

WINDSOR LOCKS PUBLIC SCHOOLS



BOARD OF EDUCATION MEETING

Regular Meeting

November 10, 2022

6:00 p.m.

Windsor Locks High School - Library Media Center

**In Person Attendance Open to All
Optional Public Attendance via Zoom,**

[Click Here to Register](#)

Windsor Locks Board of Education

Dennis Gragnolati, Chairman

Kylee Christianson, Vice Chairwoman

Margaret Byrne

Jim McGowan

Joe Tria

Superintendent of Schools

Shawn Parkhurst

DISTRICT 2022-2025 (3) THREE YEAR VISION

All students will meet or exceed grade level standards.

Board of Education
Town of Windsor Locks
Regular Meeting - Agenda
November 10, 2022- 6:00 p.m.
Windsor Locks High School - Library Media Center
In Person Attendance Open
Optional Public Attendance via Zoom, [Click Here to Register](#)

- I. Call to Order
 - A. Roll Call
 - B. Pledge of Allegiance
 - C. Student Representative Report
 - D. Board of Education and Superintendent Communications
- II. Public Audience (only on Agenda Items)
 - A. *In Accordance with BOE Policy 1100 - The Windsor Locks Board of Education (Board) Chairperson shall recognize speakers, request proper identification and maintain proper order. The Board shall hear only concerns, views and opinions on topics within the jurisdiction of the Board. The appropriateness of the subject being presented, the suitability of the time for such presentation, the number of speakers, and the time to be allowed for public comment will be determined by the Chairperson. The public is advised that any discussion of specific employees will not be allowed at meetings and should be addressed to the employee's immediate supervisor or the Superintendent.*
- III. Student Recognition p. 5 Exhibit III
 - A. Connecticut Association of Public School Superintendents' (CAPSS) Student Award Winners
- IV. Approval of Minutes: **Vote Needed** p. 9 Exhibit IV
 - 10/20/22 - Special Meeting
- V. Personnel Report: p. 16 Exhibit V
 - A. Staffing Updates
 - B. Open Positions
 - C. Staff Absence - Backup Plan
- VI. Windsor Locks Administrators' Association Bargaining Unit Contract: **Vote Needed** p. 17 Exhibit VI
- VII. Committee Reports
 - A. Policy
 - 1. Policy Minutes 11/3/22: **Vote Needed** p. 18 Exhibit VII A 1
 - 2. 11/3/22 Policy Meeting: **First Read** p. 20 Exhibit VII A 2

- Rescind Policy: 6400 Special Education Rights and Needs of Children - Replace with 6171 Special Education (new)
- Rescind Policy: 6401 Special Education Child Identification - Replace with 6164.4 Identification of Special Needs & Abilities (new)
- Revise Policy: 6111 School Calendar
- New Policy: 4113.12 Minimum Duty-Free Lunch Periods for Teachers
- New Policy and Regulation: 5145.511 Exploitations: Sexual Harassment
- New Policy: 6141.51 Advanced Courses or Programs, Eligibility Criteria for Enrollment
- New Policy: 6141.52 Challenging Curriculum
- Rescind Policy: 4118.239/4218.239 Required Covid-19 Vaccinations
- Rescind Policy: 6006 Quality Point System/Windsor Locks High School (Replicated in Policy 6146.1 Grading and Reporting System)
- Revise Policy: 5113/5113.2 Attendance, Excused Absences, Truancy
- Revise Policy and Regulation: 5141.4 Reporting of Child Abuse and Neglect
- Revise Policy: 6302 Gifted and Talented Student Programs (Rename Policy to 6172.1)
- Revise Policy and Regulation: 5145.12 Search and Seizure
- Revise: 5131.6 Alcohol Use, Drugs, and Tobacco

- | | | |
|-------|---|---------------------|
| VIII. | Business Office Report | p. 100 Exhibit VIII |
| IX. | 2023 Board Meeting Calendar: Vote Possible | p. 101 Exhibit IX |
| X. | Safety & Security Update | p. 104 Exhibit X |
| | A. Board of Education Representation & Alternate to District Safety Committee: Vote Possible | |
| XI. | ARPA Funding: Vote Possible | p. 105 Exhibit XI |
| XII. | HVAC Grant: Vote Possible | p. 106 Exhibit XII |
| XIII. | New WLHS Course Proposals: Vote Possible | p. 107 Exhibit XIII |
| XIV. | Board and Superintendent Comment | |
| XV. | Public Audience (General) | |

A. In Accordance with BOE Policy 1100 - The Windsor Locks Board of Education (Board) Chairperson shall recognize speakers, request proper identification and maintain proper order. The Board shall hear only concerns, views and opinions on topics within the jurisdiction of the Board. The appropriateness of the subject being presented, the suitability of the time for such presentation, the number of speakers, and the time to be allowed for public comment will be determined by the Chairperson. The public is advised that any discussion of specific employees will not be allowed at meetings and should be addressed to the employee's immediate supervisor or the Superintendent.

XVI. Executive Session: To adjourn the meeting to Executive Session as permitted by Connecticut General Statutes Section 1-225(a) for the following purposes as allowed by Section 1-200(6), that is:

A. Discussion of a Confidential Student Matter

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

- Members of the Board of Education
- Superintendent of Schools
- South Elementary Principal
- Others as Requested

XVII. Adjourn to Public Session

XVIII. Action, if any, on Executive Session Items: **Vote Needed**

XIX. 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 10, 2022

RE: CONNECTICUT ASSOCIATION OF PUBLIC SCHOOL
SUPERINTENDENTS' AWARDS 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 students in public schools.

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

High School

Caroline Alonzo

Caroline Alonzo is intelligent, ambitious, introspective and above all, compassionate for others. It's not surprising to see Caroline genuinely complimenting students and staff that she passes in the hallway or eagerly offering her assistance in getting new students acclimated in the building. Her kindness and authentic empathy for others is palpable and her natural-born leadership skills are impressive. Throughout her four-year high school career, Caroline has consistently been enrolled in a demanding and rigorous course of studies which includes honors and advanced placement courses. Caroline is very driven in her work ethic and passionate about learning, placing her in the top 12% of her competitive, graduating class.

Caroline's energy to do well and advance extends well beyond the classroom. Caroline is actively involved in many activities both within our school and the greater community of Windsor Locks. Caroline has been a member of our National Honor Society and the National Society of High School Scholars since her junior year. She has been a member of the Art Club and has managed our Lady Raiders Basketball Team all four years. She participates in our Gay-Straight Alliance Club and is excited to announce that she has created the first Film Club for Windsor Locks HS! Caroline has volunteered her service and time to help out with Graduation and our Dollars for Scholars programming. Outside of school she is a College Board Big Future Ambassador.

Dalton Wright

Dalton Wright is an excellent student with a strong work ethic and commitment to his education. Since freshman year, Dalton has enrolled himself in a very demanding and rigorous program of studies.

As exemplary and passionate as Dalton is in his classes, he is equally passionate about his extracurricular activities. Dalton has been a member of the varsity boy's baseball team for four years and has served as captain for two, receiving both coaches and captain awards for his leadership and commitment to the team. Dalton has been very involved in class office for all four years. He has held the title of public relations officer and is the Class of 2023 liaison for keeping students, guardians and the general community aware and informed of important events and scholastic opportunities. Dalton has also taken his leadership skills into the community and is very active in Youth Leadership. Dalton has been very instrumental in organizing and participating in such service activities as Trunk or Treat, Winter Wonderland Toy Drive, the drug drop-off at the police station, the anti-vaping campaign, Dollars for Scholars Mum Sale, flocking for Project Graduation and volunteering time at his church, as well as a host of

other community-based activities connecting the school and the Windsor Locks community. Dalton has been the recipient of seven scholar athlete awards, Saint Michael's College Book Award, and is a member of the National Honor Society.

After graduation, Dalton is looking forward to continuing his education by pursuing a major in either athletic training or physical therapy.

Middle School

Lea Bohne

Lea is a strong student and a leader in her classes. Lea has played the clarinet in the band since 6th grade and is a leader in her section. She is in Honors Art this year and gives her best effort to produce an exceptional product. Lea is also a member of the Art Club. Lea's favorite subject is math. Her teachers describe her as a hard worker who perseveres and makes a continuous effort to improve. They also note that she is helpful to her peers and works well in groups. Lea demonstrates perseverance and resolve when challenged. Lea likes to bake. She is a self described homebody and would like to attend a college near home. Lea is thinking about being an interior designer. Lea is very involved with her church. She is the President of her class at church (11-13 year olds) and plans activities like pumpkin carving and cupcake decorating for all the children in the church school. Lea plays soccer and football for fun and loves the trampoline and hiking. We are happy to recognize Lea for her hard work, success in school, strong work ethic and her service to others.

Samarvir Rakwal

Samarvir's teachers describe him as a positive role model, a student leader who is respectful, self-motivated, and always on task in his classes. He is a conscientious student who perseveres despite challenging assignments, and who continually strives to edit and revise to produce his best work product. He is friendly and well-liked by his peers, and is effective in whatever role he is assigned in group work. He has been a member of Debate Club, and has been selected for Honors Art, where he has consistently demonstrated his talent with human figure, portrait and landscape drawings. Samarvir has participated in the WLMS band for all three years at WLMS, and has recently been selected to participate in the Jazz Band where he is learning to play a second instrument. In addition, he has showcased his athletic ability on both the WLMS soccer and cross-country teams. He is fluent in both English and Hindi, is an avid reader, and a skillful table tennis player. We are proud to recognize Samarvir for his service to others, his scholarship and work ethic and his leadership by example.

South Elementary

Dalia Al-Naimi

Dalia Al-Naimi is truly a student who represents all the characteristics that we want our South students to demonstrate. She is self-disciplined, motivated, curious, willing to take risks, shows immense integrity, and is self-reflective. Dalia is a student who can sometimes be overlooked as others tend to be louder or draw more attention to themselves; however, Dalia is humble and kind, but not at all meek. She is a role model to her peers. She is fierce, holds her peers and her teacher accountable, and is joyful and well-liked by her classmates. She has amazing energy and there is no doubt she will continue to shine for our school district for many years.

Connor Claffey

Connor Claffey is/has been a stellar student academically, socially, and is a fantastic peer role model in every way. He has the respect of his peers and they look to him as an example. He respects the classroom community and strives to strengthen it. Connor is prepared, works hard, he never shies away from a challenge. He shows empathy, and kindness to his classmates and the adults around him. During the pandemic, he showed up remotely every day (in his pjs) with a smile, his work completed, always added to discussions, and remained engaged. Further, Connor is lively, curious, and happy, and contributes to a positive class atmosphere. He is a true team player. He is going to be a crown jewel in Windsor Locks for years to come.

EXHIBIT IV

MEMORANDUM TO: MEMBERS OF THE BOARD OF EDUCATION
FROM: SHAWN L. PARKHURST, SUPERINTENDENT
DATE: NOVEMBER 10, 2022
RE: APPROVAL OF MINUTES

October 20, 2022 - Special Meeting

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

**MINUTES OF THE SPECIAL MEETING,
October 20, 2022 at 6:00 p.m.**

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

Members Present:	D. Gragnolati, K. Christianson, M. Byrne, J. Tria, and J. .McGowan (arrived at 6: 21 pm)
Members Absent:	None
Administrators:	S. Parkhurst, S. Lee (Via Zoon), A. Pierce, A. Goodwin,R. Bissonnette, M. Warner, D. Prinstein, M. Biggs, J. Robinson and G. Weigert,
Student Representatives:	C. MacDougald and C. Mackey
Students:	Those who were recognized at the meeting
Staff:	D. Bole and P. Sibia
Others:	P. Harrington and many parents and grandparents
Press:	None

I. Call to Order

_Chairman Mr. Dennis Gragnolati called the Special Meeting to Order at 6:03 p.m. held at the Media Center at the Windsor Locks High School and also via Zoom Meeting and live stream.

A. Roll Call for Quorum

All Board Members were present other than Mr. Jim McGowan who arrived late at 6:21 p.m..

B. Pledge of Allegiance

All stood up and pledged allegiance to the flag.

