

WINDSOR LOCKS PUBLIC SCHOOLS



BOARD OF EDUCATION MEETING

Regular Meeting

September 23, 2021

6:00 p.m.

Windsor Locks High School

Library Media Center, Livestream, and Zoom

[Click Here to Register](#)

Windsor Locks Board of Education

Patricia King, Chairwoman

Margaret Byrne, Vice Chairwoman

Jim McGowan

Dennis Gragnolati

Kylee Christianson

Superintendent of Schools

Shawn Parkhurst

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 - Agenda

September 23, 2021 - 6:00 p.m.

Windsor Locks Board of Education

Windsor Locks High School Library Media Center, Livestream, and Zoom

[Click Here to Register](#)

- Goal 1: Windsor Locks Public Schools will ensure that all students are engaged in their learning and challenged to achieve, grow, and demonstrate mastery.
- Goal 2: Windsor Locks Public Schools will use research-based leadership and best workplace practices to ensure achievement, growth and mastery for all.
- 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.

- I. Call to Order
 - A. Roll Call
 - B. Pledge of Allegiance
 - C. Introduction of New Student Representatives to Board of Education
 - D. Student Representatives' Report
 - E. Board of Education and Superintendent Communications
- II. Public Audience (only on Agenda Items)
 - A. *In Accordance with BOE Policy 9020 - 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.*
- III. Approval of Minutes: **Vote Needed** p. 5 Exhibit III
 - 8/31/21 Special Meeting
 - 9/9/21 Regular Meeting
- IV. Personnel Report: **Vote Needed** p. 12 Exhibit IV
 - A. BCBA Job Description
- V. NEASC Report p. 15 Exhibit V
- VI. 21-22 Board of Education Committee Assignments
 - A. Policy
 - B. Curriculum
 - C. Finance
- VII. 20-21 District & School Summative Assessment Report p. 52 Exhibit VII
- VIII. Board Member Recognition p. 58 Exhibit VIII
- IX. WLHS Bleacher Replacement: **Vote Needed** p. 59 Exhibit IX

- X. State Board of Education Communication p. 62 Exhibit X
- XI. Committee Reports
- A. Policy - Next Meeting: 10/7/21
 - Second Read: **Vote Needed** p. 63 Exhibit XI A
 - 5125.3 Professional Communication Between a Certified Teacher, Administrator, or Registered Nurse and a Student, Parent
 - B. Curriculum - Next Meeting: 10/14/21
 - C. Finance - Next Meeting: 10/13/21
- XII. Board and Superintendent Comment
- XIII. Public Audience (General)
- A. *In Accordance with BOE Policy 9020 - 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.*
- XIV. Executive Session: To adjourn the meeting to Executive Session as permitted by Connecticut General Statutes Section 1-225(a) for the following purposes as allowed by Section 1-200(6), that is:
- A. Discussion of Superintendent of Schools' Evaluation and Goals
 - That in attendance in the Executive Session shall be limited to:
 - Members of the Board of Education
 - Superintendent of Schools
- XV. Adjourn to Public Session
- XVI. Action, if any, on Executive Session Items: **Vote Possible**
- XVII. Adjourn Meeting

For the Chairperson of the Board of Education
Shawn L. Parkhurst - Superintendent of Schools
Copy: Town Clerk - Please Post

EXHIBIT III

MEMORANDUM TO: MEMBERS OF THE BOARD OF EDUCATION
FROM: SHAWN L. PARKHURST, SUPERINTENDENT
DATE: SEPTEMBER 23, 2021
RE: APPROVAL OF MINUTES

- August 31, 2021 Special Meeting
- September 9, 2021 Regular Meeting

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

**MINUTES OF THE SPECIAL MEETING,
August 31, 2021 at 8:30 a.m.**

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

Members Present:	P. King, M. Byrne, J. McGowan, D. Gragnolati and K. Christianson
Members Absent:	None
Administrators:	S. Parkhurst, S. Lee, D. Solin
Staff:	None
Others:	None
Press:	None

- I. Call to Order – Chairwoman Mrs. Patricia King called the Special Meeting to Order at 8:35 a.m.
 - a. Roll Call for Quorum - All Board Members were present.
 - b. Pledge of Allegiance
 - c. Board of Education Communication – None
 - II. Executive Session
 - o It was moved (Gragnolati), Seconded (McGowan) and Passed (U) that the Board of Education adjourn the meeting to Executive Session as permitted by Connecticut General Statutes Section 1-225(a) for the following purposes as allowed by Section 1-200(6), that is:
 1. Discussion of Collective Bargaining Unit Negotiations
 - That in attendance in the Executive Session shall be limited to:
 - a) Members of the Board of Education
 - b) Superintendent of Schools
 - c) Director of Human Resources
 - d) Business Manager
- III. Adjourn to Public Session
 - o It was moved (Gragnolati), Seconded (Christianson), and Passed (U) that the Board of Education terminates Executive Session and reconvene in Public Session at 10:07 a.m.
- IV. Adjourn Meeting
 - o It was moved (Gragnolati), Seconded (McGowan), and Passed (U) that the Board of Education adjourn the Special Meeting of August 31, 2021 at 10:08 a.m.

Respectfully submitted

S. Parkhurst, Superintendent

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

**MINUTES OF THE REGULAR MEETING,
September 9, 2021 at 6:00 p.m.**

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

Members Present:	P. King, M. Byrne, J. McGowan, D. Gragnolati and K. Christenson
Members Absent:	None
Administrators:	S. Parkhurst, S. Lee, A. Goodwin, J. Robinson and G. Weigert
Student Representatives:	Ryan Lucas
Students:	None
Staff:	D. Bole and a few others
Others:	None other than a few others including participants via Zoom
Press:	None

I. Call to Order

Chairwoman Mrs. Patricia King called the Regular Meeting to Order at 6:05 p.m. held at the Windsor Locks High School Library Media Center and via Zoom Meeting.

A. Roll Call for Quorum

All Board Members were present.

B. Pledge of Allegiance

All stood up and pledged allegiance to the flag.

C. Student Representative

Miss Ryan Lucas, Student Representative addressed the Board. She was happy to report as a class office member, she is happy to report the senior class will be able to plan the traditional events, such as, senior outing and pep rally. Mr. Parkhurst inquired about the survey he asked her to organize among her classmates about the graduation date. Miss Ryan noted that only a third of the class participated. The outcome was some would prefer to have graduation as soon as possible and others would like it as late in the week as possible.

D. Board of Education Communications

Board Member Mr. Jim McGowan spoke about attending the first day at Pine Meadow Academy and he attended the pancake breakfast. The students and staff all looked happy to be back. He attended a teacher contract negotiation meeting and did not have any details yet on the negotiations other than they are ongoing.

Vice-Chair Ms. Margaret Byrne remarked she attended convocation as this was the Chairwoman Mrs. King's last convocation address. The convocation very well attended.

Chairwoman Mrs. King commented the convocation was great! She always looks forward each year. She appreciates the gold metal and the audience response. She also attended various meetings negotiating collective bargaining units.

Mr. Shawn Parkhurst, Superintendent of Schools, officially welcomed everyone back to school! The vibe around the district schools seems to be excitement and happiness as students and teachers are back together. He commented the senior class, Class of 2022, are painting their parking spaces. Fall sports are beginning starting with swimming away in East Lyme and all other sports begin to compete next week. Specters will be allowed as long as they are masked inside but not required outside. He gave a shout-out to all staff, especially the twelve-month employees and the employees of Smyth Bus Company. He mentioned a few upcoming events: Virtual Freshman Parents Meeting, Vaccine Clinic, Dollar for Scholars Mum Sale, WLHS Girls' Soccer Car Wash, and Open Houses being held.

II. Public Audience (Only on Agenda Items) in Accordance with BOE Policy 9020

Ms. Donna Bole asked anyone who would like to make a public comment, please write the comment in the chat box or raise their hand and she will unmute the microphone.

None.

It was **MOVED** (Byrne) and **SECONDED** (Christianson) and **PASSED** (U) that the Board of Education remove Agenda Item No.: XI. Executive Session.

III. Approval of Minutes

- **August 26, 2021 Special Meeting**

It was **MOVED** (Byrne) and **SECONDED** (McGowan) and **PASSED** (U) that the Board of Education accepts the August 26, 2021 Special Meeting Minutes, as presented.

IV. Personnel Report

A. Resignations

Ms. Sheri Lee, Human Resource Director addressed the Board. She announced to the Board that Ms. Shannon Eames, a Special Education Teacher at North Street School has resigned effective October 1, 2021. At the time of her resignation, Ms. Eames will have served the students of Windsor Locks for Seven (7) years.

It was **MOVED** (Byrne) and **SECONDED** (Gragnolati) and **PASSED** (U) that the Board of Education accepts Ms. Eames resignation, effective October 1, 2021 and offer her our sincere appreciation for all of her efforts on behalf of the students of the Windsor Locks Public Schools.

V. Committee Reports

A. Policy – Second Read

Chairwoman Mrs. King noted the following policies have been reviewed by the Policy Sub-Committee. This the second reading and if anyone has any questions or comments they may bring them to the Board. Each policy will be voted upon, any questions, comments or corrections can be discussed before a motion on each of the policies.

1. 5111-5112 Admission and Placement

Vice-Chair Ms. Byrne noted some grammar changes within the policy that should be changed. Mr. Parkhurst took notes of those changes and indicated those changes will be made.

It was **MOVED** (Byrne) and **SECONDED** (Christianson) and **PASSED** (U) that the Board of Education accepts the changes made to Policy 5111 -5112 Admission and Placement, as amended.

2. 5118.2 Education Opportunities for Military Children

It was **MOVED** (Byrne) and **SECONDED** (McGowan) and **PASSED** (U) that the Board of Education accepts the changes made to Policy 5118.2 Education Opportunities for Military Children as presented.

3. 5122 Glass - Grade Assignment of Students Who Have Been Enrolled in a Non-Accredited or Home School Program

Vice-Chair Ms. Byrne noted one minor change. It was noted.

It was **MOVED** (Byrne) and **SECONDED** (Christianson) and **PASSED** (U) that the Board of Education accepts the changes made to Policy 5122 Glass - Grade Assignment of Students Who Have Been Enrolled in a Non-Accredited or Home School Program as amended.

4. 5122.3 Assignment of Former Home-Schooled Students to Classes

It was **MOVED** (Byrne) and **SECONDED** (Christianson) and **PASSED** (U) that the Board of Education accepts the changes made to Policy 5122.3 Assignment of Former Home-Schooled Students to Classes, as presented.

5. 5125.3 Professional Communication Between a Certified Teacher, Administrator, or Registered Nurse and a Student, Parent

Vice-Chair Ms. Byrne noted that she did not see administrators listed in the body of policy. She thinks it should be included. Mr. Parkhurst will check with legal before he can make the change.

It was **MOVED** (Byrne) and **SECONDED** (Christianson) and **PASSED** (U) that the Board of Education post-pone acceptance of the changes of Policy 5125.3 until Superintendent can clarify changes with legal.

6. 5125.11 Health - Medical Records

It was **MOVED** (Byrne) and **SECONDED** (McGowan) and **PASSED** (U) that the Board of Education accepts the changes made to Policy 5125.11 Health-Medical Records, as presented.

B. Curriculum

C. Finance

Mr. Parkhurst noted the Curriculum and Finance Sub-Committee will be scheduled soon.

VI. School Grounds Signage

Mr. Parkhurst commented at the last meeting, he shared communications and concerns that has been made regarding RC Helicopters being flown on school grounds. He is recommended the Board direct the Superintendent to install signage on all school grounds prohibiting the use of recreation aircraft on all school grounds thereby creating a NO-FLY ZONE. B

A brief discussion was held.

It was **MOVED** (Byrne) and **SECONDED** (Christianson) and **PASSED** (U) that the Board of Education direct the Superintendent to install signage on all school properties prohibiting the use of recreational aircraft and creating a NO-FLY ZONE

VII. Family, School, and Community Partnership Definitions and Guidelines

Mr. Parkhurst commented as a follow-up to discussion at the last meeting, he has been working with Ms. Sheri Lee working on the transition with the departure of Ms. Jesse Lavorgna on the district level. The person who worked with Jesse will continue to coordinate the central registration office. The family school and community partnership definition and guidelines along with the job description of the district coordinator of public relations for family community and engagement and been revamped and a copy of same was given to Board Members for their review.

A brief discussion was held.

It was **MOVED** (Byrne) and **SECONDED** (Christianson) and **PASSED** (U) that the Board of Education approves the Definitions and Guidelines for the Family, School, and Community Partnerships as presented, and approve the revised job description also as presented.

VIII. Board and Superintendent Comment

Vice-Chair Ms. Byrne announced the Bradley Chamber of Commerce Gold Tournament will take place on September 20, 2021. If anyone would like to participate; they can register at the website. She also mentioned the on-line raffle. Proceeds of the tournament are donated for a scholarship for a graduating senior.

