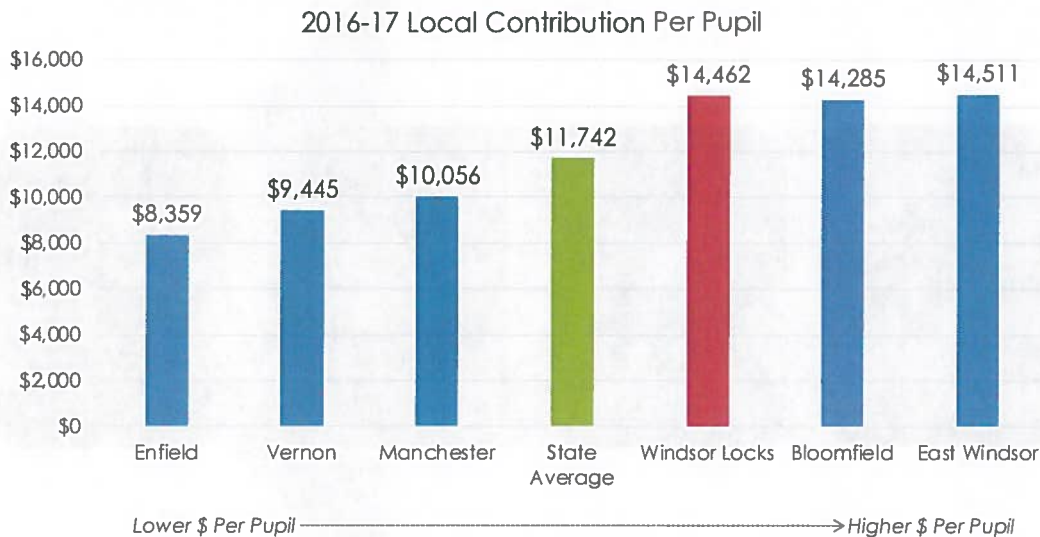
Source: Connecticut State Department of Education. (2018). *Connecticut End of Year School Reports (ED001s) for Local Public School Districts, 2009-17*. Available from <http://cfschoolfinance.org/data/ed001s>.

How much do CT's cities and towns contribute to funding public schools?



Source: U.S. Census Bureau. (2019). Table 1: Summary of Public Elementary-Secondary School System Finances by State: Fiscal Year 2017. 2017 Annual Survey of School System Finances, Washington, DC: Author. Available from https://www2.census.gov/programs-surveys/school-finances/tables/2017/secondary-education-finance/esec17_sumtables.xls.

Windsor Locks taxpayers contribute \$14,462 per pupil toward education funding for their town's public schools, which is higher than all but one of its peer towns



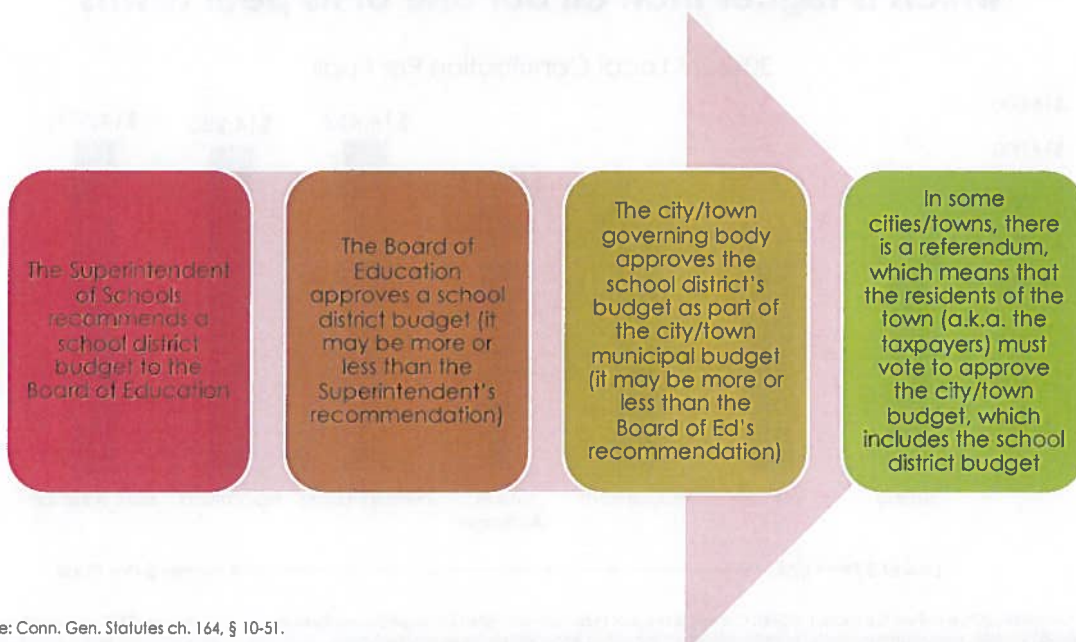
Source: Connecticut School Finance Project. (2019). Connecticut Local Public School District Per-pupil Expenditures by Revenue Source, 2014-17. Available from <http://clschoolfinance.org/resources/connecticut-local-school-district-expenditures-by-revenue-source>.