C. Student Recognition

Mr. Shawn Parkhurst, Superintendent of Schools, addressed the Board. He was happy to recognize students of the district for their accomplishments. The first student he recognized was Deven Buckle. Deven was recently diagnosed with juvenile diabetes. Earlier in 2022, he began educating his friends about the disease and hosted two lemonade stands and donated the proceeds of \$1,000 to Connecticut Children's

Medical Center. He also is participating in a walk with a group of his friends on October 29, 2022 and so far, he has raised \$1,300.

The next group of students that were recognized for their artwork being selected to be in a National EL Training Video. Those students were:

Grade 4: Aaditya Jhaveri and Layann Ismael

Grade 5: Nihira Patel and Peyton LaRochelle

Grade 6: Nikhita Gauba and Armaan Qureshi

Mr. Parkhurst congratulated the students and their families.

D. Student Representative Report

Mr. Caden Mackey, Student Representative, addressed the Board. He noted tomorrow's soccer game will be senior night, the ceremony starts at 5:45 p.m. and the game is at 6:00 p.m. There are 14 seniors currently on the soccer team.

Miss Carley MacDougald, Student Representative addressed the Board. She commented about Homecoming Parade and all of the activities surrounding Homecoming Week. She said it was the best Homecoming Parade that she has experienced, it was very organized and well attended!

E. Board of Education and Superintendent Communications

Vice-Chair Ms. Christianson reminded everyone tomorrow is a fundraiser for the softball team. Bingo night is scheduled for Friday, October 21, 2022 at the Windsor Locks High School café. She encouraged everyone to attend or at least purchase a ticket.

Mr. Shawn Parkhurst, Superintendent of Schools, addressed the Board. He discussed the Homecoming Parade and commented how it was the best Homecoming Week he has experienced since he began in the district. The activities for the three days were spectacular. The parade was longer and more community involvement including additional floats. He gave a shout-out to Ms. Amber Hurdle for the great job she and the First Selectman did to make the parade a great event! He reminded everyone that seniors are beginning to complete their college applications. They are under a lot of stress during this time and need support from everyone around them. Senior night for the boys' and girls' soccer teams are scheduled for tomorrow and next week respectively. Leadership meetings have begun to discuss the 2023-2024 budget. He thanked the new Business Manager for her help during this process. He discussed the November Professional Development Day in the district and a flu shot clinic being held. The middle school will be hosting a Halloween Dance on

October 26, 2022, and Truck or Treat will be held on October 27, 2022, rain date is October 28, 2022.

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

Mr. Paul Harrington, of 10 Meg Way, addressed the Board. He was speaking, not as the First Selectman, but as a concerned parent. His daughter was born with a heart defect and had to have surgery 7 days after birth and at 18 months of age. She went through the Birth to Three Program and eventually was enrolled in the Pre-K program at North Street School where she was able to receive services to help her develop, including physical therapy and speech therapy. By the end of the school year, he was told that his daughter was doing very well and had reached her benchmarks and there wasn't a need for her to need any services over the summer months. After a week of not going to school and receiving services, he and his wife realized that his daughter, in fact was beginning to lose the gains she made over the school year. In fact, they decided to pay out of pocket, up to \$8,000, to obtain services at Connecticut Children's Medical Center so their daughter could continue to make progress. In the fall, she entered North Street School as a kindergartener, and he assumed his daughter would be receiving the same services she was receiving while in the Pre-K program. He received an email on September 13, 2022, that she meets the needs for PT and those services would be provided. Two weeks ago, he attended the PPT and he was told that she was not receiving any services as the person who provided those services is no longer in the district and that position has not yet been filled. His daughter cannot make up the time that she has missed from receiving the services and this is putting her further back to where she could be if she was receiving the proper services. He would hope that communication would be better between the district and families, and he would hope the district would have a Plan B, if positions are filled and students still need those services.

III. Approval of Minutes

September 8, 2022 Regular Meeting

It was **MOVED** (Christianson) and **SECONDED** (Tria) and **PASSED** (U) that the Board of Education approves the September 8, 2022 Regular Meeting Minutes, as presented.

Board Member Mr. Jim McGowan arrived at the meeting at 6:21 p.m.

IV. Personnel Report

A. Staff Resignations

Mr. Parkhurst announced to the Board there is one resignation which need to be accepted. Ms. Alyse Castonguay, a Library Media Specialist at North Street School has resigned effective October 27, 2022. At the

time of her resignation, Ms. Castonguay will have served the students of Windsor Locks for seven (7) years.

It was **MOVED** (Christianson) and **SECONDED** (McGowan) and **PASSED** (U) that the Board of Education accepts Ms. Castonguay's resignation effective October 27, 2022 and offer her our appreciation for all of her efforts on behalf of the students of the Windsor Locks Public Schools.

V. Committee Reports

A. Finance

1. 09/12/22 Finance Committee Minutes

It was **MOVED** (Byrne) and **SECONDED** (Christianson) and **PASSED** (U) that the Board of Education approves the September 12, 2022 Finance Committee Meeting Minutes, as presented.

VI. Business Office Report

Ms. Alison Pierce, Business Manager, addressed the Board. She reported the business office is working on four fiscal years. She gave an update on the grants for FY 21, FY22 and FY 23. She noted that FY 21 the district was awarded 18 grants in the amount of \$5,198,605.00 and as of September 30, 2022, the district has received \$3,117,964.43 and remaining \$2,080,640.57 is yet to be received. FY22 the district was awarded 22 grants in the amount of \$1,958,840.00. As of September 30, 2022, the district has received \$1,551,546.82. The remaining amount to be received is \$371,2401.18. FY23 the district has been awarded 7 grants so far in the amount of \$1,405,410 and zero dollars received..

Connecticut State Department of Education is moving towards a reimbursement-only grant system, meaning they will not be pre-funding districts. Districts must spend their own money and then submit for reimbursement. This is in response to a large number of districts requesting funds, not using the funding, and then having to return grant money to the state. She recognized the Staff Accountant & Grants Manager, Ms. Valerie Breda, for her countless hours of research, data entry, coding, and assistance in preparing the documents,

She discussed the FY23 budget and the year-to-date expenditures, which is about 12% of the budget. She discussed the facilities update as North Street School installation of the 10 classroom windows have been completed and classroom shades were installed.

She began giving an update on the pool boiler with the help of Mr. Greg Weigert, Facilities Director. They explained that the boiler is 35 years old. Last year, \$40,000 was budgeted to repair the boiler. However, a certain part was supposed to be ordered, but another part was purchased and delivered.

Once that was installed, it opened up panduras box and other parts of the boiler, including the ventilation was not up to code and had to be updated and therefore, the cost is more than originally anticipated. It is hoped that by the end of the week or beginning of next week, all of the repairs will be completed and the boiler will be able to function and the pool will be able to be used for the upcoming swim team season.

A brief discussion was held.

Finally, Ms. Peirce recognized her staff for their consistent hard work and willingness to learn new skills and roles.

She mentioned the next Finance Committee Meeting is scheduled for November 28, 2022 at 4:00 p.m.

VII. 2023 Board Meeting Calendar

Mr. Parkhurst indicated that the Board has to vote on the Board of Education Meeting Calendar for 2023. He presented two options for the Board to discuss, one option was the traditional two meetings per month and the other option was one meeting per month. He noted that the Board does not have to act on the calendar at this meeting but it must be approved by December 1, 2022.

A brief discussion was held among the Board Members noting that one meeting per month was a great option, other members suggested one meeting a month being a business meeting and the second meeting being a workshop meeting. After the brief discussion, it was the general consensus to hold off on voting calendar until the next meeting.

VIII. Status of Implementation of Improvements and Results & Safeguards to Ensure We are Doing What is Needed

Mr. Parkhurst explained this agenda item was on the agenda to discuss implementation of improvements to ensure the district is doing what is needed for the students. He had recently met with the Chairman discussing the data analysis of the standardized testing, PSAT, SAT, ACT and SBAC from last year. Chairman Mr. Gragnolati questioned if the district is closing the gaps. Mr. Parkhurst noted that he had his Administrative Team at the meeting to answer any questions the Board Members may have. He noted his Administrative Team has reviewed the SRBI process from a few years ago and are in the process of updating the SRBI process in each building in identifying practices, plans, and support to work with students every day. They discussed the process of assessing students in the first 90 days of school. Mr. David Prinstein, Principal of the Windsor Locks Middle School, discussed how the middle school is working on the updating the SRBI process. He also noted that the middle school is focusing on preparing students to enter in the high school for ninth grade. They are working on closing the gaps. Mr. Parkhurst also noted the district is working on curriculum and prepping for SBAC assessments. Although Mr. Parkhurst did not have data to share with the Board, he

did have data from the State of Connecticut which ranks 148 districts in the date and how it compared with Windsor Locks. The rankings were compared with fy 2019-2020. ELA rankings rose in Grades 3 through 8. Progress has been made in the ELA. However, in Math rankings rose most grades other than sixth grade. He was asked about the cohorts, and he explained those numbers, as some of them have decreased slightly.

A brief discussion was held. Mr. Parkhurst indicated he will be meeting with his Leadership Team and could have more information for the next meeting on November 10, 2022.

IX. Board and Superintendent Comments

Board Member Ms. Byrne commented that she feels it is sad that she is the only member going to the CAFE Convention on November 18, 2022. She hopes some Board Members will reconsider and attend as the convention is a great place to speak to other Board Members from other districts, attend seminars and hear different ideas that are going on in other districts around the state.

X. Public Audience

Mr. Paul Harington, 10 Meg Way, addressed the Board. He as a concerned parent overheard a conversation about insurance covering PT/OT services. He did put the services for his daughter through insurance, however, insurance would not cover those services and he has bills of \$8,000 so she would not regress. He wants to have his daughter to excel and he has even built a balance beam in his basement so his daughter can practice her balance. He doesn't want her to fall behind. He also would like to see a Plan B when the district does not have the personnel to fill the positions for children who need those services as those services are very valuable to those children who need it.

Naomi Eckert (sp) of 14 South Center Street addressed the Board. She wanted to let the Board know that the recent Homecoming Parade was amazing. Parents were incredible with all of their help to make the parade happen. Homecoming is more than a football game, it is a way for the community to come together. She thanked Ms. Amber Huddle and everyone else for a great parade. She is excited for next year's parade!

XI. Adjournment

It was **MOVED** (Christianson) and **SECONDED** (McGowan) and **PASSED** (U) that the Board of Education adjourn the Special Meeting of October 20, 2022 at 7:11 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 10, 2022

RE: PERSONNEL REPORT

This evening Sheri Lee, Director of Human Resources will provide the BOE with an update on staffing for the 22-23 school year as well as current open positions.

At last month's meeting there was a discussion regarding the coverage in the event of short and long term staff absences, specifically related to Special Services. Listed below is the plan for those absences and our Director of Special Services, Josh Robinson is here this evening to answer any questions you may have.

Long Term Staff Shortage:

In the event that a related services staff member or Special Education Teacher position is vacant or open due to an extended staff absence, the following steps will be followed:

- Human Resources will post for a long-term sub position for no longer than 2 weeks. If this is not filled within two weeks contracting services will be utilized.
- Pupil Services will utilize contracting services to staff the position until a full time staff member is hired or personnel returns from long term absence. (Soliant, CREC, ProCare Therapy).
 - Any time that is missed per the IEP will be recorded and made up in order to provide free and appropriate public education (FAPE).
- In the event that contractor services do not have available staff pupil services will contract with a local vendor and offer services off campus after school. All costs associated with these services will be covered by the school district. Regular services would resume when a PT is contracted or hired.

Short Term Staff Shortage:

In the event that an alternative program has a short-term staffing challenge due to illness the following steps will be followed:

- Director of Pupil Services will work from the school impacted to provide classroom support.
- Director of Alternative Services will cover other alternative school settings.
- The tutoring center tutor will support the site when tutoring services are complete.
- School Psychologists and or Social Worker from PMA may be utilized throughout the day to support short staffed schools with social, emotional and behavioral challenges.

EXHIBIT VI

MEMORANDUM TO: MEMBERS OF THE BOARD OF EDUCATION
FROM: SHAWN L. PARKHURST, SUPERINTENDENT
DATE: NOVEMBER 10, 2022
RE: ADMINISTRATORS' BARGAINING UNIT CONTRACT

Tonight the Board of Education will vote on the Windsor Locks Administrators' Association Bargaining Unit Contract for July 1, 2023 through June 30, 2026.