Chairwoman Mrs. King inquired if the district would like the Lions to do eye screening this year given COVID. She hopes it will be able to happen.

IX. Public Audience

None.

X. Adjournment

It was **MOVED** (McGowan) and **SECONDED** (Gagnolati) and **PASSED** (U) that the Board of Education adjourns the Regular Meeting of September 9, 2021 at 6:38 p.m.

Respectfully submitted,

Denise M. Piotrowicz
Recording Secretary

**WINDSOR LOCKS PUBLIC SCHOOLS
POSITION DESCRIPTION**

Position Title:	BCBA Teacher
Department:	Special Services
Reports to:	Director of Special Services
Revised:	September 2021

SUMMARY:

The BCBA will provide support to individuals, by coordinating and providing services in Applied Behavior Analysis, functional analyses and assessment, behavior acquisition/ reduction procedures, and adaptive life skills. A BCBA will also oversee programming and provide ongoing support to the implementation and documentation associated with Behavior Support Plans.

ESSENTIAL FUNCTIONS: The following identifies the primary and essential functions of the position; it is not intended to be an exhaustive listing of all duties.

- ◆ Acts as liaison with the public and mental health community for the purpose of supporting individual student development goals.
- ◆ Administers programs and services for behaviorally or emotionally disturbed students for the purpose of improved functioning and ensuring program eligibility and compliance with established guidelines.
- ◆ Assists with student crisis intervention.
- ◆ Assists in developing interventions, functional behavior assessments and behavior plans for the purpose of providing a safe and effective educational environment for students with challenging behaviors.
- ◆ Assists in developing procedures and training materials for District staff involved with students with challenging behaviors for the purpose of enhancing programs for students and ensuring that program operations are in compliance with established guidelines.
- ◆ Collaborates with school personnel, agencies, and families in coordinating individualized ESE services for students.
- ◆ Collects and summarizes behavioral data.
- ◆ Completes all reporting requirements as mandated by the district, state, federal, and educational agencies.
- ◆ Conducts workshops, training, in-service presentations, etc. in classroom management techniques and other topics for the purpose of developing skills and establishing effective relationships with behaviorally or emotionally challenged students.
- ◆ Facilitates and coach's teams through the development and implementation of functional behavior assessments/behavior interventions plans and crisis plans for identified students.
- ◆ Implements and coaches school personnel on research-based methods of classroom management and behavioral strategies.
- ◆ Participates in the development of Individualized Educational Programs for students.
- ◆ Participates in a variety of meetings, workshops and committees for the purpose of conveying and/or gathering information required to perform functions and remaining knowledgeable with program guidelines.

- ◆ Provides social skills instruction to students utilizing research-based methodologies and approved District curricula;
- Performs related duties as required.

KNOWLEDGE/SKILLS:

- ◆ Experience working with young children
 - ◆ Public school experience with students displaying social/emotional/behavioral needs
 - ◆ Experience in behavior management (development and program implementation)
 - ◆ Collaborative working style
 - ◆ Ability to communicate ideas and directives clearly and effectively, both orally and in writing

 - ◆ Effective, active listening skills
 - ◆ Ability to work effectively with others
- Organizational and problem-solving skills REQUIRED

QUALIFICATION REQUIREMENTS:

- Possession of certification or ability to qualify for exam of a Board-Certified Behavior Analyst Certification (BCBA)
- Master's Degree
- 1-3 years of school-based experience working with students with autism and other behavior challenges

LANGUAGE SKILLS:

Ability to read, analyze and interpret general business periodicals, professional journals, technical procedures or governmental regulations. Ability to write reports and business correspondence. Ability to effectively present information and respond to questions from groups of administrators, staff and the general public. Ability to use proper telephone etiquette.

REASONING ABILITY:

Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists. Ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form. Ability to understand the integrity and confidentiality of certain matters pertaining to the work of the system.

OTHER SKILLS AND ABILITIES:

Ability to apply knowledge of current research and theory to instructional program; ability to plan and implement lessons based on division and school objectives and the needs and abilities of the students to whom assigned. Computer literate. Ability to establish and maintain effective working relationships with students, staff and the school community. Ability to communicate clearly and concisely, both

orally and in writing. Ability to perform duties with awareness of all district requirements and Board of Education policies.

PHYSICAL DEMANDS:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is frequently required to stand and talk or hear and sometimes walk and sit. While performing the duties of this job, the employee may occasionally push or lift up to 50 pounds such as boxes of books and AV/VCR carts. The employee is directly responsible for safety, well-being or work output of other people. Specific vision abilities required by this job include close vision such as to read handwritten or typed material, and the ability to adjust focus. The position requires the individual to meet multiple demands from several people and interact with the public and other staff.

WORK ENVIRONMENT:

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

The noise level in the work environment is moderate to loud. Duties are performed indoors and occasionally outdoors.

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

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**New England Association of
School and Colleges, Inc.**

Commission on Public Schools



Commission on Public Schools

**Report of the Visiting Team for
Windsor Locks High School**

Windsor Locks, CT

March 07, 2021 - March 10, 2021

**Dr. Nicholas Spera, Chair
Dr. Cynthia Freyberger, Assistant Chair
Rebecca Aldred, Principal**

School and Community Summary

School and Community Summary

School and Community Summary

Windsor Locks High School, located in Windsor Locks, Connecticut, is situated between Hartford, CT and Springfield, MA. The town is a traditional blue-collar community with an international airport, Bradley International Airport, and associated industries serve as primary sources of income.

Windsor Locks has a population of 12,854 (2019 Census) and English is the primary language spoken by 89 percent of the student population. The Windsor Locks poverty status is 6.79 percent with a median family income at \$91,414.

The population in Windsor Locks is employed by the transportation, warehousing, accommodation, food services, and the manufacturing industry, which is the major employer for the town. Windsor Locks is home to UTC Aerospace Systems, C&S Wholesale Grocers Inc., and Ahlstrom Nonwovens LLC. In 2017, the unemployment rate was 5.5 percent and as of November 2020 it was 7.9 percent. In 2016, 44.8 percent of the school population lived below the low-income level.

As of January 2021, Windsor Locks High School has a population of 398 students, the Middle School includes 326 students, the alternative high school, Pine Meadow Academy includes 50 students, North Street Elementary School with 398 students, and South Street School with 335, and the transitional academy, Rise Academy with 19 students, for a total of 1,526 students enrolled in the Windsor Locks School District.

The Windsor Locks Public School System has pupil expenditures of \$20,293 per pupil compared to a state average expenditure of \$17,506 per pupil, in 2018-2019 and \$19,893 compared to a state average expenditure of \$18,155 per pupil in 2017-2018. In FY 2016 state, federal, and other resources accounted for 26.8 percent of all funds received in the district, leaving 73.2 percent of funding to be obtained through local resources. Local property taxes allocate approximately 47 percent to Windsor Locks Public Schools.

As of January 2021, the school population of Windsor Locks High School includes students in grades 9-12 divided between 215 males and 183 females. The school population has been on a slight decline in the last five years. The ethnic, racial, and cultural composition has remained constant with 58% (232) White students, 16% (65) Black students, 15% (60) Hispanic/Latino student, 10% (41) Asian students, and 0% (0) American Indian/Alaskan Natives students during the 2020-2021 school year. The average dropout rate for the past two years has been 4.25 percent, the average daily student attendance has shown an increase from 88 percent in 2016 to 93.8 percent for the 2019-2020 school year. The average attendance rate among teachers is 94.9 percent.

As of the 2020-2021 school year, there are 51 teachers at Windsor Locks High School. Individual teachers carry an average load of 88.5 students with an average class size of 16. Students attend school for 181 days and for a minimum of 1,030 hours.

Currently, in the 2020-2021 school year, students may select from or are recommended, for three different course levels; academic, honors, and/or Advanced Placement. 39 percent of students are enrolled in honors classes, 47 percent in academic courses, and 14 percent in Advanced Placement courses. As of January 2021, 55 students, 14 percent of students, receive special education services. All students are required to take four years of English; three years of social studies, mathematics, and science; two years of health and physical education; one year of fine/performing arts, and one year of career/technical education. Starting with the Class of 2023, students need one year of world language and must demonstrate mastery of the Vision of a Graduate standards. The remainder of students' programs filled with a variety of elective courses.

In the Class of 2017, 43 percent of graduates attended four-year colleges, 34 percent were enrolled in two-year colleges, 15 percent entered the workforce, and 2.2 percent entered the military. More recently, the Class of 2020 School Profile indicates that 50 percent of the graduates are attending four-year colleges, 31 percent are

enrolled in two-year colleges/trade school, 17 percent entered the workforce, and 2 percent entered the military. Graduates from Classes of 2018-2020 have taken advantage of the considerable educational opportunities available as they choose from such colleges and universities such as Amherst College, Asnuntuck Community College, Central Connecticut State University, Connecticut College, University of Connecticut, George Mason University, George Washington University, University of Hartford, Manchester Community College, Rensselaer Polytechnic Institute, Villanova University, Wesleyan University, Wheaton College, and Worcester Polytechnic Institute.

Windsor Locks High School holds both an annual college fair hosting over 100 colleges and trade schools for all students to attend and an annual career fair hosting local businesses for all students to talk with and gain opportunities to job shadow or extend their learning. Students in grades 11 and 12 are eligible to sign up for an Extended Learning Opportunity (ELO), which allows students to design their own learning on a topic of interest to explore career aspirations while aligning with the Vision of a Graduate standards. Students work with a community partner and/or a teacher mentor, and an ELO site supervisor to establish unpaid teacher assistantships or internships.

Windsor Locks High School has established effective partnerships with local institutions of higher education. Junior and senior students may enroll in any of our two University of Connecticut Early College Experience courses: Biology and or/Literature and Composition to receive credit from both Windsor Locks High School and the University of Connecticut. Students also have an opportunity to attend the University of Connecticut through the Guaranteed Admissions Program (GAP). Windsor Locks is also affiliated with Asnuntuck Community College in a number of partnership opportunities, such as College Career Pathways, High School Partnership, and Career Connections Programs.

Students are recognized for their accomplishments through the Superintendent's and Principal's awards, given annually to students in each grade level. Additionally, National Honors Society Night celebrates our inductees' accomplishments. The town Dollars for Scholars organization awards around \$200,000 in scholarships annually to Windsor Locks students who will be continuing their education at a 2- or 4-year college. Students are also recognized for the Connecticut Association of Schools in the following categories: Visual Arts, Performing Arts, Scholar-Athlete, and Unified PE. The Windsor Locks Lion's Club also recognizes one student a month for their leadership and/or community service.

Students have the opportunity to participate in a variety of enrichment opportunities. Some of these opportunities include, but are not limited to: Vocal Motion, Robotics, GSA, Yearbook, Math Team, interscholastic sports, Unified Basketball, Unified Art, Theatre, and have had an online edition of the school newspaper.

Over the past several years, Windsor Locks Public Schools has been making the transition to provide a student-centered learning experience in a mastery-based system where all students are empowered to be leaders of their own learning. This transition has included the Board of Education's approval of content area graduation standards and cross-curricular graduation standards (WLHS's Vision of a Graduate). The Board also approved new policies governing Graduation requirements (Policy #6146), the Grading and Reporting System (Policy #6146.1), Multiple Pathways (Policy #6146.13), and Academic Recognition (Policy #6146.12).

Beginning with the Class of 2020, WLHS transitioned to a mastery-based grading system supported by student-centered personalized learning pedagogy. In order to support these shifts in instructional strategies, staff has been provided with professional development opportunities that include, but are not limited to: growth mindset, mindfulness, equity, assessment in daily instruction, management in the active classroom, and student-centered learning. Staff has also engaged in professional learning, with support from both EL Education and Great Schools Partnership, around mastery-based teaching, learning, grading, and reporting. This work has provided the staff with an in-depth knowledge of their respective content-area standards and given opportunities to calibrate how to assess a student's knowledge of those standards.

After engaging in professional development, the staff has created scoring criteria for content standards and indicators. These new standards were then reflected in updated lesson plans, unit plans, and assessment maps. This participation allows for 3-dimensional learning assessments and scoring criteria. The staff has also created school-wide rubrics to assess the school's Vision of a Graduate standards and Habits of Scholarship. These rubrics have been implemented in the 2018-2019 school year and used in every course.