How much do cities and towns need to contribute toward funding their public schools?

- Cities and towns must make up the difference between what their local public school system receives from state and federal sources and the local public school district's budget.

$$\text{School District Budget} - \text{Federal Revenue} - \text{State Revenue} = \text{Municipal (Local) Contribution}$$

Who decides how much money is in the school district's budget?



Minimum Budget Requirement (MBR)

- CT has a "minimum budget requirement," also known as the "MBR," which all communities — with some exceptions — must adhere to in providing funding to their local school districts
- According to the MBR, a town may not budget less for education than it did in the previous fiscal year, unless it meets one of several exceptions
- If a town fails to meet its MBR, the State can withhold ECS funds from the town in an amount equal to the difference between the town's MBR and what it actually budgeted for education
- Towns in which Alliance Districts are located are not permitted to reduce their educational expenditures and are not eligible for any of the MBR exceptions
- The state's 10% highest-performing districts, according to the State Department of Education's accountability index, do not have to adhere to the MBR

Sources: Conn. Acts 19-117 § 271.

Conn. Acts 19-117 § 288.

Mooney, T.B. (2018). *A Practical Guide To Connecticut School Law* (9th ed.). Wethersfield, CT: Connecticut Association of Boards of Education, Inc.

Previously Existing Exceptions to the MBR

- A non-Alliance town may reduce its MBR in if it experiences a decrease in ECS funding; however, the MBR reduction may not be more than the decrease in ECS funding
- If a district does not maintain a high school and the number of students for which it pays tuition has decreased, the district's town may reduce its MBR by the difference between the number of students it paid tuition for in the previous year and the number of students it currently pays tuition for, multiplied by the cost of tuition
- The commissioner of the State Department of Education may allow a town to reduce its MBR by an amount determined by the commissioner if the town's school district has closed one or more schools due to declining enrollment
- Member towns of a newly formed regional school district do not have to adhere to the MBR during the first full fiscal year following its establishment

Source: Conn. Acts 19-117 § 271.

Revised or New Exceptions to the MBR

- Districts that have experienced a reduction in their resident student count may look back up to a 5-year period to calculate their decrease in resident student count. The district can decide which consecutive years, up to the last five years, they would like to include in this calculation.
 - However, the decline in student count for a given year can only be used one time to prevent districts from counting the same student count decline twice.
 - When calculating a MBR reduction under this exemption, the district is permitted to reduce its MBR by an amount equal to the net reduction in resident students multiplied by 50 percent of its net current expenditure per resident student.
- If a district realizes new and documented savings through increased efficiencies approved by the commissioner of the State Department of Education or through regional collaboration or cooperative arrangements, the town may reduce its MBR by half of the achieved savings, provided that amount does not exceed 0.5 percent of the district's budget. Efficiency savings include, but are not limited to, the following:
 - Reductions in contract costs not including collective bargaining agreements, transportation service efficiencies, or a cost savings in school district administration;
 - Cost savings in medical or health care benefit agreements;
 - Cooperative agreements related to administrative or central office functions;
 - Reductions in costs due to purchasing of insurance including property insurance, casualty insurance, and workers' compensation insurance;
 - Reductions in costs associated with the purchasing of payroll or accounts payable software;
 - Savings from the consolidation of information technology services; and
 - Reduction in costs associated with athletic field care and maintenance.
- Expenses that are incurred as a result of a catastrophic insurance loss can be excluded from expenditures for the purposes of calculating a district's MBR in the following year. This exemption can only be taken by a school district that is self-insured and can only be taken when the school district provides documentation that the expenses are a result of a catastrophic event by a nationally recognized catastrophic loss index provider.

Source: Conn. Acts 19-117 § 271.

How do cities and towns raise money to pay for public schools?