Possible Board Motion: MOVE that the Board of Education approve the Windsor Locks Administrators' Association Bargaining Unit contract for July 1, 2023 through June 30, 2026."



WINDSOR LOCKS PUBLIC SCHOOLS
BOARD OF EDUCATION

Agenda

Policy Subcommittee Meeting

November 3, 2022

Central Office Conference Room

Minutes

Present: Board Members Kylee Christianson and Jim McGowan, Superintendent Shawn Parkhurst]

- I. Call to Order at 4:19 pm
- II. Public Comment (Related to Agenda Items Only)
- III. Review for Discussion and/or Second Reading:

A. Rescind:

1. 6400 - Special Education Rights and Needs of Children p. 2
 - a) Replace with 6171 Special Education (new) p. 4
2. 6401 - Special Education Child Identification p. 6
 - a) Replace with 6164.4 Identification of Special Needs & Abilities (new) p. 7

Agreed to move these forward for a first read to the full Board

B. Revise:

1. 6111 - School Calendar p. 8

Discussion to add the following language: *Spring vacation will begin on the Monday following Easter each year.* Agreed with the revision to move this forward for a first read to the full Board.

- IV. Review for Discussion and/or First Read

A. New:

1. 4113.12 Minimum Duty-Free Lunch Periods for Teachers p. 9
2. 5145.511 Exploitation: Sexual Harassment p. 10
3. 6141.51 Advanced Courses or Programs, Eligibility Criteria for

Enrollment p. 20

4. 6141.52 Challenging Curriculum p. 23

Agreed to move these forward for a first read to the full Board

B. Rescind:

1. 4118.239/4218.239 Required Covid-19 Vaccinations p. 27
2. 6006 Quality Point System/Windsor Locks High School p. 31
 - a) Replicated in Policy 6146.1 Grading and Reporting System p. 33

Agreed to move these forward for a first read to the full Board

C. Revise:

1. 5113/5113.2 Attendance, Excused Absences, Truancy p. 38
2. 5141.4 Reporting of Child Abuse and Neglect p. 45
3. 6302 Gifted and Talented Students Program (Re-number to 6172.1) p. 57

Agreed to move these forward for a first read to the full Board

4. 5131.911 Hazing-Bullying p. tbd

This policy was tabled at the current time.

5. 5145.12 Search and Seizure p. 58

Discussed this policy and additional information was requested with regard to reviewing the forms to be used. Moved this forward to the BOE for a first read.

6. 5131.6 Alcohol Use, Drugs, and Tobacco p. 76
 - a) Vaping/Use of Vape Detectors in Schools

Agreed to move this forward for a first read to the full Board

- V. Adjournment was at 5:10 pm.

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

Section:	INSTRUCTION	Definition:	POLICY
Title:	Special Education – Rights and Needs of Children	Number:	6400
		Page:	1 of 2

Adopted: October 1975
Revised: August 1983
Replaces:

Some children cannot progress normally in school. Children who have physical handicaps, hearing or vision problems, or emotional difficulties and who are mentally retarded, socially disadvantaged, or have specific learning disabilities, often are not capable of successful participation in regular school programs. Under Connecticut law, exceptional children have the right to special education and an appropriate program. These children must be helped with their particular educational needs by the school system.

An exceptional child is defined as one who “deviates either intellectually, physically, socially or emotionally so markedly from normally expected growth and development patterns that he/she is or will be unable to progress effectively in a regular school program and needs a special class, special instruction or special services.” Special education is defined as “special classes, programs or services designed to meet the educational needs of exception children in accordance with the regulations of the “secretary” (of the State Board of Education).”

Professional services shall be provided requisite to the identification of children requiring special education, the determination of eligibility of such children for special education, the prescription of suitable educational programs for eligible children, the maintenance of records thereof and completion of reports as the state may require. Immediately upon the formal identification of any child requiring special education, the parents or guardian shall be informed of the laws relating to special education. Children up to the age of twenty-one (or up to graduation from high school) are eligible for special education when they differ so markedly they are not able to progress effectively in a regular school program.

Following are the special educational services provided by the Windsor Locks Public School System. These services may be provided in the local school system, in an adjoining public school system, in cooperation with one or more public school systems, in a private school, or in a public or private institution.

1. Regular class placement with extra supportive and/or special services.
2. Special class placement, full-time.
3. A combination of special class and regular class placement.
4. Vocational training for handicapped children 16 years of age or older as part of the educational program, or sometimes in conjunction with other agencies.
5. Home instruction and tutoring.
6. Consultative, evaluative and referral services.

A special class for pre-school or school age handicapped children, as the case may be, shall be established when there are at least four pre-school or six school age handicapped children for who special education is required by law and who need and may be taught together effectively in a special class. If the establishment of such a class is not feasible, or if there are fewer than the requisite number of children, then the following will be sought:

1. Placement in an appropriate special class in another public school district;
2. Placement in an appropriate special class administered on a cooperative basis with other Boards of Education;
3. Placement in an appropriate special class administered by a state institution or agency;
4. Placement in an appropriate private institution when none of the above can be provided.

Reference: Sections 10-76a to 10-76q of the Connecticut General Statutes

Section:	INSTRUCTION	Definition:	POLICY
Title:	Special Education – Rights and Needs of Children	Number:	6400
		Page:	2 of 2

Instruction

Special Education

The district shall provide a free appropriate public education and necessary related services to all children with disabilities residing within the district, required under the Individuals With Disabilities Education Act (“IDEA”), Section 504 of the Rehabilitation Act of 1973, and the Americans With Disabilities Act.

It is the intent of the District to ensure that students who are disabled within the definition of Section 504 of the Rehabilitation Act of 1973 are identified, evaluated and provided with appropriate educational services. Students may be disabled within the meaning of Section 504 of the Rehabilitation Act even though they do not require services pursuant to the IDEA.

For students eligible for services under IDEA, the District shall follow procedures for identification, evaluation, placement, and delivery of services to children with disabilities provided in state and federal statutes which govern special education. For those students who are not eligible for services under IDEA, but, because of disability as defined by Section 504 of the Rehabilitation Act of 1973, need or are believed to need special instruction or related services, the District shall establish and implement a system of procedural safeguards. The safeguards shall cover students’ identification, evaluation, and educational placement. This system shall include notice, an opportunity for the student’s parent(s)/guardian(s)/surrogate parent to examine relevant records, an impartial hearing with opportunity for participation by the student’s parent(s)/guardians(s), and representation by counsel, and a review procedure.

The Board of Education in fulfilling its legal duties and responsibilities for providing special education programs for the students of the school district, shall be assisted through membership in the Regional Service Center and through cooperative associations with other school districts.

If necessary, students may also be placed in private school education facilities.

(cf. [3231](#) - Medicaid Reimbursement for Special Education Students)

(cf. [5145.71](#) - Surrogate Parent Program)

Legal Reference: Connecticut General Statutes

- [10-76a](#) Definitions.
- [10-76b](#) State supervision of special education programs and services. (as amended by PA 12-173)
- [10-76c](#) Receipt and use of money and personal property.
- [10-76d](#) Duties and powers of boards of education to provide special education programs and services. (as amended by PA 97-114, PA 0048, PA 06-18 and June Special Session PA 15-5, Section 277)
- [10-76e](#) School construction grant for cooperative regional special education facilities.
- [10-76f](#) Definition of terms used in formula for state aid for special education.
- [10-76g](#) State aid for special education.
- [10-76h](#) Special education hearing and review procedure. Mediation of disputes.
- [10-76i](#) Advisory council for special education.
- [10-76j](#) Five-year plan for special education.
- [10-76k](#) Development of experimental educational programs.
- [10-76m](#) Auditing claims for special education assistance.
- [10-76a-1 et seq.](#) Definitions
- [10-76d-1](#) through [10-76d-19](#) Conditions of instruction
- [10-76h-1](#) through [10-76h-2](#) Due process
- [10-76l-1](#) Program Evaluation

[10-145a-24](#) through [10-145a-31](#) Special Education (re teacher certification)
[10-2641](#) Grants for the operation of interdistrict magnet school programs
34 C.F.R. 3000 Assistance to States for Education for Handicapped Children.
American with Disabilities Education Act, 20 U.S.C. §12101 et seq.
Individuals with Disabilities Education Act, 20 U.S.C. §1400 et seq.
Rehabilitation Act of 1973, Section 504, 29 U.S.C. §794
P.L. 108-446 The 2004 Reauthorization of the Individuals with Disabilities Act
20 U.S.C. §6368 (3) The No Child Left Behind Act
Bd of Ed of the City School District of the City of New York v. Tom F. 128S.Ct. 1, 76 U.S.L.W. 3197 (2008)
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:

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

Section:	INSTRUCTION	Definition:	POLICY
Title:	Special Education – Child Identification	Number:	6401
		Page:	1 of 1

Adopted: July 1988

Revised:

Replaces:

The Windsor Locks Public Schools provides that all children, birth through twenty-one years of age and residing within the district, who require special education services are identified, located and evaluated.

By statute, children requiring special education includes any exceptional child who (1) is mentally retarded, physically handicapped, socially and emotionally maladjusted, neurologically impaired, or suffering from an identifiable learning disability which impedes his rate of development, which disability is amenable to correction or which rate of development may be improved by special education; or (2) has extraordinary learning ability or outstanding talent in the creative arts the development of which requires programs or services beyond the level of those ordinarily provided in regular school programs, but which may be provided through special education as part of the public school program.

The terms “children requiring special education” does not include all students with a disability. The disability has to be of such a nature as to make special education necessary for the student’s educational progress. For example, an individual student with an orthopedic disability might not require specially designed instruction. Such a student is not a “child requiring special education”.

References: Connecticut General Statutes, Section 10-769-1(d)
SDE: Special Education Administration Manual, 1986 pages 2-3

Instruction**Identification of Special Needs & Abilities**

The Board of Education recognizes each student is unique, and, although for most students the regular school program is appropriate, many students have exceptional needs that can't be met with regular programming only.

The Superintendent of Schools shall:

1. develop and promote regulations and procedures to identify students with exceptional needs;
2. develop plans for assessment and evaluation of specific needs of each student identified to have exceptional needs. The assessment plan shall be a description in ordinary language of procedures, tests, records, or reports proposed for use in student assessments.

The search and assessment plans shall be consistent with provisions of federal and state laws and regulations.

(cf. 6159 Individualized Education Plans)

Legal Reference: Connecticut General Statutes

[10-76a et seq.](#) Special education.

[10-76d\(a\)](#) Identification of school age children needing special education.

State Board of Education Regulations 10-76b-1 et seq.

[34 C.F.R. 300](#) Assistance to States for Education of Handicapped Children.

Policy adopted:

6111

Instruction

School Calendar

The Superintendent shall recommend a school calendar meeting all statutory requirements to the Board of Education for its review and approval.

The school calendar shall show school days in each school month, the number of school days in each month, legal and local holidays, staff development days, early closing days, vacation periods and other pertinent dates, including graduation for students in grade twelve.

Spring vacation will begin on the Monday following Easter each year.

The Board, in establishing a graduation date, may establish for any school year a firm graduation date which is no earlier than the one-hundred eightieth day in the adopted school calendar.

Legal Reference: Connecticut General Statutes

1-4 Days Designated as Legal Holidays

Adopted: January 1995

Revised: March 1998, April 2020

Personnel – Certified

Minimum Duty-Free Lunch Periods for Teachers

The Board of Education, in compliance with P.A. 22-80, shall provide a minimum 30-minute uninterrupted lunch period for teachers and other certified staff.

Legal Reference: Connecticut General Statutes

PA 22-80 An Act Concerning Childhood Mental and Physical Health Services in School.

Policy adopted:

Students

Exploitation: Sexual Harassment

Sexual Abuse Prevention and Education Program

Definitions

Sexual violence is a multi-layered oppression that occurs at the societal and individual level and is connected to and influenced by other forms of oppression, in particular, sexism, racism and heterosexism. On the societal level, it is the preponderance of attitudes, actions, social norms that perpetuate and sustain environments and behaviors that promote a cultural tolerance, acceptance, and denial of sexual assault and abuse. On an individual level, sexual violence is a wide range of sexual acts and behaviors that are unwanted, coerced, committed without consent, or forced either by physical means or through threats.