WLHS has developed and implemented an Advisory program that encompasses multiple components, from Advisory sessions and partnerships between students and teachers to flexible Raider Block sessions that provide students with the opportunity to visit teachers for interventions and enrichments. The Raider Block Advisory classes consist of 12-15 students that are paired with a teacher who serves as their advisor for each student's entire high school career, fostering and promoting collaborative and consistent relationships for all students. Ultimately through our program, we are able to help create safe spaces for students, letting them know they can always have a home base to turn to for anything from academics to social-emotional needs. Through this class, students are guided through the development of personalized student success plans that build a sense of community and foster autonomy for our learners. The course also allows students to work with post-high school transitions, career exploration, and other real-world skills needed after graduation. Advisors work to support students in their journey to understand themselves as learners through Student-led Conferences (SLCs), providing a central location for students to document their progress towards Vision of a Graduate standards (VoGs) over the course of their four years. Embedded in the SLC process is the incorporation of artifacts where students are able to examine their work and pull evidence from each course that promote the VoGs. In addition to their work with SLC portfolios, advisors implement a common shared curriculum, creating alignment across the school and ensuring that teachers and students are completing benchmark assessments to monitor growth and progress towards VoGs.

The second component of the Advisory program is our Raider Block Flex for individualized interventions and enrichments based on student need and interest. Teachers are able to set up courses and schedule through the Enriching Students program before advisors work with students to self-select where they want to go for the week's sessions. This provides teachers and students with the opportunity for more small-group and individualized instruction and enrichment.

Core Values, Beliefs, and Vision of the Graduate

Core Values, Beliefs, and Vision of the Graduate

The Windsor Locks Public Schools 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.

Achieving at rates never before imagined...

A Windsor Locks High School Graduate:

will demonstrate his/her understanding and knowledge of English Language Arts, Mathematics, Science, Social Studies, Computer Literacy/ Technology, Visual and Performing Arts, Health and Physical Education, World Language, and Career Preparation. In addition;

A Windsor Locks High School Graduate will be:

1. An Informed Thinker who:

- Effectively analyzes and evaluates relevant and reliable evidence, arguments, claims and beliefs, and major alternative points of view in order to apply and document his/her knowledge and skills in and across the core curriculum and electives.

- Synthesizes and defends the usefulness of information from my evidence in order to self-reflect critically on learning experiences.

2. A Self-directed Learner and Collaborative Worker who:

- Demonstrates flexibility and initiative, including the ability to incorporate new ideas and information, to adjust goals and actions.
- Identifies and analyzes personal strengths, challenges, and possibilities in order to apply knowledge to set goals, make decisions, and assess new opportunities.
- Demonstrates responsibility for learning and concern for quality.
- Practices teamwork and collaboration in academic and/or co-curricular settings.

3. A Clear and Effective Communicator who:

- Demonstrates organized communication through varied modes (oral, written, and/or performance).
- Collects, analyzes, and responds to information gathered from active listening.
- Uses evidence, logic, and interpersonal skills purposefully in communication to collaborate with others.
- Selects and uses communication strategies (including technology and digital media) appropriate to the audience, context, and purpose.

4. A Creative and Practical Problem Solver who:

- Observes situations and is able to define problems clearly and accurately.
- Demonstrates originality and inventiveness in applying problem-solving strategies and approaches.
- Demonstrates inquiry through research and analysis of data to generate a variety of solutions.
- Evaluates the effectiveness of chosen solutions carefully.

5. A Responsible Citizen who:

- Demonstrates awareness of and consideration for self, others, and the larger community.
- Demonstrates knowledge of and respect for diverse cultures, identities, and perspectives.
- Makes positive contributions in the larger community.
- Practices responsible digital citizenship.

LEARNING CULTURE

Learning Culture

The school provides a safe learning culture that ensures equity and fosters shared values among learners, educators, families, and members of the school community. These shared values drive student learning as well as policy, practice, and decision-making while promoting a spirit of collaboration, shared ownership, pride, leadership, social responsibility, and civic engagement. The school community sets high standards for student learning, fosters a growth mindset, and facilitates continuous school improvement to realize the school's core values, beliefs about learning, and vision of the graduate.

1. The school community provides a safe, positive, respectful, and inclusive culture that ensures equity and honors diversity in identity and thought.
 - 1a. The school community provides a safe environment.
2. The school's core values, beliefs about learning, and vision of the graduate drive student learning, professional practices, learning support, and the provision and allocation of learning resources.
 - 2a. The school has a written document describing its core values, beliefs about learning, and vision of the graduate.
3. The school community takes collective responsibility for the intellectual, physical, social, and emotional well-being of every student and can demonstrate how each student is known, valued, and connected to the school community.
4. The school community's professional culture demonstrates a commitment to continuous improvement through the use of research, collaborative learning, innovation, and reflection.
5. The school's culture promotes intellectual risk taking and personal and professional growth.
6. The school has an inclusive definition of leadership and provides school leaders with the authority and responsibility to improve student learning.
7. The school culture fosters civic engagement and social and personal responsibility.

STUDENT LEARNING

Student Learning

The school has a vision of the graduate that includes the attainment of transferable skills, disciplinary/interdisciplinary knowledge, understandings, and dispositions necessary to prepare learners for their future. Students are assured consistent learning outcomes through a defined curricular experience and have the opportunity to demonstrate their skills and knowledge in a variety of creative ways. Students actively participate in authentic learning experiences while practicing the skills and habits of mind to regularly reflect upon, and take ownership of, their learning.

1. The school has a vision of the graduate that includes the attainment of transferable skills, knowledge, understandings, and dispositions necessary for future success and provides feedback to learners and their families on each learner's progress in achieving this vision.
2. There is a written curriculum in a consistent format for all courses in all departments that includes units of study with guiding/essential questions, concepts, content, and skills and integrates the school's vision of the graduate.
 - 2a. There is a written curriculum in a consistent format for all courses in all departments.
3. Curriculum ensures that learners demonstrate a depth of understanding over a breadth of knowledge.
4. Instructional practices are designed to meet the learning needs of each student.
5. Students are active learners who have opportunities to lead their own learning.
6. Learners regularly engage in inquiry, problem-solving, and higher order thinking skills.
7. Learners demonstrate their learning through a variety of assessment strategies that inform classroom instruction and curriculum.
8. Learners have multiple opportunities to demonstrate their learning, receive corrective feedback, and use this feedback in meaningful ways to support their learning.
9. Learners use technology across all curricular areas to support, enhance, and demonstrate their learning.

PROFESSIONAL PRACTICES

Professional Practices

The school maintains and implements a school improvement/growth plan, organizational practices, and productive community relationships to meet and support student learning needs. Educators engage in ongoing reflection, collaboration, and professional development to improve their practice and examine evidence of student learning and well-being to improve curriculum, instruction, assessment practices, programs, and services.

1. The school engages all stakeholders in the development and implementation of a school improvement/growth plan, which reflects the school's core values, beliefs about learning, and vision of the graduate.
 - 1a. The school has a current school improvement/growth plan.
2. Educators engage in ongoing reflection, formal and informal collaboration, and professional development to improve student learning and well-being.
3. Educators examine evidence of student learning and well-being to improve curriculum, instruction, assessment practices, and programs and services.
4. Collaborative structures and processes support coordination and implementation of curriculum.
5. School-wide organizational practices are designed to meet the learning needs of each student.
6. Educators develop productive student, family, community, business, and higher education partnerships that support learning.

LEARNING SUPPORT

Learning Support

The school has timely, directed, and coordinated interventions for all students. The school provides targeted supports to meet each student's individual needs, including counseling services, health services, library/information services, and other appropriate support services to assist each student in meeting the school's vision of the graduate.

1. All students receive appropriate intervention strategies to support their academic, social, and emotional success.
 - 1a. The school has intervention strategies designed to support students.
2. All students receive counseling services that meet their personal, social, emotional, academic, career, and college counseling needs from adequate, certified/licensed personnel.
3. All students receive health services that ensure their physical and emotional well-being from adequate, certified/licensed personnel.
4. All students receive library/information services that support their learning from adequate, certified/licensed personnel.
5. Identified English Language Learners and students with special needs and 504 plans receive appropriate programs and services that support their learning from adequate, certified/licensed personnel.

LEARNING RESOURCES

Learning Resources

The school has adequate and appropriate time, funding, and facilities to support the realization of its core values, beliefs about learning, and vision of the graduate. The school and school community provide time, funding, and facilities for student learning and support; teacher collaboration and professional growth; and full implementation of curricular and co-curricular programs in the school. The school has appropriate plans, protocols, and infrastructure in place to ensure consistent delivery of its curriculum, programs, and services.

1. The community and district provide school buildings and facilities that support the delivery of high-quality curriculum, programs, and services.
 - 1a. The community and district provide school buildings and facilities that support the delivery of curriculum, programs, and services.
2. The school/district provides time and financial resources to enable researched-based instruction, professional growth, and the development, implementation, and improvement of school programs and services.
3. The community and the district's governing body provide adequate and dependable funding to fully implement the curriculum, including co-curricular programs and other learning opportunities.
4. The school/district has short-term and long-term plans to address the capital and maintenance needs of its building and facilities.
5. The school has infrastructure and protocols in place to ensure effective responses in crisis situations.

Introduction

Introduction

The New England Association of Schools and Colleges (NEASC) is the oldest of the six regional accrediting agencies in the United States. Since its inception in 1885, the Association has awarded membership and accreditation to those educational institutions in the six-state New England region who seek voluntary affiliation.

The governing body of the Association is its Board of Trustees, which supervises the work of three Commissions: the Commission on Independent Schools (CIS); the Commission on Public Schools (CPS), which is comprised of the Committee on Public Elementary, Middle, and High Schools (CPEMHS), and the Committee on Technical and Career Institutions (CTCI); and the Commission on International Education (CIE).

As the responsible agency for matters of the evaluation and accreditation of public school member institutions, CPS requires visiting teams to assess the degree to which schools align with the qualitative Standards for Accreditation. The Standards are *Learning Culture, Student Learning, Professional Practices, Learning Support, and Learning Resources*.

The accreditation program for public schools involves a five-step process: the self-reflection conducted by stakeholders at the school; the Collaborative Conference visit, conducted by a team of peer educators and NEASC representatives; the school's development and implementation of a growth/improvement plan; the Decennial Accreditation visit conducted by a team of peer educators and NEASC representatives; and the follow-up program carried out by the school to implement the findings of its own self-reflection, the recommendations of the visiting team, and those identified by the Committee in the follow-up process. Continued accreditation requires that the school participate in the accreditation process over the ten-year cycle and that it shows continued progress addressing identified needs.

Preparation for the Accreditation Visit

Accreditation coordinators and a steering committee comprised of the professional staff were appointed to supervise the school's Accreditation process which includes the self-reflection, the Collaborative Conference visit, the development and implementation of a growth plan, and the Decennial Accreditation Visit. At Windsor Locks High School, a committee of 8 members, including the principal, supervised all aspects of the Accreditation process.

Public schools seeking Accreditation through the Commission on Public Schools must complete appropriate materials to assess their alignment with the Standards for Accreditation and the quality of their educational offerings in light of the school's core values, beliefs, vision of the graduate, and unique student population. In preparation for the decennial visit, schools are required to complete a Decennial Summary Report to inform the team about their progress since the time of the Collaborative Conference visit.

In addition, the professional staff was required to read and come to a consensus on the summary report to ensure that all voices were heard related to the school's progress on their priority areas for growth.

The Process Used by the Visiting Team

A visiting team of 5 members was assigned by the Commission on Public Schools to conduct a Decennial Accreditation visit to Windsor Locks High School in Windsor Locks, CT. The visiting team members spent four days conducting a virtual visit to the school; reviewed the self-reflection, Collaborative Conference report, and Decennial Summary Report documents; met with administrators, teachers, other school and system personnel, students, and parents; and visited classes to determine the degree to which the school aligns with the Committee on Public Elementary, Middle, and High Schools' Standards for Accreditation and the degree to which the school is making progress toward their identified priority areas for growth as indicated in the school's

improvement/growth plan.

Each conclusion in the report was agreed to by visiting team consensus. Sources of evidence for each conclusion drawn by the visiting team are included within each section of the report. The report includes commendations and recommendations that, in the visiting team's judgment, will be helpful to the school as it works to improve teaching and learning and implement its plan for growth and improvement. The report also includes an analysis of the conceptual understanding, commitment, competency, and capacity (4Cs), which is a framework used to evaluate the school's ability for continuous growth and improvement as a learning organization.

This report of the findings of the visiting team will be forwarded to the Commission on Public Schools, which will make a decision on the Accreditation of Windsor Locks High School.

Foundational Element 1.1a - Learning Culture

Foundational Element 1.1a

The Windsor Locks High School Community provides a safe environment for students and adults in the school. The school community deliberately builds and maintains a physically safe environment through maintaining policies and processes to ensure the safety of learners and adults. WLHS provides parents and community members time to meet with the principal on a regular basis to discuss the learning culture of the school community. Students can access the administration at any time through an open-door policy. During the 2020-2021 school year, Windsor Locks Public Schools and WLHS have been addressing COVID-19 health and safety needs by implementing pandemic protocols for mitigation, cleaning, and disinfecting. Additional staff was hired in August of 2020 to conduct continuous cleaning of the building.