- Cities and towns raise money to pay for town services (including public schools) through property taxes.
 - Cities and towns are able to collect tax on property that is owned by the people who live there.
 - Cities and towns can collect taxes on "real" property (e.g. office building, apartment buildings, houses) and "personal" property (e.g. cars and boats).
- Not all property in the town is taxable.
 - Property that belongs to some nonprofit organizations, like universities, hospitals, and churches, may be exempt from property tax.

Source: State of Connecticut, Office of Policy and Management. (2018, May 17). Statutes Governing Property Assessment and Taxation. Retrieved from <http://www.ct.gov/opm/cwp/view.asp?q=383128>.

Facts about City/Town Budgets

- Each year, every city and town creates a "municipal budget" – this includes all of the money the town will need to pay for town government.
 - Some examples of what is included in the budget are: fire and police force, highway department, maintenance of town roads (including snow removal), the parks and rec department, and of course, public schools.
- Public schools are the biggest expense for every city and town in CT.
- Cities and towns must collect enough money through property taxes to pay for all of the expenses in the municipal budget.

How much money does the city or town need to collect in property taxes?

- The city or town figures out how much money it needs to raise through property taxes by subtracting money they get from the state and federal government from the municipal budget.

Municipal budget (including cost of schools) – state revenue (including ECS grant) – revenue from other sources

=

Total amount of \$ that needs to be raised through property taxes

Facts about City/Town Property Taxes

- Each city/town has a different amount of property available to tax.
 - Each city and town adds up the value of all of the property in the town – this is known as the “grand list.”
- Once the city/town knows how much money they need to raise in taxes and the value of the “grand list,” the city/town sets a tax rate for property, known as a “mill rate.”

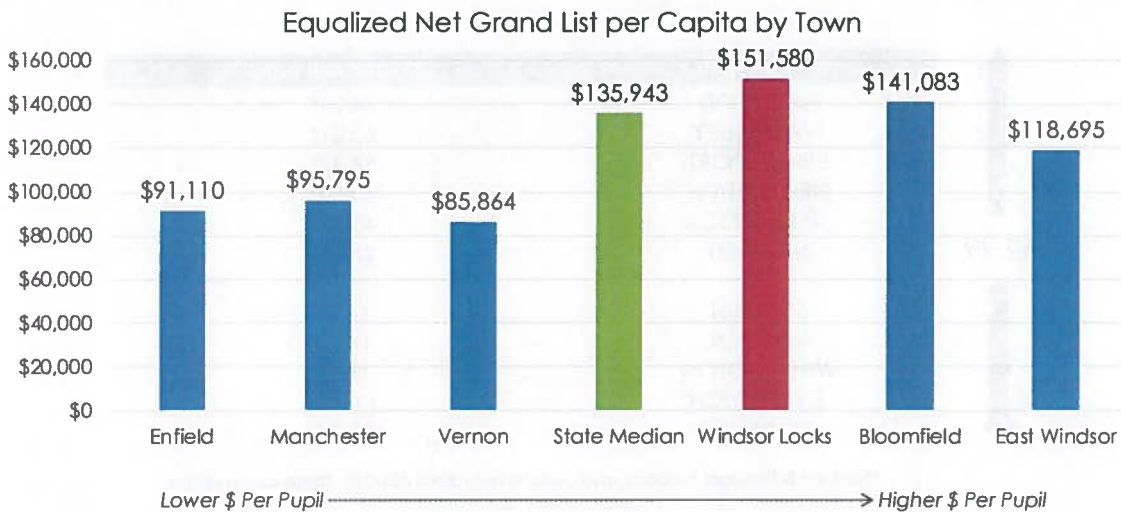
Source: State of Connecticut, Office of Policy and Management. (2018, May 17). Statutes Governing Property Assessment and Taxation. Retrieved from <http://www.ct.gov/opm/cwp/view.asp?q=383128>.