Sexual abuse refers to coerced or forced sexual contact or activity that may be ongoing or occurs over time, often within a trusting relationship. Most victims know their perpetrators. Perpetrators are usually older than their victims and may trick or force them into gradually doing the sexual behavior. The sexual behavior may not be violent and may even be pleasurable to the child, who doesn't necessarily know it is wrong. Perpetrators of ongoing sexual abuse control the child/youth through secrecy, shame, or threats. Children cannot consent to sexual contact with adults or older youth, and sexual contact is considered abuse, regardless of whether it includes touching or not.

Sexual assault usually refers to forced or unwanted sexual contact or activity that occurs as a single incident, as opposed to ongoing sexual abuse that may continue over time. It may also involve verbal or visual behaviors, or any type of pressure designed to coerce or force someone to join in the unwanted sexual contact or activity. The assault may involve a similar range of behaviors that are attempted or perpetrated against a victim's will or when a victim cannot consent because of age, disability, or the influence of alcohol or drugs. Sexual assault may involve actual or threatened physical force, use of weapons, coercion, intimidation or pressure. The offender usually takes advantage of the victim's vulnerability. Anyone can perpetrate this type of abuse – a trusted friend or family member, a stranger, a casual acquaintance, or an intimate partner.

Program

The Windsor Locks Public Schools shall implement the Sexual Abuse and Assault Awareness and Prevention Program identified or developed, in compliance with CGS [17a-101q](#), by the Department of Children and Families, in collaboration with the Department of Education and other assisting entities, with the goal of informing students and staff about child sexual abuse and assault awareness and available resources. The District's implementation of the Sexual Abuse and Assault Awareness and Prevention Program, per statute, shall be not later than October 1, 2016. The program, for students in Grades K-12, inclusive, shall include, but not be limited to:

1. Providing teachers instructional modules that may include, but not be limited to:
 - a. Training regarding the prevention and identification of, and response to, child sexual abuse and assault, and
 - b. Resources to further student, teacher and parental awareness regarding child sexual abuse and the prevention of such abuse and assault.

Reporting Child Sexual Abuse and Assault

Students shall be encouraged to disclose abuse to a trusted adult member of the staff, including, but not limited to, teachers, administrators, nurses, coaches, and counselors. Child abuse reporting procedures will be followed for all acts of violence and sexual abuse against children as delineated in policy #5141.4, “Reporting of Suspected Child Abuse,” and its accompanying regulations.

Connecticut General Statutes §17a-101, as amended, requires all school employees including the Superintendent of Schools, school teachers, substitute teachers, administrators, school guidance counselors, school paraprofessionals, licensed nurses, physicians, psychologists, social workers, coaches of intramural or interscholastic athletics, or any other person, who in the performance of his/her duties, has regular contact with students and who provides services to District students, who have reasonable cause to suspect or believe that a child has been abused, neglected, or placed in imminent risk of serious harm to report such abuse and/or neglect in compliance with applicable state statutes.

An oral report by telephone or in person shall be made as soon as possible but no later than 12 hours to the Commissioner of Children and Families and to the Superintendent of Schools or his/her designee followed within 48 hours by a written report to the Department of Children and Families.

Reporting suspected abuse and/or neglect of children, in addition to the requirements pertaining to staff training, record keeping and dissemination of this policy, shall be in accordance with the procedures established and set forth in the Administrative Regulation #5141.4.

(cf. 5131.911 – Bullying)

(cf. 5141.4 – Reporting of Suspected Child Abuse)

(cf. 5145.5 – Sexual Harassment)

Legal Reference: Connecticut General Statutes

[17a-101q](#) Statewide sexual abuse and assault awareness and prevention program

A Statewide K-12 Sexual Assault and Abuse Prevention and Awareness Program developed by DCF, SDE, and Connecticut Alliance (The Alliance) to End Sexual Violence

PA [22-87](#) An Act Concerning the Identification and Prevention of and Response to Adult Sexual Misconduct Against Children

Policy adopted:

Students

Exploitation: Sexual Harassment

Sexual Abuse Prevention and Education Program

Prevention Strategy

Schools will design and build their capacity to implement comprehensive prevention strategies that engage students, parents/guardians/caregivers and school personnel. By engaging each of these populations, schools can reduce and prevent abusive sexual behaviors and sexual assault from occurring and create a climate that promotes positive peer relationships.

Students

1. Strengthen students' knowledge, attitudes and skills for healthy relationships by implementation of the DCF/SDE sexual abuse and assault awareness and prevention program.
2. Strengthen students' skills for modeling pro-social behavior and intervening as proactive bystander for the prevention and intervention of abusive behavior and/or sexual assault on campus.
3. Increase awareness among students of students' rights under District policy including how to report and seek help for students who may have experienced sexual abuse or sexual assault.

Parents/Caregivers and School Personnel

1. Strengthen parents/guardians/caregivers' knowledge, attitudes and skills for promoting healthy relationships including positive bystander behavior through workshops, school newsletter, and other events.
2. Strengthen school personnel's (administrators, teachers, coaches, and others) knowledge, attitudes and skills for promoting healthy relationships including modeling pro-social behavior or positive bystander behavior through professional development, utilizing the DCF/SDE developed instructional modules.
3. Increase awareness among parents of students' rights under District policy including how to report and seek help for students who may have experienced sexual abuse or assault.
4. Increase awareness among school personnel of District policy including their responsibility to report incidents and concerns regarding sexual abuse and sexual assault.
5. Increase awareness among parents/caregivers and school personnel of school and community-based resources for students and families.

School Climate

1. Strengthen positive school climate by engaging students in age-appropriate activities to promote healthy relationships and positive bystander behavior.
2. Reduce risk for sexual abuse and sexual assault by educating school personnel on how to support healthy relationships, implement prevention curricula, and respond effectively to incidents and disclosures.

Reporting Procedure

Students should be encouraged to disclose if they have been sexually abused to any member of the staff whom they trust. The Principal of each school shall establish and prominently

publicize to students, staff, volunteers, and parents/guardians, how a report of sexual abuse and assault may be filed either in-person or anonymously and how this report will be acted upon. The victim of sexual abuse and assault or anyone who witnessed an act of sexual abuse or assault, and anyone who has reasonable suspicion that an act of sexual abuse or assault has taken place may file a report.

In addition, members of the staff, as a result of training, should be aware of the signs of child sexual abuse in students which can include, but are not limited to, expressions of shame, guilt/self-blame, difficulty trusting others, low self-esteem, cognitive deficits, depression, mental health problems, poor school performance, unhealthy relationships, self-harm, substance abuse and thoughts or expressions of suicide.

A report must be made when any mandated reporter of the Board of Education, in his/her professional capacity, has reasonable cause to suspect or to believe that a child under the age of eighteen (*Mandated reporters include all school employees, the Superintendent, administrators, teachers, substitute teachers, guidance counselors, school paraprofessionals, coaches of intramural and interscholastic athletics, as well as licensed nurses, physicians, psychologists and social workers either employed by the Board or working in one of the District schools, or any other person who, in the performance of his or her duties, has regular contact with students and who provides services to or on behalf of students enrolled in District schools*) is in danger of being or has been sexually abused or assaulted.

Any written or oral reporting of an act of sexual abuse or assault shall be considered an official means of reporting such act(s).

The following procedures apply only to statutory mandated reporters, as defined above.

1. When an employee of the Board of Education suspects or believes that a child has been sexually abused or sexually assaulted, the following steps shall be taken:
 - a. The employee shall immediately, upon having reasonable cause to suspect or believe that a child has been abused, and in no case later than twelve (12) hours after having such a suspicion or belief, make an oral report by telephone or in person to the Commissioner of Children and Families or the local law enforcement agency. The Department of Children and Families has established a 24 hour Child Abuse and Neglect Hotline at [1-800-842-2288](tel:1-800-842-2288) for the purpose of making such oral reports.
 - b. The employee shall also immediately make an oral report to the Building Principal or his/her designee and/or the Superintendent or his/her designee.
 - c. If a report concerns suspected abuse by a school employee, the Superintendent or his/her designee, shall immediately notify the child's parent or guardian that such a report has been made.
 - d. Not later than 48 hours of making an oral report, the employee shall submit a written report to the Commissioner of Children and Families, or his/her representative, containing all of the required information.
 - e. The employee shall immediately, submit a copy of the written report to the Principal and/or Superintendent or the Superintendent's designee.
 - f. If a report concerns suspected sexual abuse by a school employee who possesses a certificate, permit or authorization issued by the State Board of Education, the Superintendent shall submit a copy of the written report to the Commissioner of Education, or his/her representative.

Contents of Reports

Any report made pursuant to this policy shall contain the following information, if known:

1. The names and addresses of the child and his/her parents or other persons responsible for his/her care;
2. The age of the child;
3. The gender of the child;
4. The nature and the extent of the child's sexual abuse or assault;
5. The approximate date and time the sexual abuse or assault occurred;
6. Information concerning any previous injury or injuries to, or maltreatment or neglect of, the child or his/her siblings;
7. The circumstances in which sexual abuse or assault came to be known to the reporter;
8. The name of the person or persons suspected to be responsible for causing the sexual abuse or assault;
9. The reasons such person or persons are suspected of causing such sexual abuse;
10. Any information concerning any prior cases in which such person or persons have been suspected of causing an injury, maltreatment or neglect of a child; and
11. Whatever action, if any, was taken to treat, provide shelter or otherwise assist, the child.

Investigation of the Report

If the suspected abuser is a school employee, the Superintendent or his/her designee shall thoroughly investigate the report, provided that such investigation does not interfere with or impede the investigation by the Department of Children and Families or by a law enforcement agency. To the extent feasible, this investigation shall be coordinated with the Commissioner of Children and Families and/or the police in order to minimize the number of interviews of any child and to share information with other persons authorized to conduct an investigation of child abuse and neglect. When investigating a report, the Superintendent or his/her designee shall endeavor to obtain, when possible, the consent of parents or guardians or other persons responsible for the care of the child, to interview the child, except in those cases in which there is reason to believe that the parents or guardians or other persons responsible for the care of such child are the perpetrators or the alleged abusers.

The investigation shall include an opportunity for the suspected abuser to be heard with respect to the allegations contained within the report. During the course of an investigation of suspected abuse by a school employee, the Superintendent may suspend the employee with pay or may place the employee on administrative leave with pay pending the outcome of the investigation.

A person reporting child sexual abuse shall provide any person authorized to conduct an investigation into such claim with all information related to the investigation that is in the possession or control of the person reporting child sexual abuse except as expressly prohibited by state or federal law.

Evidence of Abuse by Certain School Employees

After an investigation has been completed, if the Commissioner of Children and Families, based upon the results of such investigation, has reasonable cause to believe that a child has been sexually abused or assaulted by an employee who has been entrusted with the care of a child or has recommended that such employee be placed on the Department of Children and Families Abuse and Neglect Registry, the Commissioner shall notify within five (5) working

days after the completion of the investigation into child abuse or neglect by a school employee, the Superintendent and the Commissioner of Education of such finding and shall provide records, whether or not created by the Department of Children and Families, concerning such investigation to the Superintendent and the Commissioner of Education. The Superintendent shall suspend the employee, if not previously suspended, with pay and without diminution or termination of benefits if DCF has reasonable cause that the employee sexually abused a child and recommends the employee be placed on the DCF Child Abuse and Neglect Registry. Not later than 72 hours after such suspension, the Superintendent shall notify the Board of Education and the Commissioner of Education, or his/her representative, of the reasons for the conditions of suspension. The Superintendent shall disclose records received from the Department of Children and Families to the Commissioner of Education and the Board of Education, or its attorney, for the purposes of review of employment status, certification, permit or authorization. Any decision of the Superintendent concerning such suspension shall remain in effect until the Board of Education Acts, pursuant to the provisions of Connecticut General Statutes. The Commissioner of Education shall also be notified if such certified person resigns from his/her employment in the District. Regardless of the outcome of any investigation by DCF and/or the police, the Superintendent and/or the Board, as appropriate, may take disciplinary action up to and including termination of employment in accordance with the provisions of any applicable statute, if the Superintendent's investigation produces evidence that a child has been sexually abused by a certified, permit or authorized school staff member.