Rating

Meets the Standard

Foundational Element 1.2a - Learning Culture

Foundational Element 1.2a

Windsor Locks High School has a written document describing its core values, beliefs about learning, and vision of a graduate (VoG). The Windsor Locks Community Schools Board of Education supports this vision district-wide for all of their schools including WLHS. These values and beliefs are clearly articulated and/or embedded into the program of studies, parent and student handbook, curricular documents, and board of education policies. All stakeholders within 'The Locks' have a clear understanding that the VoGs are woven into the fabric of the entire school community. The support and belief in the Raider Nation is evidence of the school's mission and vision in action.

Rating

Meets the Standard

Foundational Element 2.2a - Student Learning

Foundational Element 2.2a

There is a common curriculum format available for all courses in all departments, however, the format is divided into four separate mapping documents: curriculum map, assessment map, unit map, and lesson plan map. Within the four formats includes the grade, unit theme, duration of the unit, essential questions, content, learning targets (including skills and standards), core vocabulary, learning experiences, and anticipated outcomes or assessments. These four formats are not consistently used nor completed by any department at WLHS. The vast majority of courses at WLHS do not have all of the curriculum mapping documents complete. Central Office and school leadership are in the beginning stages of revising the curriculum format for WLHS in an effort to have one document that contains the information needed for the four curriculum documents designed for each course. All completed district-wide course curriculum has been organized into a shared Google Drive folder where it will continue to populate as the curriculum is developed.

Rating

Does Not Meet the Standard

Foundational Element 3.1a - Professional Practices

Foundational Element 3.1a

The school engages all stakeholders in the development and implementation of a school improvement/growth plan, which reflects the school's core values, beliefs about learning, and vision of the graduate. Due to the pandemic, the revisions to the 2020-21 School Improvement Plan were halted. For each identified goal the school improvement plan includes a rationale for the goal, teacher action steps, leadership action steps, time frame associated with each action step, and the accountability measure or assessment of how the school will know if the goal has been achieved. Goals for the school improvement plan are intentionally aligned to the district improvement plan. The school leadership team has direct input on every facet of the improvement plan and they, in turn, share and solicit input from their respective departments.

Rating

Meets the Standard

Foundational Elements 4.1a - Learning Support

Foundational Elements 4.1a

WLHS has intervention strategies to support students. Teachers are continually developing Tier I universal instructional strategies. The school's special education department, EL support, school counseling, student support staff, administrators, and teachers all work together to identify and meet the needs of students. During the pandemic, the school added Raider Block to provide targeted interventions to students who are struggling to meet mastery and to allow for reteaching of lessons to students upon the request of the student or the teacher using the Enriching Students scheduling platform. Although the school has met the emotional needs of students, planned academic intervention strategies are at the beginning stages and are planned to be developed.

WLHS is in the process of developing a Scientific Research-Based Intervention (SRBI) Team with specific processes, procedures, team members, roadmaps, and forms for the next school year. A team of educators has been concentrating their efforts on connectivity and social-emotional issues during the pandemic. The school district has plans to use federal and state COVID relief funds to support the development of an SRBI Team along with subject area interventionists.

Rating

Meets the Standard

Foundational Element 5.1a - Learning Resources

Foundational Element 5.1a

The school site and plant support the delivery of curriculum, programs, and services. The school building is very clean, safe, and well-maintained. The NEASC survey results also indicate that most staff, students, and parents agree that the building and grounds are clean and well-maintained. The building has appropriate mechanical systems and meets all applicable federal and state laws and is in compliance with local fire, health, and safety regulations. The building is also compliant with the American Disabilities Act (ADA). The facilities department at WLHS showed tremendous effort in getting the building ready for the reopening of school in the Fall of 2020. Several PPE options have been instituted along with technological enhancements throughout the building.

Rating

Meets the Standard

Foundational Elements Ratings

Foundational Element Ratings

Foundational Elements	Collaborative Conference School's Rating	Collaborative Conference Visitors' Rating	Decennial School's Rating	Decennial Visitors' Rating
1.1a - Learning Culture	Meets the Standard	Meets the Standard	Meets the Standard	Meets the Standard
1.2a - Learning Culture	Meets the Standard	Meets the Standard	Meets the Standard	Meets the Standard
2.2a - Student Learning	Does Not Yet Meet the Standard	Does Not Yet Meet the Standard	Does Not Yet Meet the Standard	Does Not Yet Meet the Standard
3.1a - Professional Practices	Meets the Standard	Meets the Standard	Meets the Standard	Meets the Standard
4.1a - Learning Support	Meets the Standard	Meets the Standard	Meets the Standard	Meets the Standard
5.1a - Learning Resources	Meets the Standard	Meets the Standard	Meets the Standard	Meets the Standard

Priority Area 1

Priority Area

The school has a vision of the graduate that includes the attainment of transferable skills, knowledge, understandings, and dispositions necessary for future success and provides feedback to learners and their families on each learner's progress in achieving this vision.

Action, Impact, and Growth

Windsor Locks High School worked with a cross-section of teachers, administrators, students, board members, and community members to develop the district's vision of a graduate which is currently implemented at the high school during the advisory period or Raider Block/Flex periods.

Along with the vision of the graduate standards, the school developed and implemented an in-depth rubric that students use to self-monitor their progress towards achieving the standards. The rubric also became the basis for the design of the newly implemented advisory curriculum which includes a collaborative, interdisciplinary project which the students design together based on the interests of the people in the group and the needs of the school community. Students develop their understanding of these standards through the work they completed during advisory including quarterly benchmark assignments. Work still needs to be done to align academic/classroom assignments to the vision of the graduate standards. Students said they see the vision of the graduate standards as being there to prepare them for life beyond high school.

Since assignments completed for advisory are recorded in PowerSchool, the student information system, there is a mechanism in place to report on whole school progress. Currently, data shows that over 90 percent of the students are participating in advisory. School board members, staff, and parents all responded that they have seen evidence that the work done in the Raider Block advisory transcends the classroom and that they have seen Windsor Locks High School graduates develop into well-rounded, civic-minded individuals who hold themselves accountable for their actions.

Another essential component of this work is the quarterly Student Lead Conference in which students meet with their parents and teacher in order to discuss the student's goals as well as their progress towards the vision of the graduate standards. Parents and students said that the Student Lead Conferences are impactful because of this focus on goals and that it is helpful to have teachers present in order to support students as they explain their progress to their families. Students reported that these conferences with their parents not only hold them accountable to their goals but also to understanding the vision of the graduate standards as students have to understand them well enough to link their academic coursework to them. Recently, the school adopted a standardized format for students to use when creating the portfolio of assignments used during the Student Lead Conferences. Students and teachers reported that the format makes it easier for students to highlight the academic assignments that demonstrate mastery of both course standards and vision of the graduate standards.

The use of the advisory period, Raider Block, has been instrumental in the implementation and overall success of the vision of the graduate work, as has the incorporation of both AM and PM Flex blocks. The way in which the school structures student access and use of the Flex block are well aligned to the vision of the graduate standards themselves. In being able to select how to use flex time, students are allowed the freedom necessary to become "Self-directed Learners". As evidenced by the available Flex block choices and based upon student and teacher reports, this time is used for everything from academics like intervention/credit recovery (which students may be invited to by the teacher), extra help, or homework time, to enrichment activities like quiet reading, or working out or extra time in art or music. There have been over 3,000 individuals helped during small group instruction Flex blocks and over 80 course credits recovered. Since these choices are informed by Student Lead Conference goals created at the beginning of the quarter as well as whatever needs may arise week to week, Teachers observe that students are also working towards the "Creative and Practical Problem Solver" standard as they make these decisions. Students indicate that they are able to be successful with rigorous course loads while still balancing jobs, family responsibilities, and extracurricular activities like music and sports

because Flex block allows them to use their time wisely. Students whose Habits of Scholarship score demonstrates that they need help structuring their time, AM Flex sessions are assigned to those students. Students in good standing have the option to attend. School administration reports that since the adoption of the Flex block, student tardies have decreased from 10% to 5%. Students and teachers monitor student needs during reflection opportunities provided through the SEL work that also occurs in advisories. Students and staff report that the fact that most of the time spent in Flex is done in small groups facilitates the development of rich relationships with teachers and peers across grade levels. Even students who are typically averse to speaking in an online environment are able to find their voice.

Due to the pandemic and the loss of the Extended Learning Opportunities coordinator position, the Extended Learning Opportunities program is not functioning as it has in the past. According to teachers and school administrations, without someone to build relationships with the community and articulate pathways for students who may transition to careers in industry or the armed services after high school, most Extended Learning Opportunities participation has become independent study work without a career experience component. The evaluation of these experiences is linked to the Vision of the Graduate standards and rubric, so the Extended Learning Opportunities work is aligned to the Vision of the Graduate.

Recommended Next Steps

Next Steps

Teachers and school administrators indicate the plan is for the Vision of the Graduate committee to revise both the rubric and curriculum in order to create greater coherence and fidelity of implementation of the curriculum among advisory teachers. Visits to the advisory block show that teachers are implementing the written curriculum for Student Lead Conferences and using the written suggestions and expectations to inform the journal prompts and discussion topics that comprise the SEL components of advisory. Although existing curriculum maps show which Vision of the Graduate standards align with which courses, teachers and school administration both recognize that the next level of work is to align assignments to specific Vision of the Graduate standards. Using the assignment data in PowerSchool to develop an annual report on whole-school progress toward learner achievement of the vision of the graduate will be the next step in monitoring the standards.

Both the School Board and Administration expressed the need to find a way to utilize existing district staff to revitalize the Extended Learning Opportunities work. School leaders would like to see juniors and seniors engage in community based experiences connected to their academic curriculum.

Sources of Evidence

- classroom observations
- community members
- parents
- priority area meetings
- priority area observations
- school board
- school leadership
- school support staff
- student work
- student-led conferences
- students
- teachers

Priority Area 2

Priority Area

All students receive appropriate intervention strategies to support their academic, social, and emotional success.

Action, Impact, and Growth

In response to the pandemic, Windsor Locks High School has adapted to the needs of all students by expanding their Raider Block schedules to better serve the academic and social-emotional needs of their students. Still, the lack of a formal SRBI protocol for monitoring the implementation and progress of appropriately tailored interventions and the lack of an SRBI leadership team to assure the proper oversight make it difficult to measure the impact of these initiatives outside of anecdotal evidence. The central office and school leadership are in the beginning stages of developing an SRBI plan at WLHS for the 2021-2022 school year. School leaders identified the need for additional resources to provide interventions at the Tier II and Tier III levels for all students identified needing tiered intervention supports. In addition, school leaders have identified the need for professional development support for all staff in Tier I instructional strategies. Moreover, central office and school leaders are exploring exemplar school districts in Connecticut in regards to the coaching model and SRBI plans at the high school level.

One such program, the credit recovery program has been developed to address the needs of students that lost credits during last year's COVID shutdown. The credit recovery program is organized and supervised by the SRBI Coordinator, Principal, and Director of Student Counseling who identify which students need the program and which content teachers will work with them to help them demonstrate mastery of the necessary Essential Standards needed for recovery. School leaders reported that of the 170 plus students that lost credit last year, over 80 have earned credit back.

Another intervention expanded this year is the Raider Block flex period which meets for a total of 1.5 hours a day four times per week. It consists of a 30 minute flex period in the morning and one hour in the afternoon. Students report that it has been invaluable to their academic success as it provides flexible time to meet with teachers for extra help or to sign up for the workout room, library, or scheduled enrichment/wellness activities. Students may use the Enriching Student App to sign themselves up for extra help with a particular teacher or to sign up for an enrichment activity; but they may also be identified and scheduled for additional support by the Student Support Team, 9th Grade Team, their content teacher, counselor, or the SRBI coordinator. Students report that the Raider Block flex periods help them manage their academic workload and seek extra help so that they can maximize their academic achievement. At this time, there is no data tracking system in place to measure the effectiveness of the Raider Block flex periods.

Benchmark assessments are administered each quarter as pre-assessments so that teachers may differentiate and personalize instruction to meet student needs not only in the classroom but also in creating "targeted flexible block sessions" if necessary. Additionally, teachers sometimes use the benchmark assessments to differentiate learning opportunities for students and to collaborate with special education teachers to address and "remediate the skills necessary to meet standards at grade level."

In the 2018-2019 school year, special education converted to a collaborative consultation model. In this model, special education teachers are scheduled for some Academic Support (resource) classes, but overall their schedule allows them more flexibility so that they can be more responsive to students' individual needs. During the first month of school, special education teachers push into as many of their students' content classes as their schedules permit as they work to get to know the students and identify priority areas for implementing their IEP accommodations and modifications. Based on their findings, special education teachers may identify specific classes that they push into regularly for the remainder of the semester or year. In the remaining flexible time, special education teachers engage in a variety of activities with a variety of stakeholders, assuring adherence to state and federal regulations and optimal outcomes for their students; for example, consult with content teachers; conference with parents/guardians; pull-out support for students who require reteaching in addition to resource

time; consult with special education coordinator on IEP development and compliance issues.