The value of “grand lists” varies widely

Municipality	Equalized Net Grand List GLYR 2016
GREENWICH	\$48,596,792,470
STAMFORD	\$32,825,480,973
NORWALK	\$19,248,812,949
WESTPORT	\$16,088,221,534
FAIRFIELD	\$16,008,062,420
...	...
WINDSOR LOCKS	\$1,900,652,209
...	...
CANAAN	\$245,942,596
EASTFORD	\$224,628,571
HAMPTON	\$215,119,348
SCOTLAND	\$161,579,503
UNION	\$130,830,403

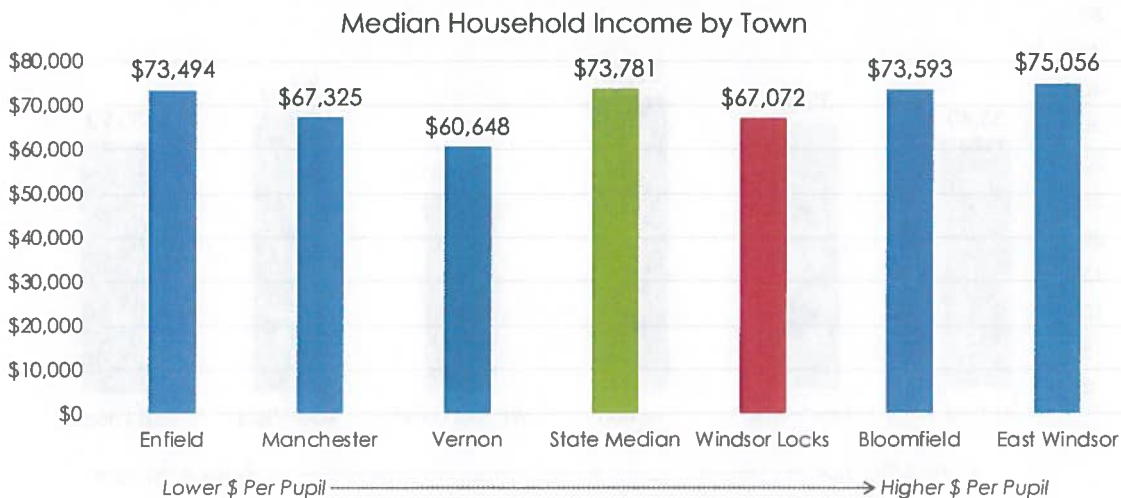
Source: State of Connecticut, Office of Policy and Management. (2019). *Municipal Fiscal Indicators, Fiscal Years Ended 2013-2017*. Hartford, CT: Author. Retrieved from <https://portal.ct.gov/-/media/OPM/MuniFiscIndicators/FI-2013-17-Edition-As-of-1-31-19.pdf?la=en>.

The Equalized Net Grand List per Capita (ENGLPC) represents the value of taxable property per resident. Windsor Locks' ENGLPC is higher than the ENGLPCs for its peer towns and the state median.




Sources: Connecticut State Department of Education. (2019). *2017-18 Net Current Expenditures (NCE) per Pupil (NCEP) and 2018-19 Special Education Excess Cost Grant*. Retrieved from <http://ctschoollfinance.org/assets/uploads/files/2017-18-Net-Current-Expenditures-Per-Pupil.pdf>.
 State of Connecticut, Office of Policy and Management. (2019). *Municipal Fiscal Indicators, Fiscal Years Ended 2013-2017*. Hartford, CT: Author. Retrieved from <https://portal.ct.gov/-/media/OPM/MuniFiscalIndicators/FI-2013-17-Edition-As-of-1-31-19.pdf?la=en>.

Median Household Income (MHI) refers to the income level earned by a given household where half of the homes in the area earn more and half earn less. Windsor Locks' MHI is lower than the MHIs for all but one of its peer towns.



Sources: Connecticut State Department of Education. (2019). *2017-18 Net Current Expenditures (NCE) per Pupil (NCEP) and 2018-19 Special Education Excess Cost Grant*. Retrieved from <http://ctschoollfinance.org/assets/uploads/files/2017-18-Net-Current-Expenditures-Per-Pupil.pdf>.
 State of Connecticut, Office of Policy and Management. (2019). *Municipal Fiscal Indicators, Fiscal Years Ended 2013-2017*. Hartford, CT: Author. Retrieved from <https://portal.ct.gov/-/media/OPM/MuniFiscalIndicators/FI-2013-17-Edition-As-of-1-31-19.pdf?la=en>.

