

# WINDSOR LOCKS PUBLIC SCHOOLS



## BOARD OF EDUCATION MEETING

**Regular Meeting**

**November 18, 2021**

**6:00 p.m.**

**Windsor Locks High School**

**Library Media Center, Livestream, and Zoom**

**[Click Here to Register](#)**

**Windsor Locks Board of Education**

**Margaret Byrne, Vice Chairwoman**

**Jim McGowan**

**Dennis Gragnolati**

**Kylee Christianson**

**Board Member Elect - Joe Tria**

**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**

**November 18, 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
- II. Election of Officers: **Vote Needed** p. 5 Exhibit II
- III. Student Representatives' Report
- IV. Board of Education and Superintendent Communications
- V. 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.*
- VI. Student Recognition p. 6 Exhibit VI
  - A. Connecticut Association of Public School Superintendents' (CAPSS) Student Award Winners
- VII. Approval of Minutes: **Vote Needed** p. 10 Exhibit VII
  - 10/28/21 Regular Meeting
- VIII. Personnel Report: **Vote Needed** p. 20 Exhibit VIII
  - Resignation: **Vote Needed**
  - Appointment: North Street School Principal: **Vote Needed**
- IX. Committee Reports
  - A. Policy - Next Meeting: TBD
    - 1. Second Read: **Vote Needed** p. 21 Exhibit IX A 1
    - REVISE:**
    - 4118.11/4218.11 Nondiscrimination

- 5113 Attendance, Excused Absences, Truancy
- 5141 Student Health Services
- 6153 Form G Field Trips, Recreational Trips and other Trips Sponsored by the Schools: Permission Slip for RISE Transition Academy

**New:**

- 1110.1 Communications with the Public
- 4118.239/4218.239 Required COVID-19 Vaccinations
- 6159 Individualized Education Program/Special Education Program

B. Curriculum - Next Meeting: 12/7/21

C. Finance - Next Meeting: 12/15/21

- X. OPEB - Board of Education Representation to the Board of Trustees: **Vote Needed**
- XI. Progress Toward Goals p. 55 Exhibit XI
  - A. *Chronic Absenteeism*
  - B. *iReady Usage & Lessons Passed*
- XII. Board of Education - Committee Assignments
  - A. Curriculum
  - B. Finance
  - C. Policy
- XIII. Board and Superintendent Comment
- XIV. 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.*
- XV. Adjourn Meeting

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

MEMORANDUM TO: MEMBERS OF THE BOARD OF EDUCATION  
FROM: SHAWN L. PARKHURST, SUPERINTENDENT  
DATE: NOVEMBER 18, 2021  
RE: ELECTION OF OFFICERS

In accordance with Board of Education Policy No. 9120, the Board will elect from its members a Chairperson and Vice-Chairperson. Please see the policy below.

**9120**

## **Bylaws of the Board**

### **Officers**

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

### **How Elected**

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

(cf. 9221 - Filling Vacancies)

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

Legal Reference: Connecticut General Statutes

10-218 Officers. Meetings

City Charter

Chapter IX, Department of Education, Section 2: Organization

Bylaw Adopted: June 14, 2012

Revised: November 2019

MEMORANDUM TO: MEMBERS OF THE BOARD OF EDUCATION  
FROM: SHAWN L. PARKHURST, SUPERINTENDENT  
DATE: NOVEMBER 18, 2021  
RE: CONNECTICUT ASSOCIATION OF PUBLIC SCHOOLS  
SUPERINTENDENTS' AWARD WINNERS

For over twenty years, the Connecticut Association of Public School Superintendents (CAPSS) has sponsored a Recognition Award Program for students throughout the State of Connecticut. CAPSS, the statewide school Superintendents' professional organization, is based in West Hartford and provides professional development, personal support, statewide conferences, legislative information, and educational services to its membership.

The purpose of this program is to strengthen the relationship between the student and school administration. Students are nominated by teachers and selected based on exemplary student leadership, achievement, and demonstrated service to others in the community. The CAPSS awards are generally given during American Education Week in order to highlight the accomplishments of school age youngsters in public schools.

Tonight, I am pleased to announce the recipients of this award.

## **Windsor Locks High School**

### **Emily Abare**

Emily has been a committed member of the Windsor Locks School District for the past 17 years. Emily has spent countless hours volunteering for the Youth Leadership Committee, Wellness Coalition, Extended Day Extended Year Program and the PTO, just to name a few. Emily leads by example by putting her best foot forward for the betterment of her fellow students and community members. Students like Emily never expect recognition, they genuinely enjoy making the world a better place. Academically, Emily has maintained a competitive GPA and strong Habits of Scholarship. Teachers commented that Emily brings insight and enthusiasm during class discussions while positively participating and demonstrating depth of understanding. Emily's work habits, interpersonal skills and sense of responsibility will bring her great success for life after high school.

### **Logan Crow**

Athletics, academics, music, you name it, Logan Crow has had great success with it. Music has always been part of Logan's life. He has mastered instruments like the trumpet, the tuba, the baritone saxophone and most recently, the guitar. To exercise his ever-growing talent in music, Logan has marched in countless parades and performed at numerous school-wide events since fourth grade. Logan has also been a four-year member on the Cross Country and Track teams where he has received All-Conference recognition as well as medaling in several heats during invitationals. Academically, Logan continues to challenge himself by excelling in his honors and advanced placement classes. Teachers said that Logan is a conscientious student that brings insight and humor to class discussions. He thrives on completing high quality work which will help him with his future endeavors.

## **Windsor Locks Middle School**

### **Abby Guyette**

Abby is an exceptional student and citizen at school. She works hard and is focused on doing her best. Abby is described as a natural teacher. She has a naturally kind way of recognizing when someone may need help and responds in a way that helps them feel comfortable. Abby is responsible and mature. She recognizes the importance of working hard. Abby had a perfect HOS last year and exceeded in her classes. This year Abby is taking Honors Algebra 1 and Spanish 2. Abby said that both Algebra and History are challenging this year. History is her favorite subject this year because she likes learning about the past and seeing how it impacts the future.

Abby participates in the Debate Club for the second year. She enjoys talking about different topics. Abby plays Soccer both for a town team and the school team. She is the practice captain for the middle school team. She also runs for our Cross Country team. She described cross country as relaxing. In addition, she participates in dance outside of school. In the band she is a leader and plays the flute. During the pandemic Abby made masks for her family and friends and headbands for nurses. She plans to go to college and is considering a study in Law or Teaching. She is also interested in being an FBI Agent.

When not busy, she enjoys her dog, her little brother and boating with her family. Abby is a worthy recipient of the Connecticut Association of Public School Superintendents (CAPSS) award.

### **Peter Annis**

Peter is a great student and an honest and responsible member of the Middle School. Peter works hard in school and is respectful to his peers and teachers. Peter has a strong HOS and excels in his classes. His favorite class this year is Math. He enjoys being challenged in Reading and History. He recognizes that being challenged will make him a better student and will prepare him for high school and beyond.

Peter plays Soccer and Baseball for the Middle School teams. He has played all three years of Middle School. In addition, he has been Wrestling for 5 years and won the State Championship last year. He also plays baseball for the town team. Peter has good leadership skills and serves as the captain of the soccer team. His teachers recognize that Peter has a positive attitude, works well with others and leads by example. Peter demonstrates the qualities of a leader and a student who is invested in his learning. Peter plans to go to college and is thinking about a career in Sports Management. Peter would like to attend UCONN to play baseball.

In his free time he spends time with his family and his dog. Peter is highly deserving of the CAPSS award. He will be successful no matter what he decides to do because of his hard work and dedication to his studies.



## **South Elementary**

### **Nicole Hurdle**

Nicole is a natural leader and a highly motivated learner with an innate drive and passion for learning. Further, Nicole is a role-model for her peers and is well-respected by her teachers. Nicole is happy, gracious, and humble. She strives to always do her best, accepts challenges and stepping stones to future success, and produces high-quality work. She works collaboratively with her peers to put into action ideas that impact the classroom, school, and local community. Last year, she independently spearheaded a teacher appreciation gesture working collaboratively with her peers to purchase materials and deliver little treats to all of the teachers with positive notes. She can always be counted on to offer a helping hand to anyone in the classroom and beyond to anyone in need. Nicole is proud to be a Windsor Locks student.

### **Armaan Qureshi**

Armaan is a motivated, independent learner. He is well respected by his peers and never hesitates to help when needed. Armaan consistently produces exemplary work and this work is used as examples to demonstrate to his peers what is expected when one is trying and exceed standards. He enthusiastically absorbs all the information given to him and he will often be one step ahead of everyone, including the teacher! Armaan is an innate, humble leader who works as hard for others and he does for himself. He is the epitome of a team-player and views the success of his classmates as a win for the class community. Armaan is respectful, empathetic, and always shows a strong dedication to his work. He is very deserving of this award.

**EXHIBIT VII**

MEMORANDUM TO: MEMBERS OF THE BOARD OF EDUCATION  
FROM: SHAWN L. PARKHURST, SUPERINTENDENT  
DATE: NOVEMBER 18, 2021  
RE: APPROVAL OF MINUTES

- October 28, 2021 Regular Meeting

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

**MINUTES OF THE REGULAR MEETING,  
October 28, 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. Christianson
Members Absent:	None
Administrators:	S. Parkhurst, S. Lee, D. Solin, R. Bissonnette, D. Prinstein, A. Goodwin, J. Robinson, M. Briggs, J. Ferreira (via Zoom) C. Domler, H. Early, K. Krupa, M. Parrett, and G. Weigert
Student Representatives:	C. Mackey(in-person) R. Lucas and C. MacDougald (via Zoom)
Students:	None
Staff:	L. Ciaffaglione, N. Saavedra and others
Others:	Many including participants via Zoom
Press:	None

**I. Call to Order**

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

It was **MOVED** (Byrne) and **SECONDED** (Gragnolati) and **PASSED** (U) that the Board of Education add Agenda Item No.: XVII. Executive Session as permitted by Connecticut General Statutes Section 1-225(a) for the following purposes as allowed by Section 1-200(6), that are: A. Discussion of CMERS Claims and in attendance in the Executive Session shall be limited to: Members of the Board of Education; Superintendent of Schools; Business Manager and Director of Human Resources.

**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**

Mr. Caden Mackey, Student Representative addressed the Board, he noted it has been almost four weeks since his last report. Homecoming weekend and all of the activities associated with Spirit Week were a success, including the dance held on Saturday night. He had an opportunity to go to South Street School and work in the afterschool

program. It was fun going back to the school where he attended as a younger student. He also mentioned the big upcoming games for the boys' and girls' soccer games.

Chairwoman Mrs. King congratulated Miss Ryan Lucas on her accomplishments that will be addressed later in the meeting.

#### **D. Board of Education Communications**

Board Member Mr. Jim McGowan thanked everyone for the outpouring of support during a recent health scare. He commented he was glad to be back!