Recommended Next Steps

WLHS's commitment to their students is evident in the interventions they have implemented and focused on since their collaborative visit. Teachers and administrators have been resourceful in implementing interventions and programs to help students be successful in their academics as well as support their social-emotional wellbeing through the use of Raider Block advisory and Raider Block flex periods. Students regularly reflect on the vision of the graduate when reflecting on their quarterly progress and setting their quarterly goals when preparing for their student-led conferences during advisory. The additional flexibility added to the school schedule provides much opportunity to continue to personalize all students' learning experiences. Furthermore, the flexibility added to the special education delivery model provides the additional opportunity for special education and general education teachers to collaborate and embed universal design principles in all lesson planning, as well as for the special education teachers to be more responsive to the individual needs of their students. Another area of growth is the consistent use of benchmark assessments and data to inform classroom instruction as a critical component of fulfilling the WLHS's commitment to personalizing instruction for all students. The next steps would include the development of an SRBI plan that includes protocols, procedures, roadmap, and progress monitoring system. In addition, a WLHS SRBI Team needs to be established along with members of the school communities who can deliver the necessary interventions for student success. Furthermore, professional development time to support Tier I interventions, formal SRBI implementation, and benchmark assessments, and the creation of mechanisms to measure their effectiveness.

Sources of Evidence

- classroom observations
- school board
- school summary report
- students
- teacher interview

Priority Area 3

Priority Area

Write all curriculum in a consistent format for all courses in all departments that includes units of study with guiding/essential questions, concepts, content, and skills; instructional strategies; and assessment practices and integrates the school's vision of the graduate.

Action, Impact, and Growth

Since their collaborative conference visit, Windsor Locks High School (WLHS) has engaged in several actions to address this Priority Area. Led by the school's administration team, including the Governance Team, comprised of instructional specialists from each of the content areas, this work was driven by the district's goal of providing a PreK-12 mastery-based educational system. WLHS developed and implemented several initiatives to support both the mastery-based education goal and this Priority Area. Their initiatives included the development of content-specific standards and performance indicators; establishing mastery-based scoring criteria; undertaking to develop a consistent curriculum format; growth in the development of curriculum documents; development of a digitally accessible district-wide curriculum structure; and the development and initial implementation of their Vision of a Graduate (VoG) and scoring-criteria.

WLHS transitioned to a mastery-based educational system through a district-wide effort. The work was supported by current best practices and facilitated by a long-range plan which was initiated in the 2013-2014 school year and culminated with the first mastery-based program graduating class in 2020. The school's first step was to develop content-specific standards and performance indicators; this was accomplished by involving multiple stakeholders, including interdisciplinary staff, parents, students, community, local colleges such as Asnuntuck Community College, and business partners. WLHS was further supported by outside educational resources, including Great Schools Partnership and EL Education. Scoring criteria have been developed with content-specific standards and performance indicators based on Common Core Standards, Next Generation Science Standards (NGSS), and College, Career, and Civic Life (C3) Social Studies Standards. All of which is evidenced in their content area Curriculum Maps. The school also established VoG standards which have been incorporated into the curriculum maps as Cross-Curricular Graduate Standards. The school works to help students gain the knowledge and skills needed to succeed during their high school career and beyond. This work is supported by using the Habits of Scholarship (HOS) standards to assess soft skills, vision of the graduate standards, and extended learning opportunities. As a result of the staff's focus on mastery-based grading, students can demonstrate and speak to the skills they are learning and applying. Students know themselves as learners as was evidenced by their Quarter 3 Reflections and goal planning in Raider Block, as well as their use of flex block to partake in either enrichment activities or extra help. This impact is also seen through the graduation rate and college admission success of the Class of 2020 where 77 percent of students attended a two or four-year college that includes acceptance to highly competitive and prestigious universities. In addition, the school has seen an increase in the number of students electing to take AP-level courses and exams, with approximately ten percent growth in the number of students scoring a 3 or higher.

To support instructional practices to help deliver a mastery-based educational experience to students, teachers receive training in various best practices, including setting learning targets, formative assessments, mini-lesson development, differentiation, voice and choice, personalization, and providing feedback and reflection. In the past year, because of distance learning due to the pandemic, teachers received professional development in Social-Emotional Learning and additional training on technology for remote teaching via Google Classroom. This training was done in-house by teacher leaders with additional support from Great Schools Partnership and other outside consultants. Evidence of some of these instructional practices can be seen in unit plans that have been designed for students, as well as in the SEL curriculum that is being implemented in the Raider Block on a month-by-month basis.

The school has worked to develop a curriculum in a consistent format for all courses in all departments. This work resulted in the creation of four separate map templates: curriculum, assessment, unit, and lesson. The

curriculum map template features subject/course title, course description, cross-curricular graduation standards, and content graduation standards. It includes a section to specify units, timeframe, power standards, performance indicators, state and national standards, assessments, and career pathways/extended learning opportunities. Missing from the curriculum map template are essential questions, concepts, and content, which are all found in the unit template which has not been completed yet for any courses at WLHS. In addition, other required sections such as assessment practices and interdisciplinary connections are found in other templates. Approximately 76 percent of courses currently have completed curriculum maps. While some departments, such as social studies (at 27%) and world languages (33%), are farther behind in implementation, the majority of departments have above fifty percent of courses completed. The school also developed assessment maps that include sample lessons, standards, units, and links to assessments. Currently, 16.9 percent of courses have completed these assessment maps, primarily in science and English. The next two templates designed, unit map and lesson plan map, which share many of the same components as the curriculum and assessment map templates have not been started at the time of this visit. While each department is in a different curriculum development stage, staff continue to further this work led by their department's instructional specialist. During PLC and common planning time, the team develops and refines assessments, lesson plans, and units. While the school has taken the necessary steps, further work still needs to be done. Central office staff and school leaders are in the initial stages of creating a new condensed curriculum template that would provide clarity and ease of use and implementation. The school proposes a curriculum management cycle that will include the existing approval process through the board of education's curriculum subcommittee and ensures that the work done aligns with the district's PreK-12 vision and process.

In some areas, assessment practices have been developed and implemented. WLHS continues to support this work by providing dedicated PLC, and common planning time. Teachers currently have one common planning period per day and meet in PLC three times per month after school. These sessions are designed to allow teachers the opportunity to collaborate on curriculum, assessments, and data analysis to ensure a mastery-based education is being delivered. This year WLHS created quarterly interim benchmarks with pre-and post-assessments aligned to SAT, NGSS, and course content-specific standards. This benchmark assessment data is used in PLC teams to determine curricular changes, instructional interventions, and performance tasks/project-based authentic application standards/indicators. Evidence of this can be seen in the English department's minutes from meetings, English Department Collaborative Work Plan 2020-2021. The staff utilizes various scoring and calibration protocols to align their assessment, including the *ATLAS Looking at Data Protocol* and *Mastery-Based Assessment Tuning Protocol*. The school promotes a growth mindset for students by utilizing Raider Block advisory time to have them set individual improvement goals in the different skills based on their pre-and post-benchmark scores.

All curriculum documents are stored in a Shared Google Drive to ensure that the curriculum is transparent and easily accessible. WLHS has transferred all completed curriculum documents into this digitally-accessible structure, an accompanying website for ease of use. Currently, the completed curriculum from the high school is organized at this particular location, and new documents are added as they are developed.

The district engaged the school community in developing a shared Vision of a Graduate, and the high school has developed scoring-criteria, which is utilized to assess student achievement in VoG standards. At this time, students primarily document and defend their mastery of VoG standards through their Raider Block Advisory classes. The school continues to review and revise the curriculum that Raider Block Advisory classes implement to expand connections to the VoG standards. Students are additionally assessed in their Student-Led Conferences (SLCs), which directly focus on the VoG standards. WLHS is in the early stages of embedding and formally creating assessments in each course that provide opportunities for students to be assessed on VoG standards.

These initial actions are significant steps in moving forward with growth in this priority area.

Recommended Next Steps

The curriculum audit shows that it would be beneficial for the school to consolidate the four maps into one condensed curriculum map that meets NEASC requirements for ease of use and implementation. To ensure fidelity, an internal system for accountability should be established to monitor that curriculum is written in a common format throughout the school. To provide consistency of formatting and access to all stakeholders, the

terminology Vision of a Graduate should consistently be used in the curriculum documents. Finally, to provide and maintain engaging, effective, rigorous instruction a curriculum management cycle with clear review and revision processes defined for all content areas should be established within the school.

Sources of Evidence

- classroom observations
- department leaders
- priority area meetings
- school leadership
- school summary report
- student work
- students
- teachers

Part 3 - Reflection on Student Learning

Reflection on Student Learning

Instructional practices are often designed to meet the learning needs of each student. Students are provided the opportunity to choose between three levels of course work; academic, honors, and the Advanced Placement (AP) level. The school offers two Early College Experience (ECE) courses through UCONN in which students receive dual credit. Raider Block advisory allows for personalization of learners' needs through scheduling of interventions, enrichment activities, and/or wellness activities that occur during the Raider Block flex and Wellness Wednesdays. During the Raider Block advisory, students were provided with two options of the same assignment giving them choice as to which one to complete. One option broke the assignment down into more manageable parts for the students to complete while the second option was for "higher achievers" as stated by an advisory teacher. In Algebra I, several students were provided the opportunity to join a Google Meet specifically for quiz accommodations hosted by a special education staff member. Students in Transitional English can choose to access audiobook versions of the assigned text (novels) to support their reading.

Most students are active learners who have opportunities to lead their own learning. WLHS has transitioned to a standards-based mastery system in which the students are leaders of their own learning through a student-centered experience. Students have the opportunity to lead their own learning particularly through student-led conferences. Through Raider Block advisory, students work collaboratively on long-term projects focusing on community service. Students are able to choose their projects as an advisory group. Projects that have been completed include a community garden, posters demonstrating the pillars of characters for the elementary schools, and Read Across America videos for elementary students. Learners are advocates for their own learning. A group of students took the initiative to present to the board of education the benefits of the Raider Block flex. Throughout the disciplines, students are provided with options to demonstrate mastery of standards for assignments. In science, students chose which environmental topic to study regarding climate change. In a social studies class, the library media specialist worked with students to personalize their digital museum expo. Several students participate in AP Seminar in which they complete independent research during an independent Raider Block flex period. Learners in grades 11 and 12 are offered an extended learning opportunity (ELO) experience. Through this program, students design their own learning experiences in an aspired career that aligns with the vision of the graduate standards. The students work with community partners to complete an unpaid internship in their aspired career.

Some learners regularly engage in inquiry, problem-solving, and higher-order thinking skills. In Biology, learners were completing a research project on genetic disorders. The project included an analysis of the patient's medical history and background as initial research. Students were asked to interpret the data and present their findings to a mock organization to possibly inform on the treatment of the disorder. In AP Art, students presented and critiqued other students' work using Jamboard, a virtual whiteboard app in the Google Suite. Learners in AP Statistics used the PHANTOM graphic organizer to design an experiment and conduct a survey. Students created a statement, conducted a survey, collected data, and analyzed the results.

The vast majority of learners demonstrate their learning through a variety of assessment strategies that inform classroom instruction and curriculum. In US History, pre-assessment results are utilized to inform instructional strategies and impact the post-assessments. In math, whole group instruction was utilized as a review; feedback was provided during independent practice and teacher guidance was provided for further instruction. In Introduction to Design and Manufacturing, students were completing a 3D Printing assessment on material choices. The project included research on the types of thermoform plastics, choosing a material to work with, creating a finished product to test the viability of their choice and a reflection on the results to be shared with the class. During music class, students were quickly assessed during the tuning of the guitars. Immediate feedback was provided and the lesson was adjusted to meet the needs of the learners.

Across the school, learners frequently have opportunities to demonstrate their learning, receive corrective feedback, and use this feedback in meaningful ways to support their learning. Through the student-led conferences (SLC), students are able to demonstrate their learning to their teachers and parents. The portfolio

used for the SLC is created during the Raider Block advisory. The portfolio demonstrates evidence of learning and competency of the standards through artifacts of student work. During Raider Block advisory, several teachers provided feedback and/or suggestions to learners regarding their Quarter 3 progress and their action plan and goals for Quarter 4. The students are provided feedback from teachers through pretesting at the beginning of a unit. In academic courses, students are provided feedback from teachers through student meetings from the data collected from the pre-assessments given at the beginning of a unit.