“Mill rates” also vary significantly



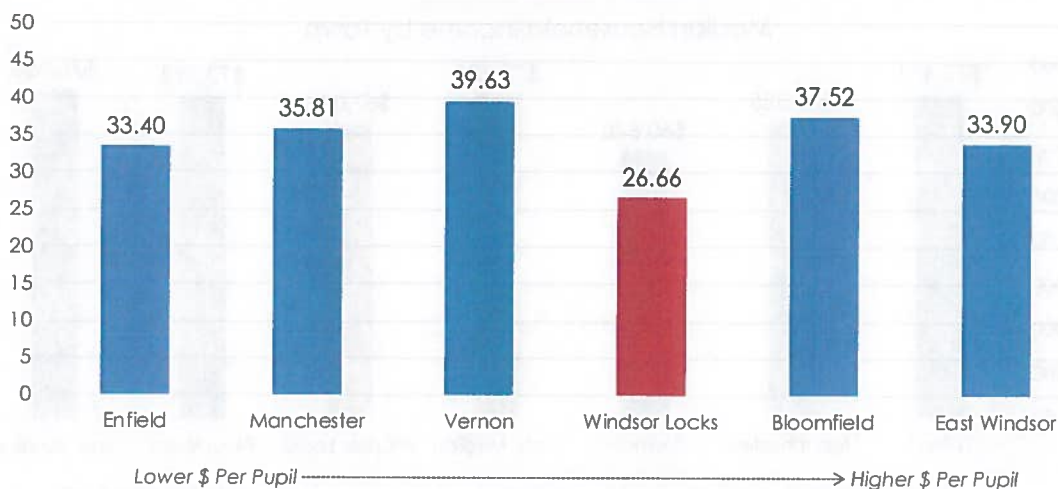
Municipality	FY 2019 Mill Rate
HARTFORD	74.29*
WATERBURY	60.21*
BRIDGEPORT	54.37*
NEW BRITAIN	50.50*
NAUGATUCK	48.35*
HAMDEN	47.96*
...	...
SHARON	14.70
WARREN	14.25
WASHINGTON	14.25
GREENWICH	11.369
SALISBURY	11.30

*For Real & Personal Property only; vehicle mill rate is 45.00 for these communities

Source: State of Connecticut, Office of Policy and Management. (2018). *FY 2019 Mill Rates*. Retrieved from <https://portal.ct.gov/-/media/OPM/IGPP-Data-Grants-Mgmt/GL-2017-FY-2019-Mill-Rates-UPDATE.pdf?la=en>.

Windsor Locks' mill rate is lower than the mill rates for similar towns

Town Mill Rates FY 2019



Sources: Connecticut State Department of Education. (2019). *2017-18 Net Current Expenditures (NCE) per Pupil (NCEP) and 2018-19 Special Education Excess Cost Grant*. Retrieved from <http://clschoolfinance.org/assets/uploads/files/2017-18-Net-Current-Expenditures-Per-Pupil.pdf>.
 State of Connecticut, Office of Policy and Management. (2018). *FY 2019 Mill Rates*. Retrieved from <https://portal.ct.gov/-/media/OPM/IGPP-Data-Grants-Mgmt/GL-2017-FY-2019-Mill-Rates-UPDATE.pdf?la=en>.

The amount of property tax CT residents pay varies widely depending on where they live

Municipality	FY 2019 Mill Rate	Property Tax – \$200K House	Property Tax – 2014 Honda Civic
HARTFORD*	74.29*	\$5,200	\$203
WATERBURY	60.21*	\$8,429	\$203
VERNON	39.63	\$5,548	\$178
BLOOMFIELD	37.52	\$5,253	\$169
MANCHESTER	35.81	\$5,013	\$161
EAST WINDSOR	33.90	\$4,746	\$153
ENFIELD	33.40	\$4,676	\$150
WINDSOR	32.96	\$4,614	\$148
WINDSOR LOCKS	26.66	\$3,732	\$120
GREENWICH	11.369	\$1,592	\$51

*For Real & Personal Property only; vehicle mill rate is 45.00

* Residential property in the city of Hartford is not assessed at the standard rate of 70%. Instead, Hartford's current assessment rate for residential property is 35%. Due to this difference, the property taxes for the house in this example may be lower in Hartford than the taxes in other towns with lower mill rates.

Sources: State of Connecticut, Office of Policy and Management. (2018). FY 2019 Mill Rates. Retrieved from <https://portal.ct.gov/-/media/OPM/IGPP-Data-Grants-Mgmt/GL-2017-FY-2019-Mill-Rates-UPDATE.pdf?la=en>.
KBB value for 2014 Honda Civic LX Sedan 4D with 75,000 miles and in good condition.

HOW ARE OTHER TYPES OF PUBLIC SCHOOLS FUNDED?

With 10 more formulas!