Vice-Chair Ms. Margert Byrne commented she attended a finance sub-committee meeting which discussed the transfers to be presented later in the meeting. She noted attended the Truck or Treat event last night at the held at the high school. It was very well attended, and fun was had by all!

Board Member Mrs. Kyle Christianson also acknowledged the boys' and girls' soccer teams and the significant support of each other shown by teammates.

Chairwoman Mrs. King remarked she participated as a judge in the peace poster contest at the middle school. The artwork was fabulous! She hopes the winning piece will take first place in the State. She gave a description of the winning poster.

Mr. Shawn Parkhurst, Superintendent of Schools, noted he only had a few comments. He noted that fall sports are nearly completed for the season. Senior nights are being held for the girls' and boys' soccer teams, he encouraged everyone to come out and support the teams! Open houses have been completed at all schools. Homecoming was successful and he thanked the COVID safe team for making all of the events safe for students, staff, parents and community members. He spoke about attending an Alliance Symposium on the State level had great information and tool book for equity for all teaching. He discussed next Tuesday's Professional Development scheduled for teachers which will focus on instructional strategies using the iReady data and goals along with discussions of the social and emotional piece. He attended the Truck or Treat which was a great community event, approximately 350 families registered.

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

Mr. Andrew Goodwin asked anyone who would like to make a public comment, please write the comment in the chat box or raise their hand and he will unmute the microphone.

None.

## **III. Student Recognition**

### **A. Ryan Lucas**

Mr. Parkhurst noted that Miss Ryan Lucas was not able to attend in-person to this meeting, as she is virtually attending as she was on college tours during the day and

unable to make it back to Windsor Locks in time of the meeting. He announced that Ms. Lucas has received commendation from the National Merit Scholarship Corporation. About 34,000 commended students throughout the nation are being recognized for the exceptional academic promise. Commended students placed among the top 50,000 students who entered the 2022 competition by taking the 2020 Preliminary SAT/National Merit Scholarships Qualifying Test (PSAT/MNSQUT). He congratulated Miss Lucas!

#### **IV. Board Member Recognition**

##### **A. Chairwoman Patricia King**

Mr. Parkhurst announced after twenty-two years, this will be the last Board of Education Meeting for the Board Chairwoman Mrs. Patricia King. He noted it is very rare to find someone who has given so many volunteer hours and years of their time to the Board of Education, which does not go unnoticed. He showed a video of pictures throughout the years as a member of the Board of Education, also within the video an interview of Mrs. King taking about her memories and experiences as a Board of Education Member and Board Chairwoman.

Mr. David Prinstein, Principal of the Windsor Locks Middle School, addressed the Board. He spoke on behalf of the administration, teachers and staff, wanting to thank Mrs. King for all of her dedication throughout the years. He told a brief story about a trip they took together and the wonderful conversation between the two of them during that trip. He wished her well in her future endeavors and hopes she will come back and visit.

#### **V. Approval of Minutes**

- **September 23, 2021 Meeting**

It was **MOVED** (Byrne) and **SECONDED** (Christianson) and **PASSED** (U) that the Board of Education accepts the Minutes of the September 23, 2021 Regular Meeting, as presented.

#### **VI. Personnel Report**

##### **A. Retirement**

Ms. Sheri Lee, Director of Human Resources, addressed the Board. She commented that Mr. Jeffrey Ferreira, Principal at North Street School will retire effective January 31, 2022. At the time of his retirement, Mr. Ferreira will have served the students of Windsor Locks for twenty-one (21) years.

It was **MOVED** (Byrne) and **SECONDED** (McGowan) and **PASSED** (U) that the Board of Education accepts Mr. Ferreira's notice of retirement effective January 31, 2022 and offers him our sincere appreciation for all of his efforts on behalf of the students of the Windsor Locks Public Schools.

Mr. Jeffery Ferriera addressed the Board virtually and wanted to thank the Board for all of their support over the last 22 years he was Principal of North Street School. He read from a statement noting he knew when he was hired, North Street School was going to be a place he would be for years and years. He hopes he made memories for generations of children in Windsor Locks during field days, bingo for books, concerts at the high school and Springfield Symphony Hall. He is proud of North Street School and all of the programs that the school offers from Birth to Three Program to afterschool programs. He also wanted to acknowledge two teachers that he was honored to work with and have lost Ms. Joanne Holgand (sp) special education teacher and Mr. Ken Malone, physical education teacher.

Chairwoman Mrs. King thanked Mr. Ferriera for all of his years of service and wished him well in his retirement.

The audience gave him a standing ovation.

## **VII. Committee Reports**

### **A. Policy – Next Meeting: November 15, 2021**

#### **1. Approval of Minutes: October 5, 2021**

It was **MOVED** (Byrne) and **SECONDED** (McGowan) and **PASSED** (U) that the Board of Education accepts the Minutes of the October 5, 2021 Policy Subcommittee Meeting, as presented.

#### **2. First Read:**

##### **REVISE:**

- 4118.11/4218.11      **Nondiscrimination**
- 5113                      **Attendance, Excused Absences, Truancy**
- 5141                      **Student Health Services**
- 6153 Form G          **Field Trips, Recreational Trips and other Trips  
Sponsored by the Schools: Permission Slip for  
RISE Transition Academy**

##### **NEW:**

- 1110.1                    **Communications with the Public**
- 4118.239/4218.239   **Required COVID-19 Vaccinations**
- 6159                      **Individualized Education Program/Special  
Education Program**

Chairwoman Mrs. King noted the new and revised policies are in the Board Member's packet for review. This was the first reading. The policies will be brought back at the next meeting for discussion and possible vote. Mr. Parkhurst noted changes are highlighted in red.

### **B. Curriculum – Next Meeting: November 9, 2021**

### **C. Finance – Next Meeting: December 8, 2021**

#### **1. Approval of Minutes: October 13, 2021**

It was **MOVED** (Byrne) and **SECONDED** (Christianson) and **PASSED** (U) that the Board of Education accepts the Minutes of the October 13, 2021 Finance Sub-Committee Meeting, as presented.

#### **2. 2022-2023 Budget Timeline & Calendar**

Mr. Parkhurst commented a tentative budget calendar is in the Board Members packet. The dates are tentative as the town has not yet set their due dates. Once those dates are confirmed, he will add them to the budget timeline and calendar.

### **VIII. District & School Improvement Plans**

Mr. Parkhurst noted that the full document of the District and School Improvement Plan is in the Board packet for their full review. At the last meeting, he discussed part of the plan. At this meeting, he will review the district goals. Building administrators were in attendance to if the Board had any questions or concerns. Mr. Parkhurst began discussing the district goals which included by May of 2022, 100% of all K-8 students will demonstrate growth from Fall 2021 to Spring 2022 administration of iReady; by May 2022, 70% of students in Grades 4-8 will meet or exceed growth targets in English Language Arts & Mathematics as measured by the Smarter Balanced Assessment; by Fall 2022, 75% of Class of 2024 will demonstrate growth from Fall 2021 PSAT to Fall 2022 PSAT By March 2022,; the high school and middle school Algebra 1 Curriculum will be uniformed and consistent in how taught and assessed; by August 31, 2021 and each year thereafter, 100% of our schools will identify students below grade level/goal on state and local assessments to receive additional support to move students to grade level as part of the SRBI/Intervention process; by September 1, 2021 and daily, district level Directors/Coaches and school-based interventionists, will assist teachers on the use of Accountable Talk/Academically Productive Talk (year 21-23), Writing to Learn (year 23-25) and Effective Feedback (year 25-27); by May 2022, parent/family survey satisfaction of 85% or higher; by May 2022, student survey satisfaction of 85% or higher; and by June 2022, chronic absenteeism end of year rate of 10% or lower.

He discussed in great detail, with the assistance of building administrators, discussing action steps and indicators of success at the high school, middle school, South Elementary School, North Street School and Pine Meadow Academy.

A lengthy discussion was held.

### **IX. Progress Toward Goals**

#### **A. Attendance Data**

Mr. Parkhurst remarked that the Windsor Locks Public Schools continues to closely monitor student attendance with the goal to reduce chronic absenteeism district wide to under 10%. He showed a table explaining the numbers. The table displayed the chronic absenteeism by district and each school for September 2021. The data ranges were compared to September 2020. At the district level, absenteeism is at 28.9%, which is an increase from last September by 8.9%. He discussed each school's numbers in detail.

He noted the high percentage overall than this time last year as last year students/families had a remote option which is not an option this year. Building-based attendance teams review data and communicate with families. District level attendance letters provided to families five times year comparing their child's attendance to that of their peers. He showed an example of a letter that would go to a parent.

#### **B. iReady Diagnostic Data**

The next tables discussed the Fall Diagnostic Assessment, using iReady, that has been completed for students in Grades 1-8 in the areas of Mathematics and Reading. The scores he displayed are a baseline for setting district, school and individual teacher goals for the 2021-2022 school year. The last four tables discussed intervention services and displayed the number of students at grade level currently, goal for February and May 2022 in mathematics and reading. Action steps that will be taken were reviewed including those students receiving support in class and in Tier II and Tier III.

### **X. COVID-19 Update**

Mr. Parkhurst introduced Ms. Lisa Ciaffaglione to the Board to give the Board an update on COVID-19 cases in the district as well as the vaccine status. Mr. Parkhurst thanked Ms. Ciaffaglione and other nurses and staff, who are in charge of contact tracing, no matter during the day, evening, or weekend; they are on-call. She used PowerPoint slides to show the data, she noted 132 confirmed cases in the district from September 2020 through June, 2021. The majority of cases are in the high school. The next slide showed all schools and the rates of positive cases, gave a brief description of the numbers. She then discussed vaccinated rates and unvaccinated rates. She noted the district is up at 38 cases compared to the same time last year the district had 17 cases. However, this year has been as normal with events such as, homecoming and pep rally. She noted that at the high school distance between students is three feet versus at the elementary schools being six feet between students. She discussed vaccine status of the staff and vaccine clinic that will be held for students between the ages of 5-11 Pfizer vaccine and Moderna booster shots will be offered. The planning is continuing and hopes to have it out to the public within the next week.

### **XI. CanaRX Flyer Distribution**

Mr. Parkhurst commented the Board of Education approved the CanaRX, a voluntary prescription purchase program for employees in February of 2021. The informational flyer was given to the Board Members to review which included enrollment sheets. He requested



the approval of the Board to distribute to the employees. It is a completely volunteer program and not a requirement.

It was **MOVED** (Byrne) and **SECONDED** (Christianson) and **PASSED** (U) that the Board of Education approves the distribution of the CanaRX information flyer and enrollment package as presented.

## **XII. Budget Transfers**

Mr. David Solin, Business Manger addressed the Board. He gave to all Board Members a sheet explaining all transfers that were discussed at the finance sub-committee meeting. He noted the transfers are due to the end-of-year final adjustments for FY 2020-2021, and account number updates and reallocations for FY 2021-2022. He recommended the Board approve the transfers he requested. He asked if there were any questions.