All learners use technology across all curricular areas to support, enhance, and demonstrate their learning. All students have been provided with a district laptop, high-speed internet through the delivery of Verizon Wi-Fi Hotspots for at-home use and through a greater range of outdoor internet access across the campus. During the summer of 2020, most classrooms were fitted with cameras, speakers, and microphones to accommodate the needs of the remote learners through direct, live synchronous instruction through Google Meets. All classroom teachers utilize Google Classroom for their assignments and lesson delivery. Students utilize the technology available to demonstrate their learning particularly using the Google Suite to complete assignments and to collaborate with each other. Learners in Anatomy and Physiology created a stop motion video depicting muscle movement using content knowledge and independent research. In AP Art, learners used Jamboard to share their artwork with the class for the critiquing process. In Algebra II, learners used GoGuardian, a computer monitoring application, to communicate privately with the teacher during independent practice. Learners in English class use technology to view videos of speeches and to access text digitally in order to analyze/ understand tone. Students in English I watched a short video clip of the Odyssey in order to identify changes in the main character's behavior and mindset. Learners in Transitional English use the chat and breakout room features in Google Meet to support their learning. Students were able to listen to an audio version of the text by joining a breakout room. Students in Tech Ed use Adobe Lightroom Classic to edit photos. Students shared that technology has allowed them to work collaboratively with peers who are remote learners even though they are not physically in the same space.

Part 4 - Capacity for Continuous Growth as a Learning Organization

Conceptual Understanding

In general, the staff shares an understanding of what optimal or effective learning looks like as demonstrated by the school's development and implementation of its vision of the graduate and transition to a mastery-based learning system. Staff was involved in focused and collaborative work to align their curriculum with content standards, identify the knowledge and skills students needed to demonstrate mastery, and develop an assessment system that not only measure content-specific learning but also use attributes identified in the Vision of the Graduate. However, consistent documentation, planning, and monitoring of staff's shared understanding are in various stages of development.

A vision of the graduate detailing agreed-upon attributes students should attain by graduation was developed by a districtwide committee, which included stakeholders from all schools and the community. The school identified these standards and created an accompanying scoring rubric intended to become part of all curriculums, especially that of the school's Raider Block advisory program, but has not been fully implemented in all curriculums. The advisory designates time during the busy school day for students and staff to build supportive relationships aimed at addressing students' academic and social-emotional needs. The vision of the graduate standards are an essential part of the Raider Block curriculum. In advisory, the components of the vision are explained, supported, and monitored. The vision is also communicated to students and families in the student handbook and on most curriculum documents. This is the first year the school will report out on the vision of the graduate for each student. Data collection can begin, which will help the school more accurately assess the fidelity to a shared vision. Data will also shed light on individual students as well as whole-school progress toward achieving the vision of the graduate.

The school has spent time and talent transitioning to a mastery-based learning system. As a result, content-specific standards, Habits of Scholarship, and scoring criteria are developed for all courses. Through the process, staff developed a general understanding of what mastery learning looks like in their subjects and a variety of ways in which students can demonstrate their knowledge and skills. When asked, students appear to understand the standards they are expected to demonstrate and state that their teachers encourage them to improve their work to gain a deeper understanding. The class of 2020 was the first class to graduate under the school's mastery-based approach. The school, however, does not have a formalized SRBI process to provide systematic articulation of high-quality core general education practices as well as targeted interventions to improve educational outcomes for all students. As a result, staff's shared understanding of optimal or effective learning may not be representative for all learners. School leaders recognize the immediate need for an SRBI plan and support professional development for all staff in the use of Tier 1 instructional strategies.

The school separates content-specific standards from the vision of the graduate standards and those identified as Habits of Scholarship behaviors. Scoring guidelines for each course are shared with students and can be found on the school's website. Teachers have access to a shared site established to collate and house the documents. Assessing students on content-specific standards in addition to Habits of Scholarship holds students accountable for content knowledge and skills as well as behaviors that contribute to their academic success. In Raider Block and sometimes in their classes, students are asked to identify classroom activities and projects that apply to specific vision of the graduate standards. Staff and school leaders report that the next level of departmental work is to align assignments and assessments to specific vision of the graduate standards.

At various times and in consultation with Great Schools Partnership, the staff developed curriculum documents which communicated optimal or effective learning for each course. Over the years, different iterations of the template have been used and uniform consistency has not been achieved. Not all departments have converted to the newest terminology or format. While approximately 76 percent of courses have completed curriculum maps, two departments have a third or less of their courses mapped. The school also developed assessment maps that include many of the required components of a written curriculum, but less than 20 percent of courses have completed these documents. A consistent curriculum map document containing all components of a written

curriculum, reviewed on a consistent schedule, and used by all will be a valuable resource for the school community.

Commitment

The school community demonstrates a strong commitment to aligning with the Standards for Accreditation and the vision of the graduate. The school supports a growth mindset approach for their students, teachers, and the school community as a whole as they focus their efforts on building a community that supports all students' authentic learning. They created structures, most importantly the Raider Block advisory, to deliver, support, and document student growth and progress toward achieving their goals. Teachers participate in professional learning time, planning time, and professional development dedicated to building human capital to support these initiatives.

Students and teachers report that the school encourages them to take academic risks and challenge themselves. Assignments are designed with clear expectations, which allow students to take ownership of their learning and understand how to meet and exceed mastery. Students report that their teachers encourage them to incorporate skills from other subjects and create cross curricular projects. Students often work with the library media center or technology instructor to incorporate technology into projects. It becomes the responsibility of the student to demonstrate how their work fulfills standards in both areas. Raider flex time is designated time during which students can be self-directed learners. For example, time may be used for interventions, credit recovery, extra help, and enrichment. Student-led conferences provide opportunities for students to self-assess their progress in meeting the standards identified in the vision of the graduate, demonstrate mastery of course standards, advocate for themselves, and develop an action plan.

Teachers report that they are expected and encouraged to try new instructional approaches to add to their repertoire of effective practices. Teachers are provided with professional learning time and planning time during which they can collaborate, strategize, and perfect different techniques. The school is committed to a cycle of continuous improvement through the teacher's professional growth cycle. The process directs teachers to reflect on their own practices and monitor their progress toward school and personal goals.

Another way the school demonstrates its commitment to the school's vision of the graduate is its use of resources to personalize instructions. Staff uses benchmark assessments at the subject level to identify students who would benefit from targeted interventions that can be delivered during flexible block sessions. Since 2014, the school has offered an extended learning opportunity program focused on connecting students with experiences outside of the classroom to gain a broader, deeper knowledge of topics of their choosing. Due to budgetary restraints the school lost a coordinator position and the program now functions as an independent study. Both the board of education and school leaders expressed the need to find a way to revitalize the extended learning opportunities work. School leaders expressed a desire for juniors and seniors to engage in community-based experiences connected to their academic curriculum.

Competency

The school district took action during the 2013-2014 school year to begin the long-range project of transitioning to mastery-based learning. Many of the components originated and were piloted at the high school. Since then, the school has approached the challenge through a growth mindset, recognizing the need to regularly reflect and revise to maintain alignment with the Standards.

From conversations with the school community, it is clear that they understand the magnitude of responsibilities that accompany such a change and take ownership of the process. From student conversations and observations, it is clear that students understand the school community set off on this path to improve students' learning and opportunities for the future. School leadership engages in a continual improvement process, encourages the same for staff, who in turn create opportunities for their students to do the same.

The school community has provided timely, targeted professional development opportunities offered by outside consultants such as Great Schools Partnership, as well as in-house teacher leaders. School leaders and teachers report that it is time to provide a refresher on some earlier topics to ensure alignment and inform people

new to the system. Follow-up after professional development events is reported as mixed. Most recently, teachers participated in training on social and emotional learning. A follow-up meeting was held and another is planned to get feedback on implementation and provide support. In other instances, responsibility falls on PLC time for continued and targeted follow-up support to strengthen the learned skills. Adoption of a systematic approach to professional development that includes practice, mentorship, reflective supervision, and technical assistance would make it more likely that learned skills are applied.

The school has completed the transition to a system of mastery-based learning with the graduation of the Class of 2020. The staff has developed mastery-based standards and assessments specific to their courses, however, a written curriculum that includes all the components outlined by the standards does not exist schoolwide. In some departments, some components of a written curriculum have been developed. But, in cases where these documents exist, they are not necessarily written in a common language or format. An internal system for accountability to monitor curriculum development will help to ensure fidelity to the school's vision of optimal or effective learning.

The school relies on a Student Support Team, 9th Grade Team, and an outside consultant to identify and help students who are academically or socially-emotionally need additional support. An example of the school's prompt response to student needs is the recent implementation of Raider Block flexible sessions. Time was found within the school day to provide personalized interventions that include credit recovery for students whose academic progress was impacted by the pandemic. The school, however, does not have a formalized SRBI Plan that includes protocols, procedures, roadmap, and progress monitoring system. There is no SRBI Coordinator or Team who is charged to deliver the necessary interventions for student success.

Capacity

From conversations with the greater school community it is apparent that parties involved are committed and dedicated to provide the time, resources and support needed to make progress on the school's priorities identified by the school community and this visiting team. In many cases, the priorities are included in the school's 2019-2020 growth plan that, due to the pandemic, has been carried into the 2020-2021 school year.

The school has begun to measure and collect student progress toward achieving the standards of the vision of the graduate. Time, resources, and support need to be spent to develop a progress monitoring system and to develop an annual report on individual and whole-school progress toward this goal.

From conversations with school leadership, it is apparent that they recognize the need to develop a comprehensive SRBI Plan that not only provides a framework for identifying and providing interventions for student success, but also includes a systematic method to ensure professional development, implementation, and accountability of tier 1 instructional strategies and tier 2 and 3 interventions.

In its NEASC Self-Reflection, the school recognized that it does not have a consistently written curriculum for all courses in all departments across the school. Time, resources, and support need to be allocated so that a written curriculum that includes all components outlined in the Standards include assignments aligned to the specific vision of the graduate standards. Professional development is in order to ensure all staff has a clear understanding of expectations. An accountability system and a review and revision process will help ensure consistency and fidelity.

The school benefits from a strong foundation of long-range initiatives that have recently come to fruition. Leadership and staff have progressed through the research and implementation phases of a continual improvement cycle. It is now time for reflection and revision. The school appears to have the time, resources, and support to develop a systematic approach to monitoring what is in place and using the data to inform decisions moving forward.

Commendations

Commendation

Priority Area 1

- The vision of the graduate lives in the hearts and minds of students and staff
- The student-led conferences are an authentic way for individuals to demonstrate their growth toward goals
- The creation of the advisory curriculum based around vision of the graduate standards is an effective step forward in developing cohesion
- The Raider Block and flex blocks provide opportunities for students to practice vision of the graduate standards authentically as well as support personalized learning; taking ownership of the time, place and pace of their learning

Commendation

Priority Area 2

- The implementation of the credit recovery program to identify and assist students in recovering loss of credit(s)
- The expansion of the Raider Block schedule to include flex-time to meet the academic and social-emotional needs of students
- The special education's collaborative consultation model

Commendation

Priority Area 3

- The creation of content standards documents for each department
- The creation of pre-and post-assessments for content areas
- The Vision of a Graduate standards

Commendation

Reflection on Student Learning

- The use of technology to support remote learning during the pandemic
- The use of live, synchronous learning to include all students during the pandemic
- The use of student-led conferences to display that students are active learners who have an opportunity to lead their own learning
- The efforts of Raider Block flex and Wellness Wednesdays to meet the social/emotional needs of all learners
- The positive rapport between learners and the faculty

Additional Recommendations

Recommendation

Priority Area 1:

- Develop a system to monitor the progress of student achievement of the vision of the graduate
- Develop an annual report on whole-school progress
- Embed the transferable skills of the vision of the graduate into curriculum and instruction and assessment practices
- Build up the Extended Learning Opportunities / Pathways program
- Clarify the relationships between Habits of Scholarship and vision of the graduate

Recommendation

Priority Area 2:

- Develop and implement a formal, written SRBI plan and team to facilitate and monitor interventions at the Tier II and Tier III levels for all students identified needing tiered intervention supports
- Provide professional development support for all staff in Tier I instructional strategies
- Provide professional development support for all staff for the implementation and use of benchmark assessments
- Develop and implement progress tracking or monitoring systems to assess the effectiveness of the various programs and interventions that support student achievement and social-emotional needs
- Develop a process to ensure the quantitative success of interventions delivered to identified students in need
- Establish a consistent SRBI Team that consistently meets throughout the school year

Recommendation

Priority Area 3

- Ensure the curriculum is written in a common format that includes units of study with guiding/essential questions, concepts, content, and skills and integrates the school's vision of the graduate
- Develop one uniform curriculum map with common language for each course
- Develop an accountability system for ensuring that all curriculum is written in a common format and followed with fidelity
- Provide professional development support for all staff in curriculum writing
- Develop a formalized system for reviewing, analyzing, and revising curriculum

Recommendation

Reflection on Student Learning:

- Provide professional development to ensure that all staff are trained in Tier 1 instructional strategies
- Develop an accountability system to ensure that Tier 1 instructional strategies are embedded in daily instruction

- Embed opportunities for learners to regularly engage in inquiry, problem-solving, and higher-order thinking skills in their daily lessons
- Provide professional development to all teachers on the effective use of formative and summative assessments
- Establish a system of accountability for differentiated instruction based on formative and summative assessment results
- Develop a formalized system for reviewing, analyzing, and revising formative and summative assessments

FOLLOW-UP RESPONSIBILITIES

This Initial/Decennial Accreditation Report of the Visiting Team reflects the findings of the school's Summary Report and those of the visiting team. It provides a blueprint for the faculty, administrators, and other officials to use to improve the quality of programs and services for the students in this school. The faculty, school board, and superintendent should be apprised by the building administrators yearly of progress made in aligning with the Standards for Accreditation.