If the contract of employment of a certified school employee holding a certificate, permit or authorization issued by the State Board of Education is terminated as a result of an investigation into reports of child sexual abuse, the Superintendent shall notify the Commissioner of Education, or his/her representative, within 72 hours of such termination.

Evidence of Abuse by Other School Staff

If the investigation by the Superintendent and/or Commissioner of Children and Families did produce evidence that a child has been sexually abused by a non-certified school staff member the Superintendent and/or the Board, as appropriate, may take disciplinary action up to and including termination of employment.

The District shall maintain records of allegations, investigations and reports that a child has been sexually abused or assaulted by a school employee. Such records will be maintained in the District's Central Office. The records shall include any reports made to the Department of Children and Families. The State Department of Education is to have access to all such records.

The Board shall provide to the Commissioner of Children and Families, upon request for the purposes of an investigation by the Commissioner of Children and Families of suspected child sexual abuse by a teacher employed by the Board, any records maintained or kept in District files. Such records shall include, but not be limited to, supervisory records, reports of competence, personal character and efficiency maintained in such teacher's personnel file with reference to evaluation of performance as a professional employee of such Board of Education, and records of the personal misconduct of such teacher. (*"Teacher" includes each certified professional employee below the rank of Superintendent employed by a Board of Education in a position requiring a certificate issued by the State Board of Education.*)

The Board of Education shall permit and give priority to any investigation conducted by the Commissioner of Children and Families or the appropriate local law enforcement agency that a child has been sexually abused or assaulted. The Board shall conduct its own investigation and take any disciplinary action, in accordance with the provisions of section [17a-101i](#) of the general statutes, as amended, upon notice from the Commissioner or the appropriate local law enforcement agency that the Board's investigation will not interfere with the investigation of

the Commissioner or such local law enforcement agency.

The Department of Children and Families will review, at least annually, with the State Department of Education all records and information relating to reports and investigations that a child has been sexually abused by a school employee, in the Department of Children and Families' possession to ensure that records and information are being shared properly.

The Superintendent may appoint a designee for the purposes of receiving and making reports, notifying and receiving notification, or investigating reports pursuant to this policy.

Disciplinary Action for Failure to Follow Policy

Any employee who fails to comply with the requirements of this policy and these regulations shall be subject to discipline, up to and including termination of employment.

Response to Sexual Abuse and Sexual Assault

Schools will develop and implement an effective and consistent response to sexual abuse or sexual assault that takes place on school grounds, while traveling to and from school or a school-sponsored activity, whether on or off campus, as well as abusive behavior expressed through technology using District or school-provided computers, email addresses, or servers.

Students and parents/guardians are to be informed of the District's policy regarding sexual abuse and sexual assault.

Students are to be encouraged to contact the Principal or his/her designee or other school personnel if they or another student has been sexually abused or sexually assaulted. Students will also be encouraged to report to school authorities if they are aware that another student or adult individual has committed sexual abuse or sexual assault.

Support Services

The Principal or designee will first take steps to increase safety and well-being of the student experiencing sexual abuse and/or sexual assault. This might include offering individual or support group counseling for the student experiencing abuse and/or sexual assault at school or by referring the student to a local victim service organization.

Protection Against Retaliation

No retaliation will be taken by the District or by any of its employees or students against any complainant or any participant in the complaint process, including witnesses, and will take steps to ensure there is no retaliation against any involved party, and will respond appropriately to any incident of retaliation. Any person found to have retaliated against another individual for reporting an incident of sexual abuse, harassment or assault will be subjected to the same disciplinary action created in accordance with this policy. Those persons who assist or participate in an investigation of abusive behavior are also protected from retaliation under this policy.

Confidentiality

Any investigation that takes place pursuant to this policy and administrative regulation will, to the maximum extent possible, be conducted in a manner that protects the privacy of the student experiencing sexual abuse and/or sexual assault, complainant, and accused. However, if it is suspected that child abuse has occurred or any law has been violated, such abuse will be reported to the proper authorities. When possible students will be notified and reminded of limits of confidentiality and be made aware of possible reports to outside officials. Notification of the outcome of the investigation will be made in accordance with relevant state and federal law.

Preclusion

This policy should not be interpreted as preventing a student experiencing sexual abuse and/or sexual assault from seeking redress under any other available law, either civil or criminal.

The District will keep and maintain a confidential written record, including but not limited to, witness statements, investigative reports, and correspondence, from the date any allegation of abusive sexual behavior or sexual assault is reported to District personnel. The information in the written record will include the action taken by the District in response to each allegation.

Roles and Responsibilities

The District will:

1. Ensure that the Superintendent or his/her designee is the individual responsible for implementation of the policy and these procedures and for the provision of technical assistance and training for school personnel on the development and implementation of the steps for a comprehensive prevention strategy and effective and consistent intervention and response to incidents of sexual abuse and sexual assault.
2. Assure students of their rights to be free from sexual abuse and sexual assault including cyber-harassment;
3. Ensure that students know that sexual abuse and sexual assault violate District policy; that abusive behavior should be reported; and that violators will be subject to disciplinary and/or legal action;
4. Expect all personnel to intervene directly or to contact police when necessary, whenever they witness or become aware of an incident of sexual abuse or sexual assault. There is a duty to report to the Principal or his/her designee when any staff member knows or reasonably should have known of an incident of sexual abuse or sexual assault. Any staff member who permits or fails to report an incident of sexual abuse or sexual assault may be subject to disciplinary action.

The School will:

1. Staffing and Notification

- a. The Principal or his/her designee is responsible for implementation of the policy, administrative regulations, the provision of technical assistance and training for school personnel on sexual abuse and sexual assault and effective and consistent intervention and response to incidents of such behavior;
- b. Review policy and procedures on sexual abuse and sexual assault annually with all staff and provide recommendations and/or revisions to the policy and regulations;
- c. Ensure that all staff, students, and parents/caregivers receive the name and contact information at the school and District level, a summary of prohibited behaviors and a summary of this policy at the beginning of the school year, as part of the student handbook and/or information packet, as part of the new student orientation, and as part of the school system's notification to parents;
- d. Create easy public access to the full text of this policy via the school website(s), staff and student handbooks with complaint forms, District policy manuals, contact information etc.; and
- e. Review policy and procedures on sexual abuse and sexual assault annually with all staff and provide recommendations and/or revisions to the policy.

2. Prevention

- a. Engage students, as developmentally appropriate, and school personnel and, if possible, community-based organizations to collaborate on the development and implementation of comprehensive prevention strategies;

- b. Strengthen students' knowledge, attitudes and skills for healthy relationships, social and emotional learning, and pro-social behavior, such as positive bystander behavior through evidence-based or evidence-informed curricula, lesson plans, or other classroom or school-wide activities;
- c. Strengthen parents/caregivers' knowledge, attitudes and skills for promoting healthy relationships, social and emotional learning, such as positive bystander behavior through workshops, school newsletter, and other events;
- d. Strengthen school personnel knowledge, attitudes and skills for promoting healthy relationships and social and emotional learning, such as positive bystander behavior through professional development;
- e. Strengthen positive school climate through positive social norm youth-developed campaigns or activities to promote healthy relationships, social and emotional learning, and/or positive bystander behavior; and
- f. Assure students of their rights to be free from sexual abuse and sexual assault including cyber-harassment and that students know that sexual abuse and sexual assault violate District policy and law; that abusive behavior should be reported; and that violators will be subject to disciplinary action and/or legal action.

3. Intervention and Response

- a. All school personnel are expected to utilize the reporting procedure previously described in this regulation or to contact police directly, when necessary, whenever they witness or become aware of an incident of sexual abuse or sexual assault. There is a duty to report to the Principal or Principal's designee when any staff member knows or reasonably should have known of an incident of sexual abuse or sexual assault.
- b. Staff members must intervene or make a report when they witness, become aware of, or reasonably should have known of an incident of sexual abuse or sexual assault on the campus; while traveling to and from school or a school-sponsored activity; whether on or off campus; or perpetrated using school-owned property such as email addresses and servers.
- c. Each incident reported will be promptly investigated in a manner prescribed by statute that protects the student experiencing abuse and/or sexual assault.
- d. The school will make all efforts to keep a report of sexual abuse or sexual assault and the results of any investigation confidential to the extent permitted by law, except that the abused child and the accused will be notified of the outcome of an investigation consistent with federal and state laws.
- e. Increase students' safety and well-being by assisting student experiencing sexual abuse and/or sexual assaults in accessing legal protection.
- f. Support a student experiencing abuse and/or sexual assaults by offering individual counseling, support groups, and/or referrals to local victim service providers who serve minors. Establish a relationship with a local domestic or sexual violence program and/or health care providers experienced with sexual abuse and/or sexual assault for access to resources and training;

Providing Instruction

The instructional staff of District schools, subject to the rules of the State Board of Education and the Board of Education, shall teach all statutorily required comprehensive health components including a health education curriculum for students in grades K through 12 in the area of sexual abuse or assault. This instruction shall include teen dating violence, a sexual abuse and assault component that includes, but is not limited to, the definition of dating violence, sexual abuse, sexual assault, the warning signs of abusive behavior, the

characteristics of healthy relationships, measures to prevent and stop dating violence, sexual abuse, sexual assault, and community resources available to victims of dating violence, sexual abuse and assault.

Regulation approved:

Instruction

Advanced Courses or Programs, Eligibility Criteria for Enrollment

Purpose

The Board of Education (Board) believes in the basic principle that academic rigor and the opportunity to accelerate learning are powerful motivators for students to meet intellectual challenges and excel in the academic environment. The Board supports advanced courses and programs that promote academic acceleration. All students at the high school level will be provided an opportunity to participate in a rigorous and academically challenging curriculum.

The Board encourages students to pursue rigorous, challenging academic coursework such as, but not limited to, honors classes, dual enrollment, dual credit, and advanced placement classes.

The Board, to encourage student participation in advanced courses or programs, will communicate information about advanced courses or programs to students and parents; offer district-wide counseling to students about the benefits of advanced level courses and programs; and annually report on District progress toward increasing students' readiness and participation for advanced courses or programs.

The benefits of advanced coursework opportunities are not limited to one particular model.

Definitions

An "**advanced course or program**" is defined as an honors class, advanced placement class, dual enrollment, dual credit, early college or any other advanced or accelerated course or program offered by the Board of Education in grades 9-12, inclusive.

"**Prior academic performance**" means the course or courses that a student has taken, the grades received for each course, and a student's grade point average.

Procedures/Criteria/Guiding Principles

The Board is aware that minority students are chronically underrepresented in advanced level high school courses and programs of similar rigor. Low awareness of advanced courses and programs, insufficient preparation, and fear of social isolation prevent low-income and minority students from enrolling in such courses or programs. Further, other barriers to participation include the failure to identify students with potential, insufficient motivation and incentives on behalf of teachers and/or students, and funding.

An emphasis on equity must include a focus on increasing student's access to rigorous learning opportunities to assist all students to be prepared for success after high school. The following District and school-level principles will contribute to fostering greater equity in student participation in advanced courses or programs:

1. Provide a course sequence and foundation-building in earlier grades, ensuring high expectations for all students, that makes later advanced coursework a viable option;
2. Create multiple access points to advanced courses and programs, allowing students to access these programs at various points of their high-school experience;
3. Use only enrollment access criteria that are educationally necessary;
4. Use multiple methods by which a student may satisfy eligibility criteria for

enrollment, including but not limited to:

- a. Recommendations from teachers, administrators, school counselors, or other school personnel;
 - b. Criteria not exclusively based on a student's prior academic performance;
 - c. Use of a student's prior academic performance must rely on evidence-based indicators of how a student will perform in an advanced course or program;
 - d. GPA improvement over time;
 - e. Scoring near benchmark on local assessments;
 - f. Student interests and persistence.
5. Offer a robust set of student supports, which can include tutoring, access to technology, and support from school counselors, that help all students succeed in advanced courses or programs; and
 6. Publish and disseminate materials that encourage all students to participate in advanced courses and programs and making these materials available in multiple languages.