It was **MOVED** (Byrne) and **SECONDED** (McGowan) and **PASSED** (U) that the Board of Education approves the line item transfers as presented.

## **XIII. Lightening and Energy Upgrade**

Mr. David Solin, Business Manager addressed the Board. He recommended that the Board of Education approve the light/energy upgrade proposal as put forth from RLE. A large incentive from Eversource (\$176,304, over 53% of the total project cost) and anticipated savings, there will be no net monthly expenses for the upgrade and signature expected savings over the life of the project, a projected \$600,000.

A brief discussion was held.

It was **MOVED** (Byrne) and **SECONDED** (Gragnolati) and **PASSED** (U) that the Board of Education approves the lighting/energy upgrade proposal from RLE as discussed.

## **XIV. Class of 2022 Graduation Date**

Mr. Parkhurst commented that a few months ago, the Board discussed setting the graduation date for the Class of 2022. At that time, the Board inquired if parents and/or students had been surveyed as to the date of graduation and preference closer to the weekend rather than the beginning of the week. Miss Ryan Lucas, Student Representative, sent out a survey to the senior class, with limited mixed response. The 2021-2022 approved calendar identifies Monday, June 13, 2022 as the last tentative date for school for students. According to state guidelines, he recommended to set the graduate date for the Class of 2022 for Monday, June 13, 2022 at 5:00 pm.

A brief discussion was held. It was suggested that when scheduling the last date of school for the next school year, perhaps working backwards to ensure the last tentative day of school closer Friday as concerns for families making travel plans, but also for those volunteer parents at the Safe Grad Parties who stay up all night might not want to work in the morning!

It was **MOVED** (Byrne) and **SECONDED** (McGowan) and **PASSED** (U) that the Board of Education approves the graduation date for the Class of 2020 as 5:00 pm on Monday, June 13, 2022.

**XV. Board and Superintendent Comments**

Chairwoman Mrs. King noted this is her last meeting and it was bitter-sweet for her. It was a difficult decision for her not to run for re-election, but she feels it is time. She has been having some physical issues and she would like to spend more time with her family. She commented she has enjoyed all of the time that she has spent as a Board Member and Chairwoman. It has been a pleasure and a challenge at times. She was appreciative to all the support she has had over the last twenty-two years and how all Board Members have been collaborative throughout the years. She has served with seven superintendents and Mr. Parkhurst has been exceptional! Quite a few gains have been made in her tenure and many goals have been met. She thanked her family and husband for all of their support throughout the years. She plans on volunteering in the district and will be working with the Lion's Club eye screening on November 7, 9 and 10, 2021. She will continue to support the students of Windsor Locks and attend as many events as she can. She thanked everyone for the recognition.

The audience gave her a standing ovation.

**XVI. Public Audience**

Mr. Andrew Goodwin asked anyone who would like to make a public comment, please write the comment in the chat box or raise their hand and he will unmute the microphone.

He noted that someone wrote in the chat box – what is meant by equity for all. Will parents have access to that information.

Mr. Parkhurst noted that if he could get the persons contact information, he will email that information over to them.

**XVII. EXECUTIVE SESSION**

It was **MOVED** (Byrne) and **SECONDED** (Gragnolati) and **PASSED** (U), that the Board of Education enters into Executive Session as permitted by Connecticut General Statutes Section 1-225(a) for the following purposes as allowed by Section 1-200(6), that are:

**A. Discussion of CMERS Claims**

That in attendance in the Executive Session shall be limited to:

- Members of the Board of Education
- Superintendent of Schools
- Business Manager
- Director of Human Resources

Board moved into Executive Session at 7:41 p.m.

It was **MOVED** (Byrne) and **SECONDED** (Gragnotati) and **PASSED** (U) that the Board of Education terminates Executive Session and reconvenes into public session at 8:14 p.m.

**XVIII. Adjournment**

It was **MOVED** (Gragnotati) and **SECONDED** (McGowan) and **PASSED** (U) that the Board of Education adjourns the Regular Meeting of October 28, 2021 at 8:16 p.m.

Respectfully submitted,

Denise M. Piotrowicz  
Recording Secretary

MEMORANDUM TO: MEMBERS OF THE BOARD OF EDUCATION  
FROM: SHERI LEE, DIRECTOR OF HUMAN RESOURCES  
DATE: NOVEMBER 18, 2021  
RE: PERSONNEL REPORT

Resignation:

Robyn Gilbert, a Special Education Teacher at Windsor Locks High School has resigned effective October 29, 2021. At the time of her resignation, Ms. Gilbert will have served the students of Windsor Locks for less than one (1) year.

**BOARD MOTION:** “**MOVE** that the Board of Education accepts Ms. Gilbert's resignation, effective October 29, 2021 and offer her our appreciation for all of her efforts on behalf of the students of the Windsor Locks Public Schools.”

## **Personnel -- Certified/Non-Certified**

### **4118.11/4218.11 - Nondiscrimination**

In compliance with regulations of Title VII of the Civil Rights Act 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Civil Rights Act of 1964 and the Americans With Disabilities Act of 1990, the Board of Education (Board) adopts the following Equal Employment Opportunity Policy.

#### **Equal Employment Opportunity**

Both federal and state law prohibits discriminatory practices in hiring and employment. The Board prohibits discriminatory acts in all district matters dealing with employees and applicants for positions and requires equal employment opportunities for all employees and applicants. As an equal opportunity employer, the Board does not discriminate on the basis of race, color, religious creed, age, veterans' status, genetic information, marital status, national origin, ancestry, sex, sexual orientation, gender identity or expression, pregnancy, physical disability, past or present history of mental disorder, intellectual disability, learning disability, or any other legally protected status, regarding any qualified individual who can perform the essential functions of the job with or without reasonable accommodations.

Employees/or applicants shall not be discriminated against with respect to terms and conditions of employment, including but not limited to:

Hiring and Promotion

Compensation

Job Assignments

Leaves of Absence

Fringe Benefits

There are various forms of discrimination. Sexual harassment is a form of discrimination and is governed by Policy #4118.112/4218.2. Harassment may be a form of discrimination if based upon the target's membership in a protected class and is governed by Policy #4118.113/4218.113. Discrimination on the basis of disabilities is prohibited and is governed by Policy #4118.14/42118.14.

**"Race" is inclusive of ethnic traits historically associated with race, including, but not limited to, hair texture and protective hairstyles. ~~"Protective hairstyles" includes, but is not limited to, wigs, headwraps and hairstyles such as individual braids, cornrows, locs, twists, Bantu knots, afros and afro puffs.~~**

## Grievance Procedure

The Superintendent shall establish regulations to accompany this policy. Such regulations shall, at a minimum, contain a Grievance Procedure providing for the prompt and equitable investigation and resolution of complaints concerning allegations of discrimination and harassment based upon violations of the following: The Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act of 1973, Title IX, Title VI, and Title VII.

The Grievance Procedure shall be disseminated widely and regularly in accordance with the regulations accompanying this policy.

The Superintendent shall appoint individuals to serve the role of District Civil Rights Coordinators/Compliance Officers. The names and contact information for such individuals will be published annually.

Federal civil rights laws prohibit discrimination and/or retaliation against an individual because he/she has opposed any discriminatory act or practice or because that person has filed a charge, testified, assisted or participated in an investigation, proceeding or hearing. The Board shall not retaliate against any person for these types of protected activities, or coerce, intimidate, threaten or interfere with an individual for exercising the rights guaranteed under these federal laws.

### Legal Reference:

#### Connecticut General Statutes

[10-15c Discrimination in public schools prohibited. School attendance by five-year olds \(as amended by PA 21-2 §441.\)](#)

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

[46a-51 Definitions as amended by PA 17-127 and PA 21-2\)](#)

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

P.A. 11-55 An Act Concerning Discrimination

#### Federal Law

Title VII of the Civil Rights Act of 1964

Section 504 and the Federal Vocational Rehabilitation Act of 1973, 20 U.S.C. 706(7)(b). Americans With Disability Act of 1990, as amended by the ADA Amendments Act of 2008

Title IX of the Education Amendments of 1972.

The Vietnam Era Veterans' Readjustment Assistance Act of 1974, as amended, 38 U.S.C. §4212

Title II of the Genetic Information Nondiscrimination Act of 2008

Policy Adopted: August 1988  
Revised: November 1992, January 1993, October 2018

## **R4118.11/4218.11- Nondiscrimination**

### **Grievance Procedure for Use by Employees, Students and Third Parties**

The purpose of this procedure is to secure, at the lowest possible administrative level, equitable solutions to problems which may arise concerning claims of discrimination. Evidence of reprisal against a complainant or witness shall be viewed as a violation of this policy.

Any person who wishes to inquire or to register a complaint concerning alleged discrimination in the Windsor Locks Public Schools shall have an opportunity to bring such concerns to the attention of one of the District's Civil Rights Coordinators or Compliance Officers (i.e. Title IX Coordinator, 504 Coordinator) or the Superintendent, who has the authority to resolve such complaints.

The following Grievance Procedure shall be utilized by any student, parent, employee or third party in making a complaint or inquiry regarding discrimination. The Grievance Procedure applies to any form of alleged discrimination prohibited by state or federal law and/or Board policy.

**Level I:** The complainant shall discuss the alleged discriminatory act or practice with the appropriate Civil Right Coordinator/Compliance Officer or the individual closest to the daily decision-making level. This will normally be a Principal, teacher, counselor, Department Chairperson, Head Custodian, or Cafeteria Manager. If satisfaction cannot be achieved through informal discussion, the following procedure may be initiated.

**Level II:** The complainant shall, within forty (40) calendar days of the alleged incident, on forms provided, put the complaint in writing and file it with the appropriate Civil Rights Coordinator/Compliance Officer. Within five (5) working days of receipt of the complaint, a conference must be held. Within five (5) working days following the conference, the complaint must be resolved to the satisfaction of both parties or be referred to the Superintendent of Schools. Within five (5) working days, the Civil Rights Coordinator/Compliance Officer shall notify the Superintendent and must notify the complainant of this notification. The Board will be apprised by the Superintendent of any grievance reaching Level II.

**Level III:** Within ten (10) working days after receipt of notification by the Civil Rights Coordinator/Compliance Officer, the Superintendent must hold a hearing with the complainant; and within five (5) working days of the hearing, resolve the complaint or issue a determination.

**Level IV:** The Board of Education, Superintendent, and the Civil Rights Coordinators/Officers shall proceed in accordance with appropriate laws or regulations and provide the Complainant written notice of the final outcome in a timely fashion.

If discrimination is found, immediate and appropriate action will be taken to stop the discrimination and deter its recurrence. The Board is committed to providing a safe educational environment free from discrimination.