A school's initial/continued Accreditation is based on satisfactory progress implementing the school's improvement/growth plan based on the Priority Areas validated by the visiting team and recommendations identified by the Commission as it monitors the school's progress and changes which occur at the school throughout the decennial cycle.

To monitor the school's progress, the Commission requires that the principal submit a First Report of Progress and Planning and routine Three- and Six-Year Reports of Progress and Planning describing the school's progress implementing the Priority Areas as well as submitting an updated improvement/growth plan. The Commission may request additional Special Progress Reports if one or more of the Standards or Priority Areas for Growth are not being met in a satisfactory manner, if additional information is needed on matters relating to the school's alignment with the Standards for Accreditation, or substantive changes occur in the school.

To ensure that it has current information about the school, the Commission has an established Substantive Change Policy requiring that principals of member schools report to the Commission within sixty days of occurrence any substantive change which impacts the school's alignment with the Commission's Standards for Accreditation. The Report of Substantive Change must describe the change itself and detail the impacts the change has had on the school's ability to meet the Standards for Accreditation. The Commission's Substantive Change Policy is included on the next page. All other substantive changes should be included in the Reports on Progress and Planning and/or the Annual Information Report (AIR) which is required of each member school to ensure that the Commission office has current statistical data on the school.

The visiting team would like to express thanks to the community for the hospitality and welcome. The school community completed a Self-Reflection that clearly identified the school's strengths and areas of need, hosted a Collaborative Conference, developed an improvement/growth plan, and completed a Summary Report. The time and effort dedicated to the Accreditation process, school improvement/growth, the Summary Report, and the preparation for the visit ensured a successful Initial/Decennial Accreditation visit.

SUBSTANTIVE CHANGE POLICY

NEW ENGLAND ASSOCIATION OF SCHOOLS & COLLEGES Commission on Public Schools

Principals of member schools must report to the Commission within sixty days of occurrence any substantive change in the school which has an impact on the school's ability to meet any of the Commission's Standards for Accreditation. The Report of Substantive Change must describe the change itself as well as detail the impact on the school's ability to meet the Standards. The following are potential areas where there might be negative substantive changes which must be reported:

- elimination of fine arts, practical arts, and student activities
- diminished upkeep and maintenance of facilities
- significantly decreased funding - cuts in the level of administrative and supervisory staffing
- cuts in the number of teachers and/or guidance counselors
- grade level responsibilities of the principal
- cuts in the number of support staff
- decreases in student services
- cuts in the educational media staffing
- increases in student enrollment that cannot be accommodated
- takeover by the state
- inordinate user fees
- changes in the student population that warrant program or staffing modification(s) that cannot be accommodated, e.g., the number of special needs students or vocational students or students with limited English proficiency

Roster of Team Members

Chair(s)

Chair: Dr. Nicholas Spera - New England Association of Schools & Colleges

Assistant Chair: Dr. Cynthia Freyberger - New England Association of Schools & Colleges

Team Members

Kerri Kearney - Manchester Public Schools

Laurinda Rua - Central High School

Ms. Jennifer Shea - Derby High School

Mrs. Nella Szilagyi - Wethersfield High School

WINDSOR LOCKS PUBLIC SCHOOLS



DISTRICT SUMMATIVE ASSESSMENT REPORT

2020-21

September 2021

Results Guidance

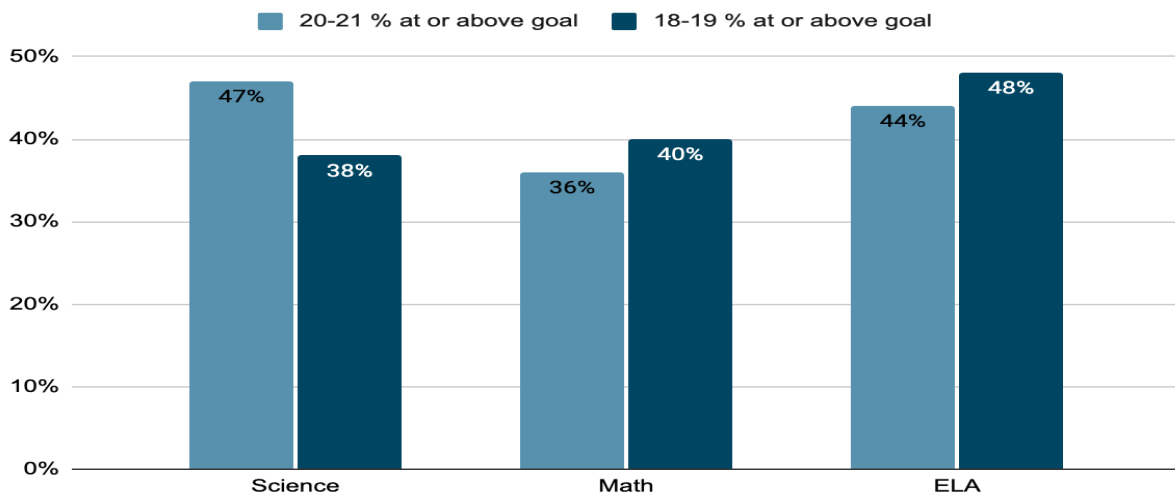
When viewing and interpreting the results for summative assessments administered the following cautions are made with regard to comparing the 2018-2019 results:

- Fully remote learning from mid March to mid June 2020
- Learning models varied throughout the 20-21 school year
- In person instruction looked different as new instructional approaches emerged
- Extensive feelings of stress, anxiety and trauma
- Direct comparisons should not be made
- Statewide in all grades, those who learned in-person during the 20-21 school year lost the least ground academically
- Statewide hybrid or remote learners showed substantially weaker achievement and growth during the pandemic
- Statewide greatest observed academic differences were largest in mathematics
- Due to grade promotions, nearly 1/3 of students in Grades 3-8 in 2018-19 were not the same as those in the same grades in 2020-21

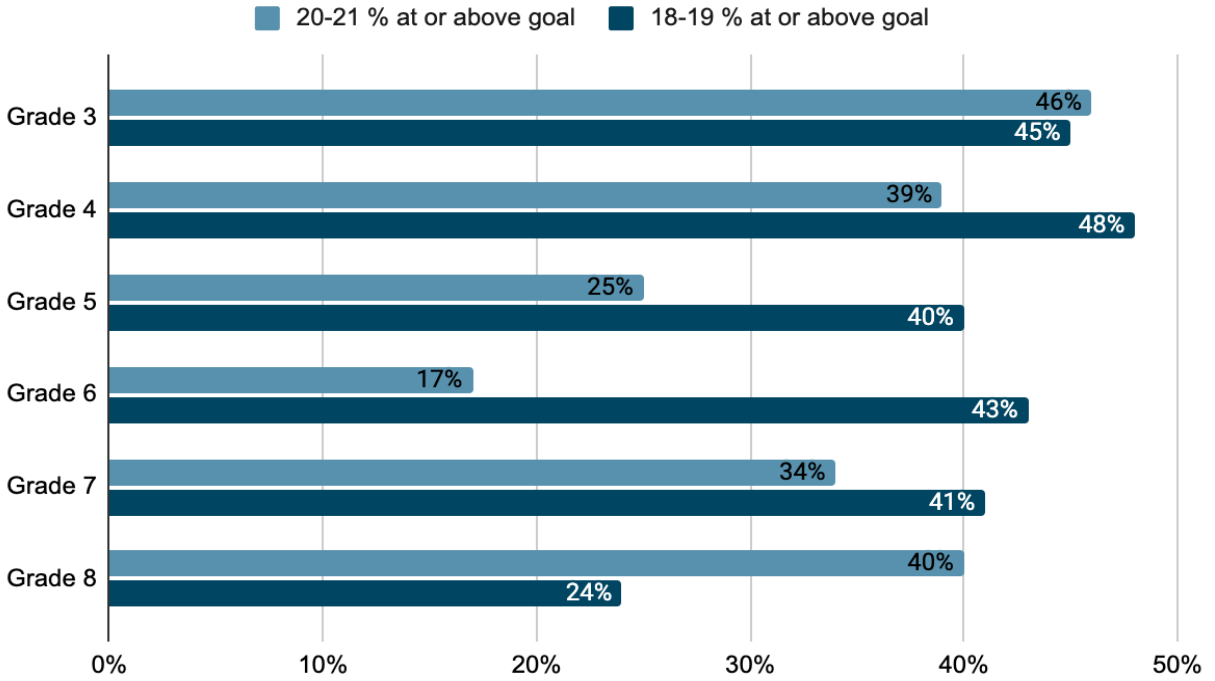
Assessment Results (in-person testers only)

Smarter Balanced Assessment System

District Results (Grades 3-8) 20-21						
Subject	Level 1	Level 2	Level 3	Level 4	20-21 % at or above goal	18-19 % at or above goal
Science	20%	33%	41%	6%	47%	38%
Math	38%	28%	22%	14%	36%	40%
ELA	33%	26%	30%	14%	44%	48%



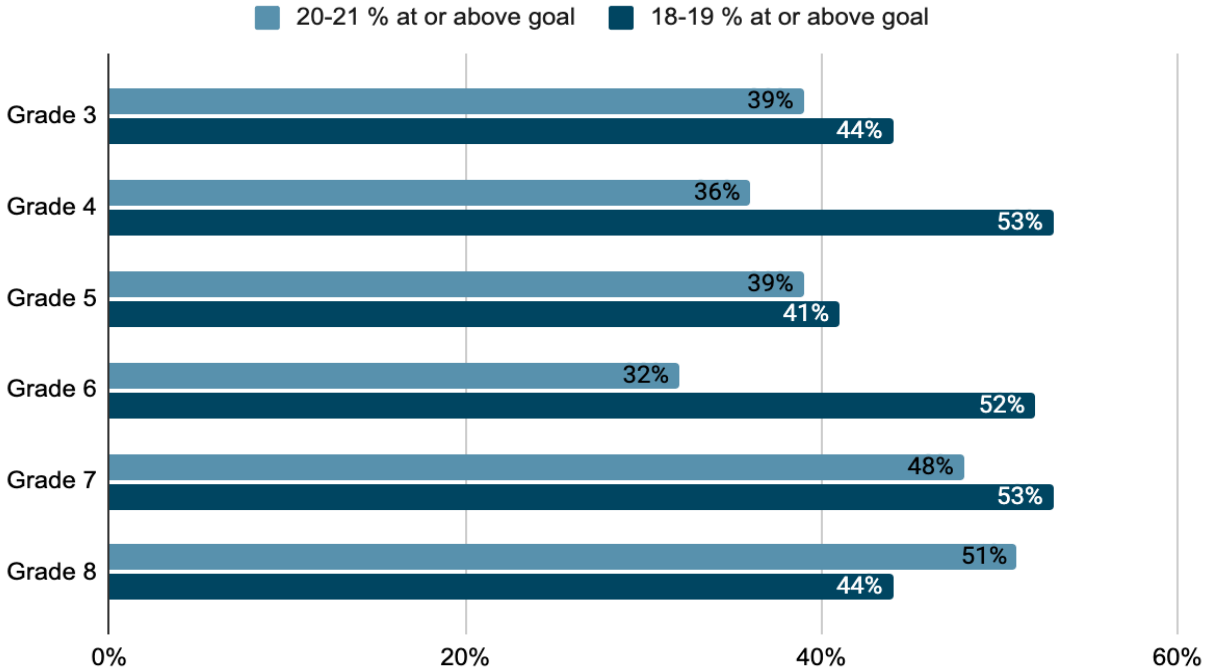
Math Results by Grade Level 20-21						
Grade	Level 1	Level 2	Level 3	Level 4	20-21 % at or above goal	18-19 % at or above goal
3	31%	22%	28%	18%	46%	45%
4	27%	35%	24%	15%	39%	48%
5	43%	31%	14%	11%	25%	40%
6	52%	31%	12%	5%	17%	43%
7	38%	29%	21%	13%	34%	41%
8	38%	22%	29%	11%	40%	24%



Summary:

- In alignment with statewide data, with exception of Grade 3 and 8, significantly higher performance in 18-19 compared to 20-21

ELA Results by Grade Level 20-21						
Grade	Level 1	Level 2	Level 3	Level 4	20-21 % at or above goal	18-19 % at or above goal
3	29%	33%	22%	17%	39%	44%
4	39%	25%	21%	15%	36%	53%
5	40%	21%	31%	8%	39%	41%
6	33%	35%	29%	3%	32%	52%
7	29%	23%	35%	13%	48%	53%
8	26%	22%	38%	13%	51%	44%