In order to access advanced courses or programs students need to complete sufficiently difficult coursework at the middle school level. This equitable course enrollment policy is based on rigorous learning opportunities for all students in elementary and middle grades.

High school students willing to accept the challenge of a rigorous academic curriculum shall be admitted to an advanced course or program as defined in this policy. Students who have successfully completed the prerequisite course work or have otherwise demonstrated mastery of the prerequisite content knowledge and have permission from the course instructor to participate will be allowed to enroll in advanced courses or programs offered by the District. The student must request the course or program through the guidance counselor.

District administrators and guidance counselors shall advise students and parents/guardians of the opportunity to participate in advanced courses or programs as defined in this policy. When students' success plans are prepared and revised, the academic component shall include appropriate preparatory courses and advanced course and program participation. Teachers shall also encourage students to take challenging courses.

The Board seeks an equitable course enrollment policy that limits prerequisites and entrance requirements to those that are directly related to a student's potential for success. Therefore, multiple measures must be used to identify students for advanced coursework so that no single measure excludes their participation.

Advanced courses or programs must comply with applicable District policies and state standards and this policy must be in accordance with SDE promulgated guidance.

The Superintendent or his/her designee shall ensure the development and/or identification of program stipulations, eligibility criteria, student attendance and discipline standards/expectations and criteria for continuation in advanced courses or programs, and shall ensure the development and/or identification of procedures for students encountering difficulty and/or wishing to drop advanced courses.

Evaluation

The Board will review annually data on student participation in advanced courses or programs, the data shall be disaggregated by gender, ethnicity, and free/reduced lunch participation. Such data will be used during the planning process for course and program offerings in the upcoming school year.

(cf. 6141.4 - Independent Study)
(cf. 6141.5 - Advanced College Placement)
(cf. [6172.1](#) - Gifted and Talented Students)
([6141.52](#) - Challenging Curriculum Policy)
(cf. 6141.7 - Honors Programs)
(cf. [6172.6](#) - Virtual/Online Courses)

Legal Reference: Connecticut General Statutes

P.A. 21-199 Section 3

[10-221r](#) Advanced placement course program. Guidelines.

District Guidance for Developing an Advanced Course Participation Policy

Policy adopted:

Instruction

Challenging Curriculum Policy (Criteria for Identification of Eligible Grade 8, 9 Students)

The Board of Education (Board) believes academically advanced courses and/or programs are designed to motivate students to understand rigorous content. The Board recognizes its responsibility to identify these students in grades 8 and 9, in compliance with Section 5 of P.A. 21-199, and to provide them with appropriate instructional adaptations and services. Any student who is capable of and wishes to do advanced course work or take an accelerated course or program, as detailed in this policy should be permitted to do so (in grades 8 and 9).

An “**advanced course or program**” as defined in this policy means an honors class, advanced placement class, dual enrollment, dual credit, early college or any other advanced or accelerated course or program offered by the Board. Such courses or programs are specifically designed to extend, enrich, and/or accelerate the standard school program in order to meet the needs of District students.

The Board’s goal is to create a culture of deliberate excellence through its commitment to all students who have the capability, potential, or motivation to access advanced academic curriculum and instruction. The Board desires to nurture potential in all students and to challenge students with advanced capabilities through differentiation and responsive instruction. The needs of advanced and high potential learners will be equitably addressed across all populations.

In compliance with Section 5 of P.A. 21-199, the Board adopts this “challenging curriculum policy” aligned with State Department of Education (SDE) guidance. This policy includes, as required, the criteria for the identification of students in grades 8 and 9 who may be eligible to take or enroll in an advanced course or program, as defined, and that such identified students have an academic plan.

Priority placement will be given to students identified as gifted, as per policy #6172.1, “Gifted and Talented Students.”

District middle schools will offer advanced academic classes in the two content areas of language arts and mathematics.

Students taking high school credit courses in the middle school are required to meet all expectations for earning course credit applicable to meeting high school graduation requirements.

Criteria

For purposes of this policy these are students who possess or demonstrate high levels of ability in one or more content areas when compared to their chronological peers in the District and who would benefit from advanced courses or programs in order to achieve in accordance with their capabilities.

Instruction

Challenging Curriculum Policy (Criteria for Identification of Eligible Grade 8, 9 Students)

Criteria (continued)

The Superintendent or his/her designee will develop procedures for an ongoing identification process that includes multiple measures in order to identify student strengths in intellectual ability, creativity or a specific academic area. The identification process shall include consideration of all students including those who are English language learners and those with Individualized Education Plans or 504 Plans.

The purposes of identification are to find students who display characteristics which make them eligible for the taking of advanced courses or programs, as defined; to assess the aptitudes, attributes, and behaviors of each student; and to evaluate each student for the purposes of placement. Student aptitudes, attributes and academic behaviors will be identified, assessed and reviewed through a multistep, multimodal, and multidimensional identification system.

Students who experience success in advanced courses or programs typically exhibit the following characteristics: reading at or above grade level; strong study skills and self-motivation; proficient oral and written communication skills; self-discipline to plan, organize, and carry out tasks to completion; and interest and self-directedness in the particular subject.

Such students may be found within any racial, ethnic, or socioeconomic group; within any nationality; within both genders; and within populations of students with disabilities.

Identification Process

Identification is a multistep process, which shall consist of screening and referral, assessment of eligibility and placement/enrollment.

The Superintendent or his/her designee is directed to develop and document appropriate curricular and instructional modifications and/or programs for such identified students, in grades 8 and 9, indicating content, process, products and learning environments.

The identification process shall include the following:

- Identification of students with:
 - Superior cognitive ability;
 - Specific academic ability in one or more of the following content areas; math, science, language arts, social studies (consistently received grades of “3” or higher in the core content areas);
 - Creative thinking ability; and
 - Giftedness.

Instruction

Challenging Curriculum Policy (Criteria for Identification of Eligible Grade 8, 9 Students)

Identification Process (continued)

- Teacher recommendations/referrals
- Referrals from parents, students
- Placement tests if available
- Parental approval

Detailed information will be made available on the District website regarding this policy and the procedures used to identify students who would benefit from enrollment in advanced courses or programs, and the required academic plan.

Academic Plan

Each identified student shall develop an academic plan for the period grade 8 through high school. The plan, developed with the assistance of parents/guardians and with the advice and recommendations of school personnel, shall be reviewed annually. The plan is to include a list of courses and learning activities/programs in which the student will engage while working toward the fulfillment of graduation requirements.

The student's academic plan must be designed to enroll the identified student in one or more advanced courses or programs and allow the student to earn high school and college credit or result in career readiness.

The academic plan must be aligned with the following:

1. the courses or programs currently offered by the Board of Education;
2. the student's student success plan;
3. the high school graduation requirements established in state law; and
4. any other Board-adopted policies or standards relating to student enrollment eligibility for advanced courses or programs.

A student or his or her parent/guardian have the right to decline the implementation of the provisions of the academic plan.

The academic plan enables a student to take a deeper look into what the high school years and beyond will look like. The student needs to be honest about himself/herself and consider their interests, strengths, likes, dislikes, as well as who they aspire to be as an individual. The plan should be updated as necessary and at a minimum, at least once a year.

Instruction

Challenging Curriculum Policy (Criteria for Identification of Eligible Grade 8, 9 Students)

Academic Plan (continued)

Beginning in the middle school years, students must be counseled on opportunities for beginning postsecondary education prior to high school graduation. Such opportunities include access to Advanced Placement (AP) or college-level courses for degree credit. Wherever possible, students shall be encouraged and offered opportunities to take college courses simultaneously for high school graduation and college degree credit (dual enrollment) upon approval of the Principal prior to such participation, the willingness of the college to accept the student for admission to the course or courses.

(cf. 6141.4 – Independent Study)

(cf. 6141.5 – Advanced College Placement)

(cf. 6141.51 – Advanced Courses or Programs-Eligibility Criteria for Enrollment)

(cf. 6141.7 – Honors Programs)

(cf. 6172.1 – Gifted and Talented Students)

(cf. 6172.6 – Virtual/Online Courses)

Legal Reference: Connecticut General Statutes
 P.A. 21-199 Section 5
 10-221r Advanced placement course program. Guidelines.
 District Guidance for Developing an Advanced Course Participation Policy

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: November 18, 2021

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

Section:	INSTRUCTION	Definition:	POLICY
Title:	Quality Point System/Windsor Locks High School	Number:	6006
		Page:	1 of 2

Adopted: October 1978
 Revised: April 1986, November 1998
 Replaces:

A quality point system is a method of weighting courses by assigning to each course a numerical value based on its degree of difficulty. A student can gauge the difficulty of a course by the number of quality points ascribed to it.

A quality point system provides a basis for comparing student achievement including class rank. In computing class rank, a greater weight is applied to the grades a student receives in high-level courses. For example, the grade a student earns in a level one course receives greater weight toward class rank than a corresponding grade in a level two course. This same weighting relationship applies to all levels.

At Windsor Locks High School, there are five levels of courses, each level signifying a different level of course difficulty. The assigned levels of each course are reviewed annually by the principal and area leader.

Windsor Locks High School Course Classification

Level 1	Honors or Advanced Placement
Level 2	College
Level 3	Intermediate
Level 4	General
Level 5	Basic

Quality points are assigned to numerical grades at each level according to the Quality Point Table.

The number of quality points earned by a student, divided by the number of credits assigned to courses attempted by the student, results in a Quality Point Average. This average is used in determining the student's class rank.

Example:

<u>Subject</u>	<u>Level</u>	<u>Grade</u>	<u>Quality Points</u>	X	<u>Credit</u>	=	<u>Total Quality Points</u>
English 3	1	85	20.5		1.0		20.50
Algebra II	2	92	19.6		1.0		19.60
Chemistry	2	78	15.4		1.0		15.40
US History	1	87	21.1		1.0		21.10
Band	3	98	18.4		1.0		18.40
Ceramics	4	95	14.5		0.5		7.25
Crafts	4	90	13.0		<u>0.5</u>		<u>6.50</u>
							108.75

$$\text{Total Quality Points} \div \text{Credits Attempted} = \text{Quality Point Average}$$

$$108.75 \div 6.0 = 18.125$$

Beginning with the school year 1999/2000, all courses will be used in the calculations of quality point average.

QUALITY POINT TABLE					
	Level 1	Level 2	Level 3	Level 4	Level 5
100	25.0	22.0	19.0	16.0	13.0
99	24.7	21.7	18.7	15.7	12.7
98	24.4	21.4	18.4	15.4	12.4
97	24.1	21.1	18.1	15.1	12.1
96	23.8	20.8	17.8	14.8	11.8
95	23.5	20.5	17.5	14.5	11.5
94	23.2	20.2	17.2	14.2	11.2
93	22.9	19.9	16.9	13.9	10.9
92	22.6	19.6	16.6	13.6	10.6
91	22.3	19.3	16.3	13.3	10.3
90	22.0	19.0	16.0	13.0	10.0
89	21.7	18.7	15.7	12.7	9.7
88	21.4	18.4	15.4	12.4	9.4
87	21.1	18.1	15.1	12.1	9.1
86	20.8	17.8	14.8	11.8	8.8
85	20.5	17.5	14.5	11.5	8.5
84	20.2	17.2	14.2	11.2	8.2
83	19.9	16.9	13.9	10.9	7.9
82	19.6	16.6	13.6	10.6	7.6
81	19.3	16.3	13.3	10.3	7.3
80	19.0	16.0	13.0	10.0	7.0

QUALITY POINT TABLE					
	Level 1	Level 2	Level 3	Level 4	Level 5
79	18.7	15.7	12.7	9.7	6.7
78	18.4	15.4	12.4	9.4	6.4
77	18.1	15.1	12.1	9.1	6.1
76	17.8	14.8	11.8	8.8	5.8
75	17.5	14.5	11.5	8.5	5.5
74	17.2	14.2	11.2	8.2	5.2
73	16.9	13.9	10.9	7.9	4.9
72	16.6	13.6	10.6	7.6	4.6
71	16.3	13.3	10.3	7.3	4.3
70	16.0	13.0	10.0	7.0	4.0
69	15.7	12.7	9.7	6.7	3.7
68	15.4	12.4	9.4	6.4	3.4
67	15.1	12.1	9.1	6.1	3.1
66	14.8	11.8	8.8	5.8	2.8
65	14.5	11.5	8.5	5.5	2.5
64	14.2	11.2	8.2	5.2	2.2
63	13.9	10.9	7.9	4.9	1.9
62	13.6	10.6	7.6	4.6	1.6
61	13.3	10.3	7.3	4.3	1.3
60	13.0	10.0	7.0	4.0	1.0
59 - 0	0.0	0.0	0.0	0.0	0.0

Section:	INSTRUCTION	Definition:	POLICY
Title:	Quality Point System/Windsor Locks High School	Number:	6006
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Instruction

Grading and Reporting System

The purpose of the Windsor Locks High School grading policy is to establish a set of guiding principles that all district educators will use to establish a system of grading that fairly, clearly, accurately, and consistently communicates student learning progress and achievement.