In addition to the internal complaint procedures set forth herein, complaints of discrimination and/or discriminatory harassment can be reported to:

Office for Civil Rights  
U.S. Department of Education  
5 Post Office Square, 8th Floor  
Boston, MA 02109-3921  
Telephone: 617-289-0111  
Fax: 617-289-0150; TDD: 877-521-2172  
Email: [OCR.Boston@ed.gov](mailto:OCR.Boston@ed.gov)  
<http://www2.ed.gov/about/offices/list/ocr/complaintintro.html>

### **Dissemination of Grievance Procedures**

To effectively inform all concerned persons about the process of grieving a complaint, the adopted Grievance Procedures is to be disseminated to students, parents/guardians, employees, and other interested parties. This information must be provided on a continuing basis. This Grievance Procedure shall be disseminated in a variety of ways, including, but not limited to, dissemination in: student/parent handbooks; bulletins or postings in district schools with the name of the coordinators posted on the school and/or district website; via a letter home to each student at the beginning of each school year and/or included as part of a school orientation package or employee orientation packet.

### **Public Notice of Non Discrimination**

Public Schools shall provide continuing notice to the public, personnel, and students that it does not discriminate on the basis of race, color, religious creed, age, veterans' status, genetic information, marital status, national origin, ancestry, sex, sexual orientation, gender identity or expression, pregnancy, physical disability, past or present history of mental disorder, intellectual disability, learning disability or other legally protected status with regard to admission or access to, or treatment or employment in programs and activities of the school district. Continuing notification may include the posting of notices, publication in local newspapers, and placement of notices in school publications, in student/parent handbooks, on district websites and through distribution of memoranda or other written communication.

Legal Reference:

Connecticut General Statutes

[10-153](#) Discrimination on account of marital status.  
[46a-60](#) Discriminatory employment practices prohibited.  
P.A. 11-55 An Act Concerning Discrimination



## Federal Law

Title VII of the Civil Rights Act of 1964

Section 504 and the Federal Vocational Rehabilitation Act of 1973, 20 U.S.C. 706(7)(b).  
Americans With Disability Act of 1990, as amended by the ADA Amendments Act of  
2008

Title IX of the Education Amendments of 1972.

The Vietnam Era Veterans' Readjustment Assistance Act of 1974, as amended, 38 U.S.C.  
§4212

Title II of the Genetic Information Nondiscrimination Act of 2008

Regulation approved: October 2018

## **Students**

### **Attendance, Excused Absences, Truancy**

The Board of Education recognizes that regular attendance in school is fundamental to a child's success and achievement. Classroom learning experiences are the basis for public school education. Time lost from class is lost instructional opportunity and is irretrievable. The Board of Education requires that accurate records be kept of the attendance of each child, and the students should not be absent from school without parental knowledge and consent.

Connecticut state law requires parents to cause their children, ages five through eighteen inclusive, to attend school regularly during the hours and terms the public school is in session. Parents or persons having control of a child five years of age have the option of not sending the child to school until ages six or seven. The responsibility for regular attendance rests with the students, parents, guardians or with the students themselves when they become of legal age. Mandatory attendance terminates upon graduation or withdrawal with written parent/guardian consent at age seventeen.

A student is considered to be "in attendance" if present at his/her assigned school, or attending remotely. A student who is serving an out-of-school suspension or expulsion should always be considered absent. A student not meeting the definition of "in attendance" shall be considered absent.

At the beginning of each school year and upon enrollment of a student during the school year, the building Principal shall notify parent(s)/guardian(s) of the obligation to assure that their children attend school or show that they are enrolled elsewhere receiving an equivalent education. Further, at the beginning of the school year and upon enrollment of a student during the school year, the building principal shall request from the parent(s)/guardian(s) a telephone number or other means of contacting such parent(s)/guardian(s) (or such other person) during the school day.

### **Definitions (related to chronic absenteeism)**

**Chronically absent child:** An enrolled student whose total number of absences at any time during a school year is equal to or greater than ten percent of the total number of days that such student has been enrolled at such school during such school year.

**Absence:** An excused absence, unexcused absence or disciplinary absence, as those terms are defined by the State Board of Education or an in-school suspension that is greater than or equal to one-half of a school day.

**District chronic absenteeism rate;** the total number of chronically absent children in the previous school year divided by the total number of children enrolled in such school for such school year.

School chronic absenteeism rate: The total number of chronically absent children for a school in the previous year divided by the total number of children enrolled in such school for such school year.

### **Excused Absence**

A student's absence from school shall be considered "excused" if written documentation of the reason for such absence has been submitted within **ten (10)** school days of the student's return to school and meets the following criteria:

1. For absences one through nine, a student's absences from school are considered "excused" when the student's parent/guardian approves such absence and submits appropriate documentation to school officials. (Documentation includes a signed note from the student's parent/guardian, a signed note from a school official that spoke in person to the parent/guardian regarding the absence, or a note confirming the absence by the school nurse or by a licensed medical professional, as appropriate).
2. A student's engagement in remote classes, remote meetings, activities on time-logged electronic systems, and completion and submission of assignments, if such engagement accounts for not less than one-half of the school day during remote learning is excluded from the definitions of "excused absence" and "unexcused absence."
3. Absence resulting from a student enrolled in grades K-12, taking two mental health days during the school year. Such absence is to permit the student to attend to his/her emotional and psychological well-being in lieu of attending school.

The student shall not be required to present documentation or parental/guardian consent. For purposes of school year limitation, such absence shall be identified as a "mental health wellness day."

A student cannot take these mental health days during consecutive school days.

4. For the tenth absence and all absences thereafter, a student's absences from school are considered excused for the following reasons:
  - a. Illness or injury (must be verified by a licensed medical professional to be deemed excused, regardless of the length of the absence);
  - b. Death in the student's family/ attendance at funeral, or other emergency beyond the control of the student's family.
  - c. Student's observance of religious holiday
  - d. Mandated court appearance of the student with appropriate legal documentation within two (2) days,
  - e. The lack of transportation that is normally provided by a district other than the one the student attends (no parental documentation required)
  - f. Extraordinary educational opportunities pre-approved by District administration and to be in accordance with the Connecticut State of Education guidance.
  - g. Other exceptional circumstances. Written excuse for other such absences must be submitted to the principal by the child's parent or guardian for final approval. All other absences with or without written explanation shall be considered unexcused.
5. A student's absence from school shall be considered unexcused unless:

- a. The absence meets the definition of an excused absence and meets the documentation requirements; or
- b. The absence meets the definition of a disciplinary absence, which is the result of school or District disciplinary action and are excluded from these State Board of Education approved definitions.

When the school receives no notification from a parent, or other person having control of the child, and is made aware of the child's absence, a reasonable effort shall be made by school personnel to notify such parent or other persons having control of the child.

The required mailed notice shall include a warning that two unexcused absences from school in one month or five unexcused absences in a school year may result in a complaint filed with the Superior Court alleging the belief that the acts or omissions of the child are such that the child's family is a family with service needs.

Responsibility for completion of missed classwork lies with the student, not the teacher. Unless a student has an extended illness, all make-up work will be complete within five days after the student returns to school.

### **Excused Absences for Children of Service Members**

An enrolled student, age five to eighteen, inclusive, whose parent or legal guardian is an active duty member of the armed forces, as defined in section 27-103, and has been called to duty for, is on leave from, or has immediately returned from deployment to a combat zone or combat support posting, shall be granted ten days of excused absences in any school year and, at the discretion of the Board of Education, additional excused absences to visit such child's parent or legal guardian with respect to such leave or deployment of the parent or legal guardian. In the case of such excused absences such child and parent or legal guardian shall be responsible to obtaining assignments from the student's teacher prior to any period of excused absence, and for ensuring that such assignments are completed by such child prior to his or her return to school from such period of excused absence.

### **Chronic Absenteeism**

The Board of Education, in compliance with statute, requires the establishment of attendance review teams when chronic absenteeism rates in the District or at individual schools in the District meet the following circumstances:

1. A team for the District must be established when the District chronic absenteeism rate is 10 percent or higher.
2. A team for the school must be established when the school chronic absenteeism rate is 15 percent or higher.
3. A team for either the District or each school must be established when (a) more than one school in the District has a school chronic absenteeism rate of 15 percent or higher or (b) a District has a District chronic absenteeism rate of 10 percent or higher and one or more schools in the District have a school chronic absenteeism rate of 15 percent or higher.

The membership of attendance review teams may consists of school administrators, guidance counselors, school social workers, teachers, chronically absent children, parents or guardians of

chronically absent children, and representatives from community-based programs who address issues related to student attendance by providing programs and services to truants.

Each attendance review team shall be responsible for reviewing the cases of truants and chronically absent children, discussing school interventions and community referrals for such truants and chronically absent children and making any additional recommendations for such truants and chronically absent children and their parents or guardians. Each established attendance review team shall meet at least monthly.

(The District shall utilize the chronic absenteeism prevention and intervention plan developed by the State Department of Education when it becomes available. By 1/1/16)

The District shall annually include information for the strategic school profile report for each school and the District that is submitted to the Commissioner of Education, data pertaining to truancy and chronically absent children.

### **Dismissal**

No school, grade, or class may be dismissed before the regularly scheduled dismissal time without the approval of the Superintendent or his/her designee.

No teacher may permit any individual student to leave school prior to the regular hour of dismissal without the permission of the Principal.

No student may be permitted to leave school at any time other than the regular dismissal without the approval of the student's parent/guardian. If a court official with legal permission to take custody of a child, or if a police officer arrests a student, the parent/guardian should be notified of these situations by the administration.

### **Consequences**

In Grades K - 12, the Board of Education authorizes disciplinary action and or the loss of credit for unsatisfactory attendance. Disciplinary penalties for tardiness in accordance with administrative regulations may also be imposed.

### **Release of Student During School Day**

The Board recognizes the need for students to be in school for the full instructional day. It is encouraged that early dismissal should be requested only in emergency or unusual situations.

Requests for release of a student during the school day originating outside the schools must be handled by the administration to ensure maximum provisions for the safety and welfare of the student.

Dismissal before the normal end of the school day must be requested in writing.

Students who become ill during the school day may be excused by the school nurse, and transportation home will be arranged by school personnel with the parents.