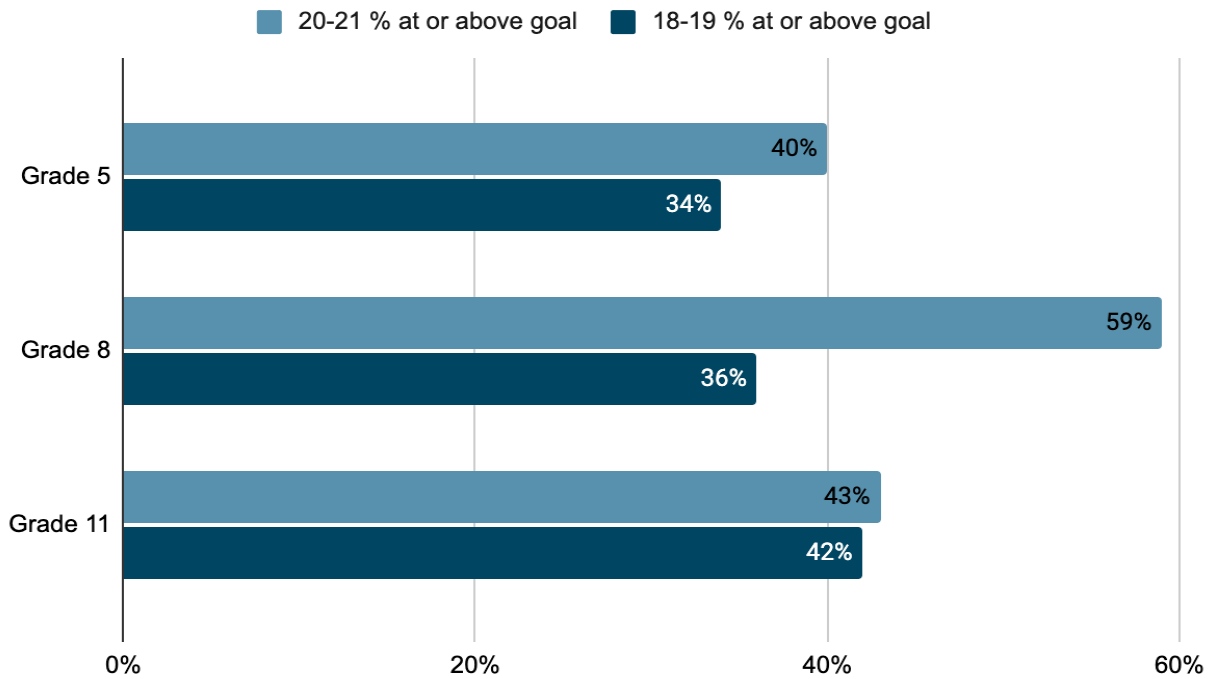


Summary:

- With the exception of Grade 8, all grade levels demonstrated higher performance in 18-19 compared to 20-21

Next Generation Science Assessment

Science Results by Grade Level 20-21						
Grade	Level 1	Level 2	Level 3	Level 4	20-21 % at or above goal	18-19 % at or above goal
5	20%	41%	32%	8%	40%	34%
8	14%	27%	52%	7%	59%	36%
11	28%	29%	38%	5%	43%	42%



Summary:

- All grade levels demonstrated higher performance in 20-21 compared to 18-19

Connecticut SAT School Day Class of 2021

Benchmark Scores ERW 480 Math 530

Subject	Class of 2022 (current seniors)	Class of 2021	Class of 2020
Total Score	961	967	939
Evidence Based Reading and Writing	493	500	483
Mathematics	468	467	456

Summary:

- Consistently meeting Evidence Based Reading and Writing Benchmark but significantly below the benchmark in Mathematics



Connecticut Association of Boards of Education

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Senior Staff Associate
for Field Services

Sheila McKay
Senior Staff Associate
for Government Relations

Vincent A. Mustaro
Senior Staff Associate
for Policy Service

Lisa M. Steimer
Senior Staff Associate
for Professional Development
and Communications

Teresa Costa
Coordinator of Finance
and Administration

August 30, 2021

Ms. Margaret Byrne
P.O. Box 851
Windsor Locks, CT 06096

Dear Ms. Byrne:

Congratulations! You have earned CABE's **Master Board of Education Member** designation. Very few other Connecticut board of education members have earned this prestigious honor.

With your attendance at numerous CABE/CAPSS Conventions, CABE workshops and programs and other events, you have acquired a wide variety of skills, knowledge and abilities. This is a great accomplishment and you are to be commended.


In earning this honor, you initially earned the required 20 credits in the areas of board relations, policy, curriculum, school finance, school law, labor relations and board operations. This gave you the Certificated Board of Education Member Award. You have now earned an additional 20 credits in the areas of leadership, effective meetings, school/community relations, strategic planning, group dynamics, board member ethics, school finance, labor relations and school law.

Enclosed is a press release template for your use. On behalf of CABE, Baldwin Media will also be sharing this information with the press.

We encourage you to continue to participate in CABE workshops and webinars to further develop your boardsmanship skills. Your commitment to public education and to the children in your community is admirable. Again, congratulations on accomplishing this difficult and time-consuming feat!

Sincerely yours,


Robert Rader
Executive Director


Lisa Steimer
Sr. Staff Associate for Professional Development
and Communications

cc: Windsor Locks Board of Education, Board Chair
Windsor Locks Public Schools, Superintendent

MEMORANDUM TO: MEMBERS OF THE BOARD OF EDUCATION
FROM: SHAWN L. PARKHURST, SUPERINTENDENT
DATE: SEPTEMBER 23, 2021
RE: WLHS BLEACHER REPLACEMENT

The WLHS gymnasium bleachers are in need of repair/replacement due to not being ADA compliant and unsafe in various places. As part of the District's American Rescue Plan funding that allows for upgrades to equipment, facilities, and structures, and under the facilitation of our Director of Facilities, Greg Weigert, I am recommending that the Board of Education, in accordance with Policy 3324, approve the funding for bleacher replacement at WLHS in the amount of \$198,500 and forgo the requirement for three quotes, which would be in the best interest of the district. This has already been approved by the Connecticut State Department of Education under the American Rescue Plan Grant.

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, October 2019

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.



STATE OF CONNECTICUT
STATE BOARD OF EDUCATION



September 2021

Dear Board of Education Members and Superintendents:

As members of the Connecticut State Board of Education, we recognize the significant challenges currently facing our schools and school leaders. As such, we want to take this opportunity to acknowledge the critical work that you continue to do in support of our schools, faculty, families and students. Especially during the COVID-19 pandemic, we applaud you for all of your efforts to keep our schools open and safe, and our students learning.

What we have learned during the past school year, and what is supported by recent assessment data, is that students learn best in-person with their educators and friends, and in-person instruction is only made possible through the consistent employment of a series of mitigation efforts and protocols to support safe and healthy school environments. We understand how stressful these situations can be, in the face of opposition, and truly appreciate your courage and commitment to supporting your schools, staff, families and students.

The only way we can get through this pandemic is to work together in support of our communities. We always invite everyone to the table to provide input and collaborate, and we encourage you to continue this practice wherever possible. For the sake of our children and their continued success in learning, we join you in placing them at the center of all our discourse and our efforts.

In Support,

The Members of the State Board of Education

Students

5125.3 - Professional Communication Between a ~~Certified Teacher~~ Professional School Employee, ~~Administrator~~ or Registered Nurse and a Student, Parent

The Board of Education (Board) recognizes that constructive communications between parents and youth promote a fuller opportunity for student development and maturation. Accordingly, the Board through its policies and procedures postulates a position of helpfulness and support to advance constructive parent student communications.

Constructive communications between parent and child are viewed as characterized by a quality of openness, regard for confidentiality or privacy, harmonious dialogue, sensitivity to critical issues, and a spirit of mutual support and respect.

A magnitude of pressures and problems confront families in our society. Young people face complex problems. The problems their parents face, unfortunately, are no less complex. Because of the changes taking place in society, parents in general may not have parallel experiences they may draw upon as frameworks for counseling their youngsters. Thus, it is possible for gaps to develop in parent-child communications. Nevertheless, it is imperative in these times that members of the family not go their separate ways but rather strive to come together for mutual understanding and support. In this regard, the professional staff can assist in family relationships.

~~The certified staff, guidance counselors, school social workers,~~ Professional and registered employees including registered school nurses ~~nurses~~ are in positions to receive from students and parents personalized communications (such as outlined in this policy). The efforts of the professional ~~staff~~ employees including registered school nurses toward closing communication gaps and advancing constructive communications between students and their parents are strongly encouraged. For purposes of this policy, the term "professional employee" means a person employed by a school who holds a certificate from the State Board of Education, or is a registered nurse employed by or assigned to a school. Professional employees include, but are not limited to, certified teachers, administrators, , guidance counselors, social workers school psychologists and registered nurses employed by or assigned to a school.

Professional communications made by a student and/or a parent to ~~a school~~ a professional professional employee including a registered school nurse shall be confidential as set forth herein and as required under Connecticut state and/or federal law. Notwithstanding, ~~a professional staff~~ employee including a registered school nurse shall refrain from making promises of absolute confidentiality when receiving information from a student or parent as disclosure may be required by law, Board Policy, professional obligation or duty or for health and safety reasons. The decision of a school professional employee including a registered school ~~whether nurse~~ whether or not to disclosure information shared in confidence by a parent or student shall be guided by law, Board Policy and any applicable professional code of conduct or responsibility.

A. A professional communication is defined as any communication made privately and in confidence by a student or parent to a professional employee including a registered nurse of a student's school in the course of the latter's employment.

~~certified teacher, administrator or registered school nurse who is employed by or assigned to a District school.~~

- B. It is important to respect the privacy of the student and parent, and ~~certified teachers, administrators and registered nurses~~ a professional employee including a registered school nurse should be mindful to provide the student and parent privacy for the receiving of such communications.
- C. Regarding the confidentiality of professional communications:
1. Any such professional employee including a registered school nurse shall not be required to disclose any information acquired through a professional communication with a ~~student, when~~ student when such information concerns alcohol or drug abuse or any alcoholic or drug problem of such student.
 2. However, if such professional employee or registered school nurse obtains physical evidence from such student indicating that a crime has been or is being committed by such student, such employee shall be required to turn such evidence over to school administrators or law enforcement officials, provided in no such case shall such employee be required to disclose the name of the student from whom he obtained such evidence and such employee shall be immune from arrest and prosecution for the possession of such evidence obtained from such student.
 3. Such evidence must be turned over to school administrators or law enforcement officials within two days after receipt of such physical evidence, provided such evidence is obtained less than two days before a school vacation or the end of a school year, such evidence shall be turned over within two calendar days after receipt thereof, excluding Saturdays, Sundays and holidays. Any such physical evidence surrendered to the school administration shall be turned over to the Commissioner of Consumer Protection or to the Windsor Locks Police Department within three school days (or three calendar days, excluding weekends and holidays, if sooner).
 4. Any such professional employee including a registered school nurse who, in good faith discloses, or does not disclose, such professional communication, shall be immune from any liability, civil or criminal, which might otherwise be incurred or imposed, and shall have the same immunity with respect to any judicial proceeding which results from such disclosure.
 5. It is recommended that in the course of receiving a private communication, the professional employee including a ~~er~~ registered school nurse should state clearly to the student that confidentiality cannot be sustained if there exists a clear and present danger to the health of the student or other students. Professional staff will continue to be mindful that cases of suspected child abuse must be reported as outlined by Policy #5141.4.

- D. Because parents have a continuing concern for the welfare of their ~~children-children~~ professionals professional employees of the school including, and a registered school nurses in the course of their employment, should endeavor to encourage communications between students and their parents.

Legal References:

Connecticut General Statutes

10-154a Professional communication between teacher or nurse and student. Surrender of physical evidence obtained from students.

Policy adopted: March 28, 2013

Windsor Locks Public Schools

www.wlps.org

Educational Leadership

Shawn Parkhurst
Superintendent of Schools 860-292-5000

Jeffrey Ferreira, Principal, Deborah Broccoli, Interim Principal
North Street School 860-292-5027

Monica Briggs, Principal
South Elementary School 860-292-5021

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

Rebecca Bissonnette, Principal, Carrie Apanovitch, Assistant Principal
Windsor Locks High School 860-292-5032

Brian Deming, President
Windsor Locks Teachers' Association 860-292-5012

Central Office

Heather Earley
Director of Elementary Curriculum, Instruction, and Assessment

Kristen Krupa
Director of Secondary English Curriculum, Instruction, and Assessment

Megan Parrette
Director of Secondary Math Curriculum, Instruction, and Assessment

Sheri Lee
Director of Human Resources 860-292-5744

Joshua Robinson
Director of Pupil Services 860-292-5707

David Solin
Business Manager 860-292-5741