- Connecticut has a different funding formula for each different type of public school. These public school types include:
 - Magnet schools (5 different formulas)
 - Charter schools (2 different formulas)
 - CT Technical Education and Career System (1 formula)
 - Agriscience schools (1 formula)
 - Open Choice program (1 formula)

Sources: Connecticut General Assembly, Office of Legislative Research. (2013). *Task Force to Study State Education Funding Final Report*. Retrieved from <http://www.cga.ct.gov/2013/rpl/2013-R-0064.htm>.
 Moran, J.D., & Bolger, A. (2018). *Comparison of Charter, Magnet, Agricultural Science Centers, and Technical High Schools (2018-R-0030)*. Hartford, CT: Connecticut General Assembly, Office of Legislative Research. Retrieved from <https://www.cga.ct.gov/2018/rpl/pdf/2018-R-0030.pdf>.

Connecticut's other education funding formulas are not based on student learning needs

Formula	Low-income Students	English Learners	Students with Disabilities
ECS (local school districts)	✓	✓	✗
State Charter Schools	✗	✗	✗
Local Charter Schools	✗	✗	✗
CT Technical Education and Career System	✗	✗	✗
Regional Agriscience Centers	✗	✗	✗
Hartford Host Magnet Schools	✗	✗	✗
RESC-Operated Sheff Magnet Schools	✗	✗	✗
Edison Magnet School	✗	✗	✗
Non-Sheff RESC Magnet enrolling less than 55% of students from 1 town	✗	✗	✗
Non-Sheff RESC Magnet enrolling 55% of students or more from 1 town	✗	✗	✗
Non-Sheff Host Magnet School	✗	✗	✗

Sources: Connecticut General Assembly, Office of Legislative Research. (2013). *Task Force to Study State Education Funding Final Report*. Retrieved from <http://www.cga.ct.gov/2013/rpl/2013-R-0064.htm>.
 Conn. Gen. Statutes ch. 172, § 10-262f.

Magnet School Formulas

- There are 5 different formulas for magnet schools.
- The formula for a magnet school depends on:
 - Whether the magnet school is operated by a Regional Education Service Center (RESC) or a local public school district.
 - Whether the magnet school was created as part of the *Sheff v. O'Neill* settlement.
 - One magnet school—Thomas Edison Middle School in Meriden—has its own funding formula. (It is a non-*Sheff* magnet administered by ACES.)
- RESC-operated magnet schools and some host district magnet schools can charge tuition to the sending districts for the amount it costs to educate the student above the State's per-pupil allocation.

Sources: Connecticut General Assembly, Office of Legislative Research. (2013). *Task Force to Study State Education Funding Final Report*. Retrieved from <http://www.cga.ct.gov/2013/rpl/2013-R-0064.htm>.
Moran, J.D., & Bolger, A. (2018). *Comparison of Charter, Magnet, Agricultural Science Centers, and Technical High Schools (2018-R-0030)*. Hartford, CT: Connecticut General Assembly, Office of Legislative Research. Retrieved from <https://www.cga.ct.gov/2018/rpl/pdf/2018-R-0030.pdf>.

Charter School Formulas

- There are 2 different formulas for charter schools.
- The formula for a charter school depends on whether it is a *state* or *local* charter school.
- *State* charter schools receive a per-pupil amount from the state (\$11,250) per student. They receive not required to receive local funding.
- *Local* charter schools receive:
 - Local per student costs
 - An additional \$3,000 per student from the State

Source: Conn. Gen. Statutes ch. 164, § 10-66ee.

Other Choice School Formulas

- **Agriscience Programs: Mix of state and local funding**
 - State funding: \$4,200 + potential for supplemental funding; sending district receives ECS funding for each student
 - Local funding: The sending district can be charged up to \$6,822.80 per student
- **Connecticut Technical Education and Career System: State funding only**
 - State funding: 100% state funding; approx. per-pupil amount for 2017-18 school year (most recent year of available data) was \$17,321 (appropriation includes fringe benefits for employees)
- **Open Choice: Mix of state and local funding**
 - State funding: Receiving district gets a subsidy (based on Open Choice enrollment as a percentage of the district's total enrollment) that ranges from \$3,000 to \$8,000 per student participating in the Open Choice program. Each participating student is counted as half of a student in the sending and receiving districts ECS student counts.
 - Local funding: The receiving district pays the remaining cost to educate the student.