## Truancy

The Board of Education must provide each child with a continuing education which will prepare the student to assume adult roles and responsibilities. Therefore, regular attendance and punctuality are expected from all children enrolled in our schools. By statute, responsibility for assuring that students attend school rests with the parent(s) or other person having control of the child. Every effort must be made to keep absences and tardiness to a minimum. To assist parent(s) and others in meeting this responsibility, the Board of Education will:

1. Annually notify parents or other person having control of each child enrolled, ages five (5) to eighteen (18), inclusive in writing of the obligations of the parent pursuant to student attendance (C.G.S. 10-184).
2. Obtain from each parent or other persons having control of an enrolled child a telephone number or other means of contacting such parent or other person during the school day.
3. Establish a system for monitoring student's individual absences/tardies.
4. Make a reasonable effort to notify, by telephone and by mail the parent(s) or other such person(s) whenever a child fails to report to school on a regularly scheduled school day and no indication has been received by school personnel that the child's parent or other person is aware of the student's absence. The required mail notice shall include a warning that two unexcused absences from school in one month or five unexcused absences in a school year may result in a complaint filed with the Superior Court alleging belief that the acts or omissions of the child are such that the child's family is a family with service needs.
5. Identify a student as "truant" when the student has four (4) unexcused absences in anyone month or ten (10) unexcused absences in any school year.
6. Hold a meeting with appropriate staff and the parent or other person having control of the child identified as a "truant" within ten (10) days of such designation to review the reasons for the truant behavior and to evaluate the situation.
7. Consider a referral will be made to the PPT to determine whether or not an educational evaluation is appropriate, prior to a written complaint to Superior Court.
8. File a written complaint, by the Superintendent, not later than fifteen calendar days after the failure of a parent/guardian to attend the meeting (Item #6).
  - a. To attend the required meeting to evaluate why the child's truant, or
  - b. To cooperate with the school in trying to solve the truancy problem.
9. Provide for the coordination of services and refer enrolled students who are truants or to community agencies providing child and family services.

A student who is identified as a "truant" may be subject to the following consequences:

1. Promotion to the next grade may be contingent upon the student successfully completing a summer school program.
2. The student may be retained in the same grade in order to acquire the skills necessary for promotion to the next grade level

Persons who in good faith give or fail to give notice pursuant to subdivision (4) above, shall be immune from any liability, civil or criminal, which might otherwise be incurred or

imposed and shall have immunity with respect to any judicial proceeding which results from such notice or failure to give notice.

Legal Reference: Connecticut General Statutes

10-184 Duties of parents. (as amended by PA 98-243 and PA 00-157)

10-185 Penalty

[10-198a](#) Policies and procedures concerning truants (as amended by P.A.11-136, An Act Concerning Minor Revisions to the Education Statutes and PA 14-198, An Act Concerning Excused Absences from School for Children of Service Members.)

[10-198b](#) State Board of Education to define “excused absence,” “unexcused absence,” and “disciplinary absence” (as amended by PA 21-46, Section 19.

45a-8c Truancy clinic. Administration. Policies and procedures. Report. (as amended by PA 15-25)

PA 15-225 An Act Concerning Chronic Absenteeism

10-199 through 10-202 Attendance, truancy in general. (Revised 1995 – PA 95-304)

10-221(b) Board of education to prescribe rules.

*Campbell v New Milford*, 193 Conn 93 (1984).

Action taken by State Board of Education on Jan. 2, 2008,” to define “attendance”

Action taken by State Board of Education on June 27, 2012, to define "excused" and "unexcused" absences.

[PA 21-46](#) An Act Concerning Social Equity and the Health, Safety and Education of Children.

Policy adopted: March 28, 2013

WINDSOR LOCKS PUBLIC SCHOOLS

Policy revised: March 24, 2016, August 13, 2020

Windsor Locks, Connecticut

## **Students**

### **Student Health Services**

#### **School District Medical Advisor**

The Board of Education shall appoint a school district medical advisor and appropriate medical support service personnel including nurses.

School health efforts shall be directed toward detection and prevention of health problems and to emergency treatment, including the following student health services:

1. Appraising the health status of student and school personnel;
2. Counseling students, parents, and others concerning the findings of health examination;
3. Encouraging correction of defects;
4. Helping prevent and control disease;
5. Providing emergency care for student injury and sudden illness;
6. Maintaining school health records.

#### **Health Records**

There shall be a health record for each student enrolled in the school district which will be maintained in the school nurse's room. For the purposes of confidentiality, records will be treated in the same manner as the student's cumulative academic record.

Student health records are covered by the Family Educational Rights and Privacy Act (FERPA) and are exempt from the Health Insurance Portability Accountability Act (HIPAA) privacy rule. However, it is recognized that obtaining medical information from health care providers will require schools to have proper authorization and to inform parents that such information once released by health care providers is no longer protected under HIPAA but is covered under FERPA.

#### **Regular Health Assessments**

Prior to enrollment in kindergarten, each child shall have a health assessment by one of the following medical personnel of the parents or guardians choosing to ascertain whether the student has any physical disability or other health problem tending to prevent him or her from receiving the full benefit of school work and to ascertain whether such school work should be modified in order to prevent injury to the student or to secure for the student a suitable program of education:



## Students

### Student Health Services

#### Regular Health Assessments (continued)

1. a legally qualified physician;
2. an advanced practice registered nurse;
3. a registered nurse;
4. a physician's assistant.
5. a school medical advisor.
6. a legally qualified practitioner of medicine, and advanced practice registered nurse, or a physician assistant stationed at any military base.

Such health assessment shall include:

1. Physical examination which shall include hematocrit or hemoglobin tests, height, weight, and blood pressure;
2. Updating of immunizations required under C.G.S. 10-204a as periodically amended;
3. Vision, hearing, postural, and gross dental screening;
4. If required by the school district medical advisor, testing for tuberculosis and sickle cell anemia or Cooley's Anemia;
5. Any other information including a health history as the physician believes to be necessary and appropriate.

Health assessments shall also be required in grades 6 or 7 and in grades 9 or 10 by a legally qualified physician of each student's parents or guardians own choosing, or by the school medical advisor, or the advisor's designee, to ascertain whether a student has any physical disability or other health problem. Such health assessments shall include:

1. Physical examination which shall include hematocrit or hemoglobin tests, height, weight, and blood pressure;
2. Updating of immunizations required under C.G.S. 10-204a and the Department of Public Health, Public Health Code, 10-204a-2a, 10-204-3a and 10-204a-4;
3. Vision, hearing, postural, and gross dental screening;
4. If required by the school district medical advisor and the local health department, testing for tuberculosis and sickle cell anemia or Cooley's Anemia;
5. Any other information including a health history as the physician believes to be necessary and appropriate.

## **Students**

### **Student Health Services**

#### **Regular Health Assessments** (continued)

A child will not be allowed, as the case may be, to begin or continue in district schools unless health assessments are performed as required. Students transferring into the district must provide evidence of required Connecticut vaccinations, immunizations, and health assessments at enrollment and prior to school attendance.

Health assessments will be provided by the school medical advisor or the advisor's designee without charge to all students whose parents or guardians meet the eligibility requirement of free and reduced priced meals under the National School Lunch Program or for free milk under the special milk program.

The Board of Education shall annually designate a representative to receive reports of health assessments and immunizations from health care providers.

Health assessment results and recommendations signed by the examining physician or authorized medical personnel shall be recorded on forms provided by the Connecticut State Board of Education and kept on file in the school the student attends. Upon written authorization from the student's parent or guardian, original cumulative health records shall be sent to the chief administrative officer of the school district to which such student moves and a true copy of the student's cumulative health records maintained with the student's academic records. The Superintendent of Schools, or designee, shall notify parents of any health-related problems detected in health assessments and shall make reasonable efforts to assure that further testing and treatment is provided, including advice on obtaining such required testing or treatment.

Students who are in violation of Board requirements for health assessments and immunizations will be excluded from school after appropriate parental notice and warning.

#### **Vision Screening**

All students in grades K-6, and grade 9 will be screened using a Snellen chart, or equivalent screening, by the school nurse or school health aide. Additional vision screening will also be conducted in response to appropriate requests from parents/guardians or professionals working with the student in question. Results will be recorded in the student's health record on forms supplied by the Connecticut State Board of Education, and the superintendent shall cause a written notice to be given to the parent or guardian of each student found to have any defect of vision, with a brief statement describing such defect.

As necessary, special educational provisions shall be made for students with disabilities.

## **Students**

### **Student Health Services (continued)**

#### **Hearing Screening**

All students will be screened for possible hearing impairments in grades K-3, grade 5, and grade 8. Additional audiometric screening will be conducted in response to appropriate requests from parents/guardians or professionals working with the student. Results will be recorded in the student's health record on forms supplied by the Connecticut State Board of Education, and the Superintendent shall cause a written notice to be given to the parent or guardian of each student found to have any defect of hearing, with a brief statement describing such defect.

As necessary, special educational provisions shall be made for students with disabilities.

#### **Postural Screening**

School nurses will screen all students in grades 5 through 9 inclusive for scoliosis or other postural problems. Additional postural screening will also be conducted in response to appropriate requests from parents/guardians or professionals working with the student. Results will be recorded in the student's health record on forms supplied by the Connecticut State Board of Education, and the Superintendent shall cause a written notice to be given to the parent or guardian of each student found to have any postural defect of problem, with a brief statement describing such defect or disease.

As necessary, special educational provisions shall be made for students with disabilities.

#### **Tuberculin Testing**

In addition to tuberculin testing required by the school district medical advisor as part of regular student health assessments, all new students, including preschool students, will be required to have at least one test for tuberculosis prior to entry in district schools.

A test for tuberculosis should be performed if any of the following risk factors prevail:

1. birth in a high risk country of the world (to include all countries in Africa, Asia, the former Soviet Union, Eastern Europe, Central South America, Dominican Republic, and Haiti see list of countries in Appendix) and do not have a record of a TST (tuberculin skin test) or IGRA (interferon-gamma release assay) performed in the United States;
2. travel to a high risk country staying at least a week with substantial contact with the indigenous population since the previously required examination;
3. extensive contact with persons who have recently come to the United States since the previously required examination;

## Students

### Student Health Services

#### Tuberculin Testing (continued)

4. contact with persons suspected to have tuberculosis, or
5. lives with anyone who has been in a homeless shelter, jail or prison, uses illegal drugs or has an HIV infection.

The results of the risk assessment and testing, when done, should be recorded on the State of Connecticut Health Assessment Record (HAR-3) or directly in the student's Cumulative Health Record (CHR-1)

#### Immunizations/Vaccinations

No student will be allowed to enroll in any program operated as part of the district schools without adequate immunization against the following diseases:

1. Measles
2. Rubella
3. Poliomyelitis
4. Diphtheria
5. Tetanus
6. Pertussis
7. Mumps
8. Hemophilus influenza type B
9. Any other vaccine required by Section 19a-7f of Connecticut General Statutes.
10. Hepatitis B
11. Varicella (chickenpox)
12. Hepatitis A
13. Pneumococcal disease
14. Influenza
15. Meningococcal disease

All students in grades K-12 are required to have received 2 doses of measles, mumps and rubella vaccine or serologic proof of immunity. Students entering kindergarten and seventh grade shall show proof of having received 2 doses of varicella vaccine, laboratory confirmation of immunity, or present a written statement signed by a physician, physician assistant or advanced practice registered nurse indicating the individual has had varicella based on family or medical history.  
(~~Varicella requirement effective August 1, 2011~~)

Effective August 1, 2011, all seventh grade students must show proof of 1 dose of meningococcal vaccine and 1 dose of Tdap in addition to the completion of the primary DTP series.