A. Communicating the Grading System

To ensure that every student and family has the information and resources they need to understand and appropriately plan a student’s educational decisions, our schools, educators, and staff will clearly and consistently communicate—prior to entering high school and throughout the student’s educational career—all important and relevant information related to the grading systems used in Windsor Locks High School.

The Superintendent, through the Principal or other designee, shall be responsible for ensuring that accurate, up-to-date information concerning the Windsor Locks High School grading system is (1) readily available to all incoming students and their families in the spring preceding the start of each school year, and (2) published on the district and high school websites. A detailed guide to grading and reporting practices will be disseminated to all incoming ninth-grade students and their families at the beginning of the Freshman year. This policy will also be referenced in each edition of the student handbook and on the district and high school websites. As soon as it is practical and feasible, the Board expects the Superintendent or designee to inform all students and their families of any modifications made to the grading system.

B. Academic Grading

All grading and reporting practices at Windsor Locks High School will reflect the following design characteristics:

1. The primary purpose of the grading system shall be to fairly, clearly, accurately, and consistently communicate learning progress and achievement to students, families, postsecondary institutions, potential employers, and other relevant stakeholders and audiences.
2. The grading system shall be designed to ensure that students, families, teachers, counselors, advisors, and support specialists have the detailed information they need to make important decisions about a student’s education.
3. The grading system will measure, report, and document student mastery against a set of clearly defined cross-curricular and content-area graduation standards developed by the administration, faculty, and staff of Windsor Locks High School, and approved by the Windsor Locks Board of Education.
4. The grading system will measure, report, and document academic progress and achievement separately from Habits of Scholarship, character traits, and behaviors.

5. The grading system will ensure consistency and fairness in the assessment of learning, and in the assignment of scores and mastery levels, across students, teachers, assessments, learning experiences, content areas, and time.
6. The grading system will include a method for calculating a weighted grade point average (GPA) for the purpose of determining Latin Honors distinctions at graduation.

C. Habits of Scholarship Grading

All grading and reporting practices for Habits of Scholarship, character traits, and behaviors at Windsor Locks High School will reflect the following design characteristics:

1. The Windsor Locks High School administration, faculty, and staff will develop and apply a common set of Habits of Scholarship standards, and rubric-based scoring criteria, that teachers will use to grade students on work habits, character traits, and/or behaviors.
2. The Habits of Scholarship grading system will measure, report, and document habits of work, character traits, and behaviors separately from academic progress and achievement. A student achieving a high level of academic mastery may demonstrate a low level on Habits of Scholarship, and vice versa.
3. Habits of Scholarship will be monitored over the duration of a learning experience and scores, as measured and determined using common assessment methods and scoring criteria, will be reported for each student at the end of a term or grading period.
4. The Habits of Scholarship grading system will ensure consistency and fairness in the assessment of work habits, and in the assignment of scores and mastery levels, across students, teachers, assessments, course, learning experiences, content areas, and time.
5. Habits of Scholarship grades shall be communicated using the one (1) to four (4) performance levels indicated on the rubric.
6. Habits of Scholarship grades will be unweighted and will be indicated on report cards and the official Windsor Locks High School transcript as a separate average from the academic grade point average.

D. Grading Courses and Learning Experiences

Windsor Locks High School will employ a consistent system of grading that reports student learning progress and achievement across two aligned categories on a 6.0 point scale that aligns Standards Levels with Standards Descriptions. The point scale will be used for the purpose of calculating out averages for colleges/universities in the student's senior year. **Note: GPA is calculated at the conclusion of each student's Junior (11th grade) year.**

Standards Descriptions are as follows:

ES/4.0 - Exceeds Standards: Student applies skill in a complex and authentic manner.

MS/3.0 - Masters Standards: Student demonstrates skill independently and in a variety of ways.

PS/2.0 - Progresses Toward Standard: Student demonstrates timely, appropriate growth towards.

LP/1.0 - Limited Progress Toward Standard: Student demonstrates minimal growth.

NE - No Evidence Shown

Determining GPA

GPA Weighted Grade			
Mastery	Academic	Honors	AP/ECE
ES	4	5	6
	3.8	4.8	5.8
MS	3.6	4.6	5.6
	3.4	4.4	5.4
	3.2	4.2	5.2
	3	4	5
P+	2.7	2.7	2.7
PS	2.3	2.3	2.3
	2	2	2
LP	1.7	1.7	1.7
	1.3	1.3	1.3
	1	1	1
NE	0	0	0

E. Changes to the Grading System

The school administration, faculty, and staff, under the leadership of the Principal, may modify the reporting system based on the evolving needs of students, teachers, families, and other stakeholders, but the Mastery Levels shall remain fixed, and will continue to measure, report, and document student mastery against a set of clearly defined and consistently applied cross-curricular and content-area standards.

The following conversion chart is to serve as a **GUIDE ONLY** as we transition from a traditional grading system to the mastery-based grading system. This will be published in Windsor Locks High School's Profile that accompanies a student's transcript when submitted with a college application.

4-pt	Letter Grade	Mastery	100-pt
4	A+	ES	97-100
3.8	A		93-96
3.6	A-	MS	90-92
3.4	B+		87-89
3.2	B		83-86
3	B-		80-82
2.7	C+	P+	77-79
2.3	C	PS	73-76
2	C-		70-72
1.7	D+	LP	67-69
1.3	D		63-66
1	D-		60-62
0	F		NE

F. Grade Point Average and Recognition at Graduation

Windsor Locks High School will employ a consistent system of grading, scoring, and aggregating academic mastery that will produce a rolling and cumulative Grade Point Average for each student. The Grade Point Average and the Habits of Scholarship career average will be reported on the official Windsor Locks High School transcript submitted to colleges and universities and will be used to determine Latin honors designation for both final transcripts and diplomas in accordance with the following categories of academic distinction described in the district Academic Recognition policy:

Academic Honors

Summa Cum Laude: Students whose GPA is in the top 5% of the class.

Magna Cum Laude: Students whose GPA is in the top 15% of the class.

Cum Laude: Students whose GPA is in the top 25% of the class.

Habits of Scholarship Honors

Summa Cum Laude (with highest honors): HOS career average of 3.6 or higher

Magna Cum Laude (with great honors): HOS career average of 3.4 or higher

Cum Laude (with honors): HOS career average of 3.2 or higher

Legal References

(cf. [5123](#) - Promotion/Acceleration/Retention)

(cf. [5126](#) - Academic Recognition)

(cf. 6146.12 - Dual Enrollment and Early College)

(cf. 6146.13 - Multiple Pathways)

Legal Reference: Connecticut General Statutes

[10-5c](#) Board examination series pilot program. Issuance of certificate (as amended by P.A. 13-247 and P.A. 15-215)

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

10-16(l) Graduation exercises. (As amended by P.A. 96-108, An Act Concerning Student Use of Telecommunication Devices and the Establishment of Graduation Dates)

10-221a High school graduation requirements. (As amended by P.A. 00-124, An Act Concerning High School Diplomas and Veterans of World War II, P.A. 00-156, An Act Requiring A Civics Course for High School Graduation, P.A. 08-138, An Act Concerning High School Credit for Private World Language Courses and Other Subject Areas, P.A. 10-111, An Act Concerning Education Reform in Connecticut, P.A. 11-135, An Act Concerning Implementation Dates for Secondary School Reform, P.A. 13-57, An Act Concerning Honorary Diplomas for Vietnam Veterans, P.A. 13-122, An Act Concerning Minor Revisions to the Education Statutes P.A. 13-247, Budget Implementer Bill and P.A. 15-237, An Act Concerning High School Graduation.)

10-233(a) Promotion and graduation policies. (as amended by PA 01-166)

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

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

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

Mastery-Based Learning-Guidelines for Implementation, Connecticut State Department of Education, June 3, 2015.

Policy adopted: June 9, 2016
Revised: January 2019

WINDSOR LOCKS PUBLIC SCHOOLS
Windsor Locks, Connecticut

Students

5113 - Attendance, Excused Absences, Truancy

The Board of Education (Board) 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 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. **In order to exercise the above described options of delaying school entry or withdrawing a child from school, parents or other persons shall follow the procedures set out in Board Policy 5111-5112, Admission and Placement.**

A student is considered to be "in attendance" if present at his/her assigned school, or **attending remotely an activity sponsored by the school (e.g., field trip), for at least half of the regular school day.** 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

Truant: A child age five to eighteen, inclusive, who is enrolled in a public or private school and has four unexcused absences from school in any one month or ten unexcused absences from school in any school year.

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 pursuant to **CGS 10-198b** 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).

A note is required for each incident of absence. An incident of absence is set of consecutive school days absent without any intermittent return to school. For example, three school days of consecutive absences is an incident of absence and requires one note. However, if a student is out three days, two consecutive school days, returns to school for one day and is out a third school day, two notes are required as this is two incidences of absence. One note will be acceptable only if the series of absences share a common cause. Notes must be signed by the parent/guardian or other person having control of the student, state the reason for the absence and indicate the dates and number of days of absence from school. An email or text messages will not satisfy the note requirement. Anyone who cannot comply with the written note requirement due to difficulty with writing (i.e. Non-English language speaker/individual with a disability) shall contact the School Principal to discuss accommodations.

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 **in which a child** receives no notification from a parent, or other person having control of the child, is aware of the child's absence, a reasonable effort shall be made by school personnel **or volunteers under the direction of school personnel** to notify **by telephone and by mail** 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 consist 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.

Request 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 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 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 **whether** a referral will be made to the PPT to determine ~~whether or not~~ if an educational evaluation is appropriate ~~prior to a written complaint to Superior Court;~~ or **whether referral** to another school support team is appropriate.
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 to community agencies providing child and family services.
10. On or before August 15, 2018, implement the truancy intervention model identified by the Department of Education for any school in the District that has a disproportionately high rate of truancy, as determined by the Commissioner.
11. Annually, include data pertaining to truancy and chronically absent children in information for the strategic school profile report for each school and the District that is submitted to the Commissioner of Education.
12. Provide notice to the parents/guardian the information concerning the 2-1-1 Infoline and other pediatric mental and behavioral health screening sources and tools provided by the State Department of Education.

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 and PA 18-15)~~

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)

10-198c Attendance review teams

10-198d Chronic absenteeism prevention and intervention plan

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

PA 15-225 An Act Concerning Chronic Absenteeism

PA 16-147 An Act Concerning the Recommendations of the Juvenile Justice Policy and Oversight Committee

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

10-220(c) Duties of Boards of Education

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

PA 22-47 An Act Concerning Children’s Mental Health

Policy adopted: March 28, 2013

Policy revised: March 24, 2016; August 13, 2020; November 2021

Students

Reporting of Child Abuse and Neglect

The Board of Education (Board) recognizes its legal and ethical obligations in the reporting of suspected child abuse and neglect. Any person applying for employment with the Board shall submit to a record check of the Department of Children and Families Child Abuse and Neglect Registry before the person may be hired. Mandated reporters include all school employees, specifically Superintendent, administrators, teachers, substitute teachers, guidance counselors, school paraprofessionals, coaches of intramural and interscholastic athletics, as well as licensed nurses, physicians, psychologists and social workers either employed by the Board or working in one of the District schools, or any other person who, in the performance of his or her duties, has regular contact with students and who provides services to or on behalf of students enrolled in District schools. Such individual(s) who have reasonable cause to suspect or believe that a child has been abused, neglected, placed in imminent risk of serious harm, or sexually assaulted by a school employee is required to report such abuse and/or neglect or risk, and/or sexual assault.