Sources: Moran, J.D., & Bolger, A. (2018). *Comparison of Charter, Magnet, Agricultural Science Centers, and Technical High Schools* [2018-R-0030]. Hartford, CT: Connecticut General Assembly, Office of Legislative Research. Retrieved from <https://www.cga.ct.gov/2018/rpt/pdf/2018-R-0030.pdf>. Retrieved from <http://www.cga.ct.gov/2014/rpt/2014-R-0257.htm>. Conn. Gen. Statutes ch. 164, § 10-64-65. Conn. Gen. Statutes ch. 164, § 10-95. Conn. Gen. Statutes ch. 172, § 10-266aa. Whitbey, J. (2018). *Connecticut Technical Education and Career System (CTECS) Report of School Expenditures For School Year 2017-18*. Hartford, CT: Connecticut Technical Education and Career System. Retrieved from <http://ctschooldfinance.org/resources/uploads/files/CTECS-Report-of-School-Expenditures-2017-18.pdf>.

WHAT YOU CAN DO

Add Your Voice to the Conversation

- Talk about school finance with others
- Attend local municipal meetings such as the board of education, city/town council, or subcommittee meetings
- Host a workshop or meeting with us
- Complete the monthly challenges
- Stay informed and help keep others informed
- Let elected officials know school finance is an important issue for kids in your community

APPENDIX

Calculating Expenditures per School Type

- Individual children receive different amounts of funding based on learning needs. Lauren is an illustrative vehicle for conveying differences in funding amounts between schools, and has been given the average spending per pupil for each school accordingly.
- For all school types, the following have been excluded:
 - School construction – capital, not general operating costs
 - Loans – not income
- The individual items used to calculate state, local, and other contributions for each school type are found on the following slide.

Calculating Expenditures per School Type

	Local Public	Charter	Sheff RESC Host Magnet
State Contribution	<ul style="list-style-type: none"> Board of Education Services for the Blind ECS – Non-Alliance Excess Cost/State Agency Placement Healthy Foods Magnet Transportation Open Choice Other Direct State Grants Public Transportation Special Education Supplemental State Grants Managed by a Nonpublic/Quasi-Public Organization Serving Public Education State Match Child Nutrition State School Breakfast Total from ED141 Summary Report Column 3 Vaag Your Portion of Services/Expenditures from Consortium Grant Payment Arrangement 	<ul style="list-style-type: none"> State Charter School Grant Common Core State Grant School Breakfast (state) Child Nutrition Special Education Reimbursement Interdistrict Cooperative Family Resource Center Program After School Programs Other State Grants 	<ul style="list-style-type: none"> State Magnet School Grant State Magnet Transportation Two Rivers receives a separate state subsidy for magnet school transportation Other State Grant Funds
Local Contribution	<ul style="list-style-type: none"> Local Share is Total less State+Other 	<ul style="list-style-type: none"> Regular Education In-kind Services from local school district Special Education In-kind Services from local school district Other Sources of Revenue - Special Education reimbursement Other Sources of Revenue - Local Support 	<ul style="list-style-type: none"> LEA Regular Tuition LEA Special Education Tuition/Transportation
Other Contribution	<ul style="list-style-type: none"> Bilingual Education (Federal) HeadStart Other Direct Federal Grants Your Portion of Services/Expenditures from Consortium Grant Payment Arrangement Federal Grants Managed by a Nonpublic/Quasi-Public Organization Serving Public Education Total Tuition & Transportation Revenues In-kind Services Medical Revenue Expended on Special Education Services Medical Revenue Expended on Regular Education Services Third Party Billing/Insurance Contributions Rentals Endowment Funds Other Miscellaneous Revenues Total Miscellaneous Revenue from ED141 Summary Report, Column 3 	<ul style="list-style-type: none"> Title I Title II National School Lunch Child Nutrition School Food Equipment Other Sources of Revenue - Remainder Interest Income Miscellaneous Title IV, Part B, 21st Century Community Learning 	<ul style="list-style-type: none"> Federal Funds

Sources: Connecticut State Department of Education. [2018]. 2009-17 ED001s for Local Public Schools. Hartford, CT: Author. Available from <http://clschoolfinance.org/resources/ed001s>.

Connecticut State Department of Education. [2018]. 2014-17 ED001s for RESCs and Charters. Hartford, CT: Author. Available from <http://clschoolfinance.org/resources/ed001s>.

Sources: Does money matter?

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- Candelaria, C.A., & Shores, K.A. (2017). *Court-Ordered Finance Reforms in the Adequacy Era: Heterogeneous Causal Effects and Sensitivity*. Stanford, CA: Stanford University Center for Education Policy Analysis. Retrieved from <https://cepa.stanford.edu/sites/default/files/cofr-efp.pdf>.