## Students

### Student Health Services

#### Immunizations/Vaccinations (continued)

All students in grades K-12 are required to have 3 doses of Hepatitis B vaccine or serologic evidence of immunity.

Students shall be exempt from the appropriate provisions of this policy when:

1. they present a certificate from a physician, physician assistant, advanced practice registered nurse, or local health agency stating that initial immunizations have been given and additional immunizations are in process under guidelines and schedules specified by the Commissioner of Health Services; or
2. they present a certificate from a physician, physician assistant, or advanced practice registered nurse stating that in the opinion of such physician,—medical provider immunization is medically contraindicated because of the physical condition of such child; ~~or~~ Such certification shall be provided on the medical exemption certificate form developed by the Department of Public Health and available on its website: or
3. they present a written statement from their parents or guardians that such immunization would be contrary to the religious beliefs of such child or his/her parent/guardians; such statement to be officially acknowledged by a notary public or a judge, a court clerk/deputy clerk, a town clerk, a justice of the peace, a Connecticut attorney, or a school nurse, and such religious exemption was granted prior to April 28, 2021 (by midnight April 27, 2021). Such student retains the exemption through grade twelve, even if the student transfers to another school in Connecticut; or

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**Note:** To be eligible for such an exemption, a student: (a) must have been enrolled in school in Grades K-12 on or before midnight April 28, 2021; and (b) must have submitted a valid religious exemption prior to midnight, April 27, 2021. Students must meet both conditions in order to be eligible for a religious exemption.

4. In the case of a child enrolled in pre-school or pre-kindergarten on or before April 28, 2021 whose parent/guardian appropriately submitted a statement necessary for the religious exemption shall have until September 1, 2022 to comply with Connecticut's required immunizations or within fourteen days after transferring to a different public or private school, whichever is later. The deadline for such pre-school/pre-K student complying with the immunization requirements can be altered if the school/district is provided with a written declaration from the child's physician, physician assistant or advanced practice registered nurse recommending a different immunization schedule for the child.
45. in the case of measles, mumps or rubella, present a certificate from a physician, physician assistant or advanced practice registered nurse or from the Director of Health in such child's present or previous town of residence, stating that the child has had a confirmed case of such disease; or

- ~~56.~~ in the case of Hemophilus influenza type B has passed his or her fifth birthday; or
- ~~6.7.~~ in the case of diphtheria, tetanus and pertussis, has a medical exemption confirmed in writing by a physician, physician assistant or advanced practice registered nurse (per C.G.S. 19a-7f).

The school nurse will report to the local Director of Health any occurrence of State of Connecticut defined reportable communicable diseases.

Note: In the situation regarding the religious exemption, a child is considered enrolled in school on or before April 28, 2121 as a parent/guardian provides documentation, consistent with District policy, establishing that such child is eligible to attend school in the district in the current or upcoming school year based upon age and residency, and that the family intends for the child to do so, whether the District refers to eligibility as "registration" or "enrollment." Families that took such steps, on or before April 28, 2021, toward having children attend Kindergarten for the 2020-2021 school year would be considered enrolled in the District as a Kindergarten student. Such a student would be eligible for a religious exemption if the student also provided a valid religious exemption statement by midnight on April 27, 2021. (CSDE Guidance-5/25/21)

### **Health Assessments/Interscholastic Sports Programs**

Any student participating in an interscholastic sports program must have a health assessment, within the past thirteen months prior to the first training session for the sport or sports. After the initial examination, repeat examinations are required every two years. Each participant in a sport program must complete a health questionnaire before participating in each sport.

Parents are expected to use the services of their private physician. If a student is unable to obtain a health assessment from his/her personal physician for financial or other reasons, an examination can be arranged with school medical advisor. Health assessment results shall be recorded on forms provided by the Connecticut State Board of Education, signed by the examining physician, school medical advisor or advisor's designee, filed in the student's health folder, and maintained up to date by the school nurse.

Coaches and physical education staff shall insure appropriate monitoring of an athlete's physical condition.

## Students

### Student Health Services (continued)

#### Student Medical Care at School

School personnel are responsible for the immediate care necessary for a student whose sickness or injury occurs on the school premises during school hours or in school-sponsored and supervised activities.

Schools shall maintain files of emergency information cards for each student. If a child's injury requires immediate care, the parent or guardian will be called by telephone by the nurse, the building principal, or other personnel designated by the principal, and advised of the student's condition. When immediate medical or dental attention is indicated, and when parents or guardians cannot be reached, the student will be transported to the nearest hospital unless otherwise indicated on the student's Emergency Information card. In this event, the family physician/dentist and school district medical advisor will be notified of school district actions.

(cf. 5125.11 - Health/Medical Records HIPAA)

(cf. 5142 - Student Safety)

(cf. 5141.3 - Health Assessments & Immunizations)

(cf. 5141.4 - Child Abuse and Neglect)

(cf. 5141.5 - Suicide Prevention)

(cf. 6142.1 - Family Life and Sex Education)

(cf. 6145.2 - Interscholastic/Intramural Athletics)

(cf. 6171 - Special Education)

Legal Reference: Connecticut General Statutes

10-203 Sanitation.

10-204a Required immunizations.

10-204c Immunity from liability

10-205 Appointment of school medical advisors.

10-206 Health assessments, as amended by PA 07-58 and PA 11-179.

10-206a Free health assessments.

10-207 Duties of medical advisers.

10-208 Exemption from examination or treatment.

## Students

### Student Health Services

Legal Reference: Connecticut General Statutes (continued)

10-208a Physical activity of student restricted; boards to honor notice.

10-209 Records not to be public. (as amended by P.A. 03-211)

10-210 Notice of disease to be given parent or guardian.

10-212 School nurses and nurse practitioners.

10-212a Administration of medicines by school personnel.

10-213 Dental hygienists.

10-214 Vision, audiometric and postural screening: When required; notification of parents re defects; record of results. (As amended by PA 96-229 An Act Concerning Scoliosis Screening)

10-214a Eye protective devices.

10-214b Compliance report by local or regional board of education.

10-217a Health services for children in private nonprofit schools. Payments from the state, towns in which children reside and private nonprofit schools.

Department of Public Health, Public Health Code – 10-204a-2a, 10-204a-3a and 10-204a-4

Federal Family Educational Rights and Privacy Act of 1974 (section 438 of the General Education Provisions Act, as amended, added by section 513 of P.L. 93-568, codified at 20 U.S.C. 1232g).

42 U.S.C. 1320d-1320d-8, P.L. 104-191, Health Insurance Portability and Accountability Act of 1996 (HIPAA)

Policy adopted: March 14, 2013

WINDSOR LOCKS PUBLIC SCHOOLS  
Windsor Locks, Connecticut

(Reviewed and approved by Policy Review Committee)





**EDUCATIONAL FIELD TRIP FOR RISE TRANSITION ACADEMY**  
**FORM G - PARENTS/GUARDIANS PERMISSION SLIP**  
**PAGE 2 CONTINUED**

**MEDICAL / EMERGENCY INFORMATION**

I give my permission to the teacher-in-charge of the trip(s) to Community Sites during the 2021-22 school year to seek emergency medical attention for \_\_\_\_\_.  
(Student's Name)

If emergency services are needed for my child, I request to be notified as soon as possible. I accept the responsibility for any expense incurred for that medical treatment.

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Insurance Company

Insurance ID Number

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Signature of Parent/Guardian

Emergency telephone numbers where I can be reached during the trip (include date, time for each):

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Any unusual conditions (allergies, daily medications, etc.): \_\_\_\_\_

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## Community Relations

### Communication with the Public

#### Parent Involvement

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

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

Further, the Board of Education believes that the professional staff must take whatever steps are necessary to facilitate a broad variety of opportunities for parents to connect frequently with the schools in which their children are enrolled, and with the overall system. These steps should include the following:

- Parenting skills should be promoted and supported.
- Communication between home and school should be regular, two-way and meaningful. (Such communication may include monthly newsletters, electronic communications, required regular contact with all parents, two required flexible parent-teacher conferences for each school year and drop in hours for parents, home visits and use of technology, including but not limited to, homework hotlines.
- Parents should play an integral role in assisting student learning.
- Parents should be welcome in every school and their support and assistance sought.
- Parent input should be sought regarding decisions that affect children and families.
- Community resources should be made available to strengthen school programs, family practices and student learning.
- The two required parent-teacher conferences per year, beginning July 1, 2021 and each school year thereafter, can be fulfilled by the District offering parents the option of attending any parent-teacher conference by the use of telephonic, video, or other conferencing platforms.
- An additional parent-teacher conference, in addition to the two required conferences shall be conducted during periods when the District provides remote learning for more than three consecutive weeks and one additional parent-teacher conference every six months thereafter for the duration of such period of remote learning.

The District will request from the parent/guardian of each student the name and contact information of an emergency contact person who may be contacted if the student's parent/guardian cannot be reached to schedule a parent-teacher conference required when the District is providing remote learning for a period of three consecutive weeks or more.

In situations in which the teacher is unable to contact a student's parent/guardian after three attempts to schedule the required parent-teacher conference during a period of remote learning provided by the District for three consecutive weeks or more, such teacher is directed to report such inability to the principal, school counselor, or other school administrator designated by the Board of Education. Such principal, counselor, or administrator is to contact the student's emergency contact to determine the student and family's health and safety.

The Board shall utilize the document developed by the State Department of Education (by 12/1/21) that provides information concerning educational, safety, mental health and food insecurity resources and programs available to students and their families.

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

Legal Reference: Connecticut General Statutes

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

Policy Adopted:

## Personnel - Certified/Non-Certified

### Required COVID-19 Vaccinations

The Board of Education (BOARD) recognizes the importance of protecting the health and safety of students, staff and the community during the COVID-19 pandemic. Therefore, in accordance with the Governor's Executive Order 13D, the Board requires that all staff within District schools, as defined by this policy, are required to receive at least one dose of a COVID-19 vaccine by September 27, 2021. Those not vaccinated by such date due to certain exemptions are required to be tested for COVID-19 on a weekly basis.

### Definitions

For purposes of this policy, the following definitions shall apply:

**“Fully vaccinated”** means at least 14 days have elapsed since a person has received the final dose of a vaccine approved for use against COVID-19 by the U.S. Food and Drug Administration, or as otherwise defined by the Centers for Disease Control.

**“School Board”** refers to the operator of any public or non-public preK through grade 12 school.

**“Covered Worker”** refers to all employees, both full and part-time, contractors, providers, assistants, substitutes, and other individuals working in a public or non-public pre-K to grade 12 school including individuals providing operational or custodial services or administrative support or any person whose job duties require them to make regular or frequent visits to any such schools.

Covered Worker does not include a contractor or employee of an outside vendor who visits a public or non-public pre-K through grade 12 school only to provide one-time or limited-duration repairs, services, or construction, or a volunteer.

### COVID-19 Vaccination Requirements

Vaccines shall be required as provided below.

**On or before September 27, 2021**, school boards (the Board) shall, prior to extending an offer of employment to, or entering into a contract for the in-person services of, a covered worker or an entity that employs a covered worker, require that any covered worker:

1. is fully vaccinated against COVID-19,
2. has received the first dose and has either received a second dose or has an appointment for the second dose in a two-dose series vaccination, such as Pfizer or Moderna vaccines, or has received a single-dose vaccine, such as Johnson & Johnson's Janssen vaccine,

## Personnel - Certified/Non-Certified

### Required COVID-19 Vaccinations

#### COVID-19 Vaccination Requirements (continued)

##### On or before September 27, 2021, (continued)

3. is exempt from this requirement because a physician, physician's assistant, or advanced practice registered nurse determined that the administration of COVID-19 vaccine is likely to be detrimental to the covered worker's health, or the covered worker objects to vaccination on the basis of a sincerely held religious or spiritual belief, and the covered worker is able to perform their essential job functions with a reasonable accommodation that is not an undue burden on the school board or child care facility; provided that any school board employee claiming such exemption shall apply for an exemption due to medical conditions or sincerely held religious or spiritual beliefs.

Each request for an exemption will be considered on an individualized, case by case basis. Employees who have applied for an exemption must provide appropriate supporting documentation upon request.

After September 27, 2021, the Board shall not employ, or maintain a contract for the provision of in-person services of, any covered worker or an entity that employs a covered worker, unless such covered worker:

1. is fully vaccinated against COVID-19,
2. has received the first dose and has either received a second dose or has an appointment for the second dose in a two-dose series vaccination, such as Pfizer or Moderna vaccines, or has received a single-dose vaccine, such as Johnson & Johnson's Janssen vaccine, or
3. is exempt from this requirement because a physician, physician's assistant, or advanced practice registered nurse determined that the administration of COVID-19 vaccine is likely to be detrimental to the covered worker's health, or the individual objects to vaccination on the basis of a sincerely held religious or spiritual belief, and the covered worker is able to perform their essential job functions with a reasonable accommodation that is not an undue burden on the school board or child care facility; provided that any school board or childcare facility employee claiming such exemption shall apply for an exemption due to medical conditions or sincerely held religious or spiritual beliefs.

Each request for an exemption will be considered on an individualized, case by case basis. Employees who have applied for an exemption must provide appropriate supporting documentation upon request.

## **Personnel - Certified/Non-Certified**

### **Required COVID-19 Vaccinations**

#### **COVID-19 Vaccination Requirements** (continued)

After September 27, 2021, the Board will not employ, or contract for the provision of services from, any covered worker or entity that employs a covered worker subject to the conditions above and is not exempt who has received the first dose of a two-dose series vaccination but fails to receive the second dose on the appropriate date as recommended by CDC or at the scheduled appointment without good cause.

#### **Vaccination Verification and Testing for Covered Workers**

The school board shall authenticate, or where applicable require that the contractor providing the services of a covered worker authenticate, the vaccination status of covered workers, maintain documentation of vaccination or exemption of such covered workers and report compliance with this order, in a form and manner directed by the Department of Public Health.

Through this policy, or where applicable the Board direction to a contractor of a covered worker to implement a policy, covered workers who have not demonstrated proof of either full vaccination are required to submit to COVID-19 testing one time per week on an ongoing basis until fully vaccinated. Adequate proof of the test results on a weekly basis shall be presented to the school board. This requirement shall take effect on September 27, 2021.

#### **Acceptable Proof of Vaccination**

Covered workers may demonstrate proof of vaccination by providing one of the following:

1. CDC COVID-19 Vaccination Record Card or photo of the Vaccination Record Card;
2. Documentation from a health care provider or electronic health care records; or
3. State Immunization Information record.

Personal attestation will not be accepted as an acceptable form of proof of a COVID-19 vaccination. (*The Commissioner of Public Health may promulgate binding standards for authentication of a Vaccination Record Card.*)

#### **Violations and Enforcement**

Any covered worker who fails to comply with this policy shall not be allowed on the premises of the school board until the individual provides adequate proof of compliance or without prior written authorization of the employer.

The school board recognizes that it will be in violation of this policy, based on the Governor's Executive Order, when it permits a covered worker who has not complied with this policy to be in a pre-K through grade 12 school.

## **Personnel - Certified/Non-Certified**

### **Required COVID-19 Vaccinations**

#### **Violations and Enforcement** (continued)

The school board also commits a violation if it fails to maintain documentation of vaccination, testing, or allowable exemptions as required.

The Board recognizes that if the State Department of Education (SDE) determines that the Board is not in compliance with the requirements of this policy, the SDE may require Board to forfeit a portion of the total sum which is paid to the school board from the State Treasury in an amount to be determined by the Commissioner of Education, which amount shall be not less than one thousand dollars nor more than ten thousand dollars.

Any forfeited amount shall be withheld from a grant payment, as determined by the Commissioner, during the fiscal year following the fiscal year in which noncompliance is determined. (The Commissioner of Education may waive such forfeiture if the Commissioner determines that the failure of a school board to comply with such a provision was due to circumstances beyond its control.)

Legal Reference      Connecticut General Statutes  
                                 10-145    Certificate necessary to employment. Forfeiture for noncompliance. Substitute teachers.  
                                 Governor's Executive Order No. 13D, August 19, 2021

Policy adopted:  
cps 8/21



## **Instruction**

### **Individualized Education Program/Special Education Program**

Any child, whether a student of the school district, of pre-school age, or between the ages of three and 22 years of age, inclusive, but not attending district schools, who is identified as being in need of a special program shall be referred to a "special education planning and placement team" (PPT) which shall make an evaluative study to determine whether the child is a child with a disability as defined in state and federal statutes and if special education is required and to establish the scope of the special education program.

Students receiving special education services under the Individuals with Disabilities Act (IDEA) remain eligible for such services up until their 22nd birthday or until they graduate from high school with a regular high school diploma, whichever comes first. The adult student or his/her parent/guardian will be asked by the District if the student wishes to receive the special education and related services outlined in their individualized education program (IEP) until they turn 22 years of age or they graduate with a regular high school diploma, whichever comes first.

A parent of a child, the State Department of Education, other state agencies available to District may initiate a request for an initial evaluation to determine if the child is a child with a disability. Initial evaluations using a variety of assessment tools and measures to gather relevant functional, developmental, and academic information, must be completed within 60 calendar days of the receipt of written parental consent, for the initial evaluation; or implement the student's IEP within 45 school days of a referral, (not counting the time necessary to obtain written parental consent to conduct the initial evaluation or to begin providing special education). The 45-school day requirement begins after the District receives a completed and signed PPT referral form or letter requesting a referral to the PPT process or per a timeline determined by the State. Exceptions to this timeframe include children moving between school districts and parental refusal to make a child available for evaluation, as provided by law. Assessments for disabled children who are transfer students shall be coordinated between the sending or receiving district in an expeditious manner.

The timeline for implementation of an IEP must occur within 60 school days of the PPT referral in those situations in which a student's IEP requires an out-of-district or private placement (not including the time it takes to obtain written parental consent).

The District will provide parents/guardians with State Department of Education information and resources relating to IEPs as soon as a child is identified as requiring special education.

### **Planning and Placement Team or Individualized Education Program Team**

The term "individualized education program team" or "IEP Team" means a group of individuals composed of -

- (i) the parents of a child with a disability
- (ii) not less than one regular education teacher of such child (if the child is, or may be, participating in the regular education environment);
- (iii) not less than one special education teacher, or where appropriate, not less than one special education provider of such child;
- (iv) a representative of the local educational agency who -
  - (I) is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of children with disabilities;
  - (II) is knowledgeable about the general education curriculum; and
  - (III) is knowledgeable about the availability of resources of the local educational agency;
- (v) an individual who can interpret the instructional implications of evaluation results, who may be a member of the team described in clauses (ii) through (vi);

- (vi) at the discretion of the parent or the agency, other individuals who have knowledge or special expertise regarding the child, including related services personnel as appropriate; and
- (vii) the school paraprofessional, if any, assigned to such child, and
- (viii) whenever appropriate, the child with a disability.

NOTE: An IEP Team member is not required to attend all or part of an IEP meeting if the parents and District agree that the team member's participation is not necessary because the member's area of the curriculum or related services is not being modified or discussed at the meeting. If the meeting does involve a modification or discussion of the member's area of the curriculum or related services, parents and the District can agree to excuse the member from attending all or part of the meeting if the member submits written input to the parent and the IEP Team prior to the meeting. Parental consent in writing is required in either case.

In addition to the above, the special education specialist, school psychologist, school nurse, school social worker, counselor, or other student service worker who has conducted an assessment of the student shall participate whenever the results or recommendations based on such assessment are significant to the development of the student's individualized education program and placement. Where the student is limited or non-English speaking, a district representative who is fluent in the student's primary language and who is knowledgeable about the process of second-language acquisition and competent in the assessment of limited English and non-English speaking individuals should be included.

Any member of the PPT employed by the Board of Education who discusses or makes recommendations concerning the provisions of special education and related services during a PPT meeting shall not be disciplined, suspended, or otherwise punished for such recommendations.

No birth-to-three coordinator or qualified personnel, as defined by C.G.S. 17a-248, who discusses or makes recommendations concerning the provision of special education and/or related services during a PPT meeting or in a transition plan shall be subject to discipline, suspension, termination or other punishment on the basis of such recommendations.

The parent/guardian or surrogate parent shall be given at least five (5) school days prior notice of any PPT meeting and shall have the right to be present and participate in all portions of such meetings at which an educational program for their child is developed, reviewed or revised. In addition, parents/guardians or surrogate parents have the right to be present at and participate in all portions of the PPT meeting at which an educational program for their child is developed, reviewed or revised. In addition, the parent/guardian/surrogate shall have advisors and the child's assigned paraprofessional, if any, and such child's birth-to-three service coordinator, if any, be present at and participate in all portions of the PPT meeting in which the child's educational program is developed, reviewed or revised and have the right to have such recommendation made in such child's birth-to-three individualized transition plan, if any, addressed by the PPT at which an educational program for such child is developed.

The District shall offer to meet with the student's parents/guardians, upon the request of the parents/guardians, after the student has been assessed for possible placement in special education and before the Planning and Placement Team (PPT) meets. The sole purpose of such meeting is to discuss the PPT process and any concerns the parent/guardian has about the student. The meeting will involve a member of the PPT designated by the District before the referral PPT meeting at which the student's assessments and evaluations will be discussed for the first time. This applies to students under evaluation for possible placement in special education.

Upon request of a parent/guardian, the District will provide the results of the assessments and evaluations used in the determination of eligibility for special education of a student at least three (3) school days before the referral PPT meeting at which such results of the assessment and evaluations will be discussed for the first time.

Parents/Guardians and the District may agree to conduct IEP meetings, and other meetings, through alternative means, such as including but not limited to, videoconferences or conference calls.