Choice Schools Funding Formulas Summary

Type of School	State funding per pupil	Can the school charge tuition to the sending district?	Does the city/town where the student lives get ECS for the student?
Agriscience	\$4,200 + potential for supp. funding	Yes, up to \$6,822.80	Yes
Charter, Local	\$3,000 + district per student costs	No but get district per student costs	Yes
Charter, State	\$11,250	No	No
CTECS	\$17,321*	No	No
Magnet, RESC, Sheff	Varies from \$8,058 - \$10,652	Yes, up to cost of educating student	Yes
Magnet, RESC, non-Sheff	Varies from \$3,060 - \$8,058	Yes, up to cost of educating student	Yes
Magnet, District, Sheff	\$13,315 (interdistrict)	No	No but get ECS for in-district students
Magnet, District, non-Sheff	\$3,060 (host district); \$7,227 (interdistrict)	Yes**	Yes
Open Choice	Varies from \$3,000 - \$8,000 per student	No	50% to sending; 50% to receiving

* The CTECS is exclusively state-operated and funded out of the resources of the State of Connecticut's General Fund. This per-pupil expenditure amount is from the 2017-18 school year – the most recent year for which data is available.

** Conn. Gen. Statutes ch. 172, § 10-264(m)(2) prohibits host magnet schools from charging tuition if tuition was not charged in FY 2014-15. Tuition may be charged with the Commissioner of Education's permission if the request is made by September 1 of the year before the tuition will be charged.

Sources: Conn. Gen. Statutes ch. 164, § 10-666e.

Conn. Gen. Statutes ch. 164, § 10-95.

Conn. Gen. Statutes ch. 164, § 10-64-65.

Conn. Gen. Statutes ch. 172, § 10-266aa.

Conn. Gen. Statutes ch. 172, § 10-264i.

Whitbey, J. (2018). *Connecticut Technical Education and Career System (CTECS) Report of School Expenditures For School Year 2017-18*. Hartford, CT: Connecticut Technical Education and Career System. Retrieved from <http://ctschoolfinance.org/resources/uploads/files/CTECS-Report-of-School-Expenditures-2017-18.pdf>.

Terms to Know

- **Alliance Districts** – The 33 lowest-performing school districts in Connecticut as designated by the Commissioner of the State Department of Education and determined by various measures of student performance.
- **Base Aid Ratio** – Variable in the Education Cost Sharing (ECS) formula that determines each community's ability to financially support its public schools. The Base Aid Ratio uses property wealth (weighted at 70 percent) and income (weighted at 30 percent) to determine each community's ability to raise money from property taxes to pay for its local public schools.
- **Equalized Net Grand List per Capita (ENGLPC)** – Amount of taxable property (at 100 percent of fair market value) per person in a city or town. ENGLPC values are the primary measure used in the Base Aid Ratio portion of the ECS formula to determine how much state education funding is owed to a given town.
- **Median Household Income (MHI)** – Refers to the income level earned by a given household where half of the homes in the area earn more and half earn less. MHI is used in the Base Aid Ratio as a representation of a town's income wealth.
- **Public Investment Communities (PIC) Index** - Calculated annually by Connecticut's Office of Policy and Management, the PIC index measures the relative wealth and need of Connecticut's towns by ranking them in descending order by their cumulative point allocations based on: per capita income; adjusted equalized net grand list per capita; equalized mill rate; per capita aid to children receiving Temporary Family Assistance benefits; and unemployment rate.
- **State Guaranteed Wealth Level (SGWL)** – Commonly referred to as the threshold factor, the SGWL determines each town's ECS aid percentage. Each town's ability to support its public schools (as determined by the Base Aid Ratio) is compared to the SGWL to determine what percentage of the per-student funding amount the town will receive from ECS and what will have to come from local tax dollars.

EXHIBIT VII 2 C

MEMORANDUM TO: MEMBERS OF THE BOARD OF EDUCATION
FROM: SHAWN PARKHURST, SUPERINTENDENT
DATE: OCTOBER 24, 2019
RE: ADMINISTRATORS' BARGAINING UNIT CONTRACT

Tonight, the Board of Education will vote on the Administrator's Bargaining Unit Contract for 2020-2023.

BOARD MOTION: "MOVE that the Board of Education approve the Administrator Bargaining Unit contract for 2020-2023."

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
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

Brian Deming, President
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