(a) **General.** The IEP for each child must include -

(1) An accurate statement of the child's present levels of academic achievement and functional performance based upon parental provider information, current classroom-based, local, state assessments and classroom-based observations, including -

- (i) How the child's disability affects the child's involvement and progress in the general education curriculum; or
- (ii) For preschool children, as appropriate, how the disability affects the child's participation in appropriate activities;

(2) A statement of measurable annual academic and functional goals that aim to improve educational results and functional performance for each child with a disability, related to -

- (i) Meeting the child's needs that result from the child's disability to enable the child to be involved in and progress in the general education curriculum;
- (ii) Meeting each of the child's other educational needs that result from the child's disability; and
- (iii) Providing a meaningful opportunity for the child to meet challenging objectives.

#### ***Alternate Assessments***

(iii) A statement of "benchmarks or short-term objectives" is required only with respect to students with disabilities who take alternate assessments aligned with alternate achievement standards.

If a child will participate in alternate assessments based on either general or alternate achievement standards, the IEP must explain why the child cannot participate in the regular assessment and why the alternate assessment selected is appropriate for the child.

The IEP/PPT Team may only recommend appropriate accommodation or use of alternate assessment, but may not exempt students with disabilities from the state assessment.

(3) A statement of the special education and related services and supplementary aids and services to be provided to the child, or on behalf of the child and a statement of the program modifications or supports for school personnel that will be provided for the child -

- (i) To advance appropriately toward attaining the annual goals;
- (ii) To be involved and progress in the general curriculum in accordance with paragraph (a)(1) of this section and to participate in extracurricular and other nonacademic activities; and
- (iii) To be educated and participate with other children with disabilities and non-disabled children in the activities described in this paragraph;

(4) A school must offer an IEP that is "reasonable calculated to enable a child to make progress appropriate in light of the child's circumstances." The child's educational program must be appropriately ambitious in light of his/her circumstances and every child should have the chance to meet challenging objectives. The IEP Team, in determining whether an IEP is reasonably calculated to enable a child to make progress should consider the child's:

- Previous rate or academic growth,
- Progress towards achieving or exceeding grade-level proficiency,
- Behaviors, if any, interfering with the child's progress, and
- Parent's input and any additional information provided by such parents.

The U.S. Supreme Court, in the *Endrew F* decision stated, "any review of an IEP must consider whether the IEP is reasonably calculated to ensure such progress, not whether it would be considered ideal. (137S.CT. at 99)

(5) An explanation of the extent, if any, to which the child will not participate with non-disabled children in the regular class and in the activities described in paragraph (a) (3) of this section;

(6) (i) A statement of any individual modifications in the administration of State or district-wide assessments of student achievement that are needed in order for the child to participate in the assessment; and

(7) The projected date for the beginning of the services and modifications described in paragraph (a)(3) of this section, and the anticipated frequency, location, and duration of those services and modifications; and

(8) A statement of -

(i) How the child's progress toward the annual goals described in paragraph (a)(2) of this section will be measured; and

(ii) How the child's parents will be regularly informed (through such means as periodic report cards), at least as often as parents are informed of their non-disabled children's progress, of -

(A) Their child's progress toward the annual goals; and

(B) The extent to which that progress is sufficient to enable the child to achieve the goals by the end of the year

(9) Reevaluation of a student's progress may not occur more than once a year unless agreed to by the parents and the District. Reevaluation must occur at least once every three years unless the parent and District agree that it is unnecessary.

NOTE: In order to make FAPE available to each eligible child with a disability, the child's IEP must be designed to enable the child to be involved in, and maybe progress in, the general education curriculum ("the same curriculum as for nondisabled children which is based on a State's academic content standards. This alignment must guide, and not replace the individualized decision-making required in the IEP process.")

(b) **Transition services.**

(1) The IEP must include -

(i) For each student beginning not later than the first IEP to be in effect when the child is fourteen, and younger if the PPT determines it appropriate, and updated annually, thereafter, appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills; and the transition services, including courses of study, needed to assist the student in reaching those goals.

(ii) For a student no longer eligible for services due to graduation from high school with a regular diploma or for a student who exceeds the age of eligibility under State law, a summary of the student's academic achievement and functional performance including recommendations on how to assist the student in meeting his/her postsecondary goals.

(2) If the IEP team determines that services are not needed in one or more of the areas specified in §300.27(c)(1) through (c)(4), the IEP must include a statement to that effect and the basis upon which the determination was made.

(c) **Transfer of rights.** Beginning not later than one year before a student reaches the age of majority under State law, the student's IEP must include a statement that the student has been informed of his or her rights under this title if any, that will transfer to the student on reaching the age of majority, consistent with §615(m)

(d) **Students with disabilities convicted as adults and incarcerated in adult prisons.** Special rules concerning the content of IEP's for students with disabilities convicted as adults and incarcerated in adult prisons are contained §612(a)(5)A.

(e) **Students with disabilities identified as deaf or hearing impaired.** For a child identified as deaf or hearing impaired, the PPT shall develop an IEP which includes a language and communication plan which shall address;

(i) the child's primary language or mode of communication;

- (ii) opportunities for direct communication between the child and his/her peers and professional personnel in the primary child's language or mode of communication;
- (iii) educational options available to the child;
- (iv) the qualifications of teachers and other professional personnel administering the plan for the child, including their proficiency in the child's primary language or mode of communication;
- (v) the accessibility of academic instruction, school services and extracurricular activities to the child;
- (vi) Assistive devices and services for the child;
- (vii) Communication and physical environment accommodations for the child; and
- (viii) An emergency communications plan that includes procedures for alerting the child of an emergency situation and ensuring that the specific needs of the child are met during the emergency situation. Such plan is to be developed for a student identified as deaf, hard of hearing, or both blind or visually impaired and deaf.

## **Transfers**

When an individual has been on an IEP in another school district, the PPT shall make an evaluative study of the student and develop an IEP for the student as though the student were newly referred, but the PPT may use the previous IEP (if available) in developing the new one.

If the transfer involves districts within Connecticut, the District will provide services "comparable to those described in the previously held IEP," until the District adopts the previously held IEP or develops, adopts, and implements a new IEP. If the student has transferred from another state, the District will provide services "comparable to those described in the previously held IEP," until the District conducts an evaluation, if deemed necessary, and if appropriate, develops a new IEP. If a student who is on an IEP transfers from this district to another, or to a private school, the written IEP and any additional records relating to the student's program and achievement shall be forwarded to the receiving school on the request of the receiving school and the individual's parent or guardian.

Prior to the enrollment of a District student in a technical education and career school, the District will convene a PPT in order to address such student's transition to the technical education and career school and ensure that such student's IEP reflects the current supports and services the student requires in order to access a Free and Appropriate Public Education (FAPE) in the least restrictive environment. A representative from the technical education and career school shall be invited to the PPT meeting.

## **Independent Educational Assessment**

If an independent educational assessment is necessary, it shall be conducted by a Connecticut credentialed or licensed professional examiner who is not employed by and does not routinely provide assessment for the State Department of Education or this District.

Legal Reference: Connecticut General Statutes

[10-76a](#) Definitions

[10-76b](#) State supervision of special education programs and services. Regulations. (as amended by PA 12-173)

[10-76d](#) Duties and powers of Boards of Education to provide special education programs and services. (as amended by June Special Session PA 15-5, Section 277 and PA 19-49 and PA 21-46 and PA 21-144)

[10-76ff](#) Procedures for determining if a child requires special education

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

[10-76h](#) Special education hearing and review procedure.

[10-76q](#) Special education at technical education and career schools (as amended by PA 21-144)

[10-76jj](#) Language and communication plan as part of individualized education program for child identified as deaf or hard of hearing (as amended by PA 19-~~183~~)

SDE Guidance Addressing Timeline for Initial Evaluations, Dec. 21, 2018  
State Board of Education Regulations  
34 C.F.R. 300 et seq. Assistance to States for Education of Handicapped Children.  
300.14 Special education definitions.  
300.340-349 Individualized education programs.  
300.503 Independent educational assessment.  
300.533 Placement procedures.  
300.550-556 Least restrictive environment.  
P.L. 108-446 The Individuals with Disabilities Education Improvement Act of 2004  
Rowley v. Board of Education, 485 U.S.-176 (1982)  
Endrew F. v. Douglas County School District RE-1, 15-827 U.S. (2017)  
A.M. v. N.Y. City Department of Education, 845F.3d 523, 541 (2d Cir.1997)  
Mrs. B., v. Milford Board of Education 103 F. 3d 1114, 1121 (2d Cir. 1997)  
A.R. v. Connecticut State Board of Education, 3:16-CV-01197 (CSH D. Conn. June 10, 2020)

**Policy adopted:**

MEMORANDUM TO: MEMBERS OF THE BOARD OF EDUCATION  
 FROM: SHAWN L. PARKHURST, SUPERINTENDENT  
 DATE: NOVEMBER 18, 2021  
 RE: PROGRESS TOWARD GOALS

**Chronic Absenteeism:**

Windsor Locks Public Schools continues to closely monitor student attendance with the goal to reduce our chronic absenteeism district wide to under 10%.

Chronic absenteeism by district and school cumulatively through October for all learners (*definition of chronic absenteeism is missing 10% or more days of school*)

School	September 2021	October 2021 Cumulative Year to Date
District	28.9%	27.2%
WLHS	32.0%	40.8% <b>*19%</b>
WLMS	24.5%	19.7% <b>*12.34</b>
South	28.6%	22.4% <b>*13%</b>
North	23.4%	20.5%

\*Reflects the % of students deducted that were a result of quarantining

- District decrease by 1.7% from previous month
- WLMS decrease by 4.8% from previous month
- South significant decrease by 6.2% from previous month
- North decrease by 2.9% from previous month

**Grade Level Usages & Lessons Passed for week ending November 12, 2021**

Reading			Math		
Grade Level	% Usage 30-49 minutes	% Lessons Passed	Grade Level	% Usage 30-49 minutes	% Lessons Passed
K	98%	78%	K	99%	87%
1	99%	90%	1	94%	98%
2	99%	87%	2	99%	92%
3	90%	83%	3	84%	94%
4	99%	84%	4	98%	91%
5	89%	77%	5	83%	90%
6	98%	79%	6	100%	82%
7	97%	81%	7	98%	86%
8	98%	83%	8	100%	77%
<b>Goal</b>	<b>100%</b>	<b>70%</b>	<b>Goal</b>	<b>100%</b>	<b>70%</b>

- All grade levels in both math and reading exceeding the % of lessons passed goal
- All grade levels reading close to the 100% usage goal
- Grades 6 and 8 meet the 100% usage goal in math



**Windsor Locks Public Schools**

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

**Educational Leadership**

**Shawn Parkhurst**  
**Superintendent of Schools 860-292-5000**

**Jeffrey Ferreira, Principal, Mike Rafferty, 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

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**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