The Board shall annually distribute the mandated reporter policy electronically to all school employees. The Board shall annually distribute electronically, to all school employees, Board members, and parents and guardians of enrolled students, (1) guidelines on identifying and reporting child sexual abuse, starting in the 2022-2023 school year, and (2) information on the DCF's sexual abuse and assault awareness and prevention program.

A mandated reporter's suspicions may be based on factors including, but not limited to, observations, allegations, facts by a child, victim, or third party. Suspicion or belief does not require certainty or probable cause.

Furthermore, the Board of Education requires all personnel who have reasonable cause to suspect or believe that a child, under the age of eighteen (18), except in the case of sexual assault by a school employee, has been abused, neglected, has had non-accidental physical injury, or injury which is at variance with the history given of such injury, or is placed in imminent danger of serious harm or has been sexually abused by a school employee to report such cases in accordance with the law, Board policy and administrative regulations. The mandatory reporting requirement regarding the sexual assault of a student by a school employee applies based on the person's status as a student, rather than his or her age.

A mandated reporter shall make an oral report, by telephone or in person, to the Commissioner of Children and Families or a law enforcement agency as soon as possible, but no later than twelve (12) hours after the reporter has reasonable cause to suspect the child has been abused or neglected. In addition, the mandated reporter shall inform the building principal or his/her designee that he/she will be making such a report. Not later than forty-eight hours of making the oral report, the mandated reporter shall file a written report with the Commissioner of Children and Families or his/her designee. (The Department of Children and Families has established a 24 hour Child Abuse and Neglect hotline at 1-800-842-2288 for the purpose of making such oral reports.)

The oral and written reports shall include, if known: (1) the names and addresses of the child and his/her parents/guardians; (2) the child's age; (3) the child's gender; (4) the nature and extent of the child's injury or injuries, maltreatment or neglect; (5) the approximate date and time the injury or injuries, maltreatment or neglect occurred; (6) information concerning any previous injury or injuries to, or maltreatment or neglect of, the child or his/her siblings; (7) the circumstances in which the injury or injuries, maltreatment or neglect came to be known to the reporter; (8) the name of the person(s) suspected to be responsible for causing such injury or injuries, maltreatment or neglect; (9) the reasons such person or persons are suspected of causing such injury or injuries, maltreatment or neglect; (10) any information concerning any prior cases in which such person or persons have been suspected of causing an injury, maltreatment or neglect of a child; and (11) whatever action, if any, was taken to treat, provide shelter or otherwise assist the child. (For purposes of this section pertaining to the required reporting, a child includes any victim under eighteen years of age educated in a technical high school or district school. Any person who intentionally and unreasonably interferes with or prevents the making of the required report or attempts to conspire to do so may be charged with a class D felony under Connecticut law, unless such individual is under eighteen years of age or educated in the technical high school system or in a district school, other than part of an adult education program.)

If the report of abuse, neglect, or sexual assault involves an employee of the District as the perpetrator, the District may conduct its own investigation into the allegation, provided that such investigation shall not interfere with or impede any investigation conducted by the Department of Children and Families or by a law enforcement agency.

The Board recognizes that the Department of Children and Families is required to disclose records to the superintendent of Schools in response to a mandated reporter's written or oral report of abuse or neglect or if the Commissioner of Children and Families has reasonable belief that a school employee abused or neglected a student. If DCF has reasonable cause, and recommends the employee be placed on DCF's Child Abuse and Neglect Registry, the Superintendent shall suspend such employee.

The Board, recognizing its responsibilities to protect children and in compliance with its statutory obligations, shall provide in-service training regarding the requirements and obligations of mandated reporters. District employees shall also participate in training offered by the Department of Children and Families. Each school employee is required to complete a refresher training program, not later than three years after completion of the initial training program and shall thereafter retake such refresher training course at least once every three years.

The Principal of each school in the district shall annually certify to the Superintendent that each school employee working at such school has completed the required initial training and the refresher training.

State law prohibits retaliation against a mandated reporter for fulfilling his/her obligations to report suspected child abuse or neglect. The Board shall not retaliate against any mandated reporter for his/her compliance with the law and Board policy pertaining to the reporting of suspected child abuse and neglect.

In accordance with the mandates of the law and consistent with its philosophy, the Board in establishing this policy directs the Superintendent of Schools to develop and formalize the necessary rules and regulations to comply fully with the intent of the law.

This policy will be distributed annually to all employees. Documentation shall be maintained that all employees have, in fact, received the written policy and completed training related to mandated reporting of child abuse and neglect as required by law.

Establishment of a confidential Rapid Response Team

Not later than January 1, 2016, the Board of Education shall establish a confidential rapid response team to coordinate with DCF to (1) ensure prompt reporting of suspected child abuse or neglect; or 1st, 2nd, 3rd, or 4th degree sexual assault; 1st degree aggravated sexual assault; or 3rd degree sexual assault with a firearm of a student not enrolled in adult education by a school employee and (2) provide immediate access to information and individuals relevant to DCF's investigation of such cases.

The confidential rapid response team shall consist of (1) a local teacher and the Superintendent, (2) a local police officer, and (3) any other person the Board of Education deems appropriate.

DCF, along with a multidisciplinary team, is required to take immediate action to investigate and address each report of child abuse, neglect, or sexual abuse in any school.

Hiring Prohibitions

The Board of Education will not employ anyone who was terminated or resigned after a suspension based on DCF's investigation, if he or she has been convicted of (1) child abuse or neglect, or (2) 1st, 2nd, 3rd, or 4th degree sexual assault; 1st degree aggravated sexual assault ; or 3rd degree sexual assault with a firearm of a student who is not enrolled in adult education.

The Board of Education will not employ an individual who was terminated or resigned, if he or she (1) failed to report the suspicion of such crimes when required to do so or (2) intentionally and unreasonably interfered with or prevented a mandated reporter from carrying out this obligation or conspired or attempted to do so. This applies regardless of whether an allegation of abuse, neglect, or sexual assault has been substantiated.

(cf. 4112.6/4212.6 – Personnel Records)

(cf. 5141.511 – Sexual Abuse Prevention and Education Program)

Legal Reference: Connecticut General Statutes

[10-220a](#) Inservice training. Professional development committees. Institutes for educators. Cooperating teacher program, regulations

[10-221d](#) Criminal history records check of school personnel. Fingerprinting. Termination or dismissal

[10-221s](#) Investigations of child abuse and neglect. Disciplinary action.

[17a-28](#) Definitions. Confidentiality of and access to records; exceptions. Procedure for aggrieved persons. Regulations

[17a-101](#) Protection of children from abuse. Mandated reporters. Educational and training program. Model mandated reporting policy.

[17a-101a](#) Report of abuse, neglect by or injury of child or imminent risk of serious harm to the child. Penalty for failure to report. Notification of Chief State's Attorney.

Report of danger of abuse.

[17a-101b](#) Report by mandated reporters. Notification of law enforcement agency when allegation of sexual abuse or serious physical abuse. Notification of person in charge of institution, facility or school when a staff member suspected of abuse or neglect.

[17a-101c](#) Written or electronic report by mandated reporter.

[17a-101d](#) Contents of reports.

[17a-101e](#) Employer prohibited from discriminating or retaliating against employee who makes a good faith report or testifies re child abuse or neglect. Immunity from civil or criminal liability. False report of child abuse. Referral to Office of the Chief State's Attorney. Penalty.

[17a-101g](#) Classification and evaluation of reports. Determination of abuse or neglect of child. Investigation. Notice, entry of recommended finding. Referral to local law enforcement authority. Home visit. Removal of child in imminent risk of harm. Family assessment response program. Development of service plans and plans of care. Monitoring. Disclosure of information to community providers. Annual report.

[17a-101i](#) Abuse or neglect by school employees or staff member of public or private institution or facility providing care for children. Notice. Adoption of policy. Employee training program.

[17a-101o](#) School employee failure or delay in reporting child abuse or neglect. Policy re delayed report by mandated reporters.

[17a-106](#) Cooperation in relation to prevention, identification and treatment of child abuse/neglect.

[10-151](#) Teacher Tenure Act

DCF Policy [22-1-3](#) Mandated Reporter's Failure to Report

[PA 22-87](#) An Act Concerning the Identification and Prevention of and Response to Adult Sexual Misconduct Against Children

Policy adopted: March 28, 2013
Revised: March 24, 2016

WINDSOR LOCKS PUBLIC SCHOOLS
Windsor Locks, Connecticut

Students

Reporting of Child Abuse, Neglect and Sexual Assault

A. What Must be Reported

A report must be made when any mandated reporter of the Board of Education, in his/her professional capacity, has reasonable cause to suspect or to believe that a child under the age of eighteen: *(Mandated reporters include all school employees, specifically the Superintendent, administrators teachers, substitute teachers, guidance counselors, school counselors, licensed behavior analysts, school paraprofessionals, coaches of intramural and interscholastic athletics, as well as licensed nurses, physicians, psychologists and social workers either employed by the Board or working in one of the District schools, or any other person who, in the performance of his or her duties, has regular contact with students and who provides services to or on behalf of students enrolled in District schools.)*

1. Is in danger of being or has been abused;
2. Has had non-accidental physical injuries or physical injuries which are at variance with the history given for them, inflicted by a person responsible for the child's health, welfare or care, or by a person given access to such child by a responsible person;
3. Has been neglected;
4. Has been sexually assaulted by a school employee; or
5. Has been placed in imminent risk of serious harm.

A mandated reporter's suspicions may be based on such factors, including but not limited to, as observations, allegations, and facts by a child, victim or third party. Suspicion or belief does not require certainty or probable cause.

Definitions

"Abused" means that a child (a) has had physical injury or injuries inflicted upon him or her other than by accidental means, or (b) has injuries which are at variance with the history given of them, or (c) is in a condition which is the result of maltreatment, such as, but not limited to, malnutrition, sexual molestation or exploitation, deprivation of necessities, emotional maltreatment or cruel punishment.

"Neglected" means that a child (a) has been abandoned, or (b) is being denied proper care and attention, physically, educationally, emotionally or morally, or (c) is being permitted to live under conditions, circumstances or associations injurious to his well-being, or (d) has been abused.

"School employee" (a) a teacher, substitute teacher, school administrator, school superintendent, guidance counselor, psychologist, social worker, nurse, physician, school paraprofessional or coach employed by the Board or who is working in an elementary, middle or high school; or (b) any other person who, in the performance of his or her duties, has regular contact with students and who provides services to or on behalf of students enrolled in the Windsor Locks Public Schools, pursuant to a contract with the Board.

"Sexual assault" means for the purposes of mandatory reporting laws and this policy; a violation of Sections 53a-70a, 53a-71, 53a-72a, 53a-72b or 53a-73a of the Connecticut General Statutes.

"Statutory mandated reporter" means an individual by CGS Sec. 17a-101 to report suspected

abuse and/or neglect of children or sexual assault by a school employee. The term, “statutory mandated reporter” includes all school employees, as defined above.

B. Reporting Procedures for Statutory Mandated Reporters

The following procedures apply only to statutory mandated reporters, as defined above.

1. When an employee of the Board of Education suspects or believes that a child has been abused, neglected, has been placed in imminent risk of serious harm, the following steps shall be taken:
 - a. The employee shall immediately, upon having reasonable cause to suspect or believe that a child has been abused, neglected, or placed in imminent danger of serious harm, or has had non-accidental physical injury or injury which is at variance with the history or such injury, or sexually assaulted by a school employee and not later later than twelve (12) hours after having such a suspicion or belief, make an oral report by telephone or in person to the Commissioner of Children and Families of his/her designee, or the local law enforcement agency. The Department of Children and Families has established a 24 hour Child Abuse and Neglect Hotline (Careline) at 1-800-842-2288 for the purpose of making such oral reports.

Online reports may be made to the Careline by mandated reporters if the report is of a non-emergent nature. A non-emergent situation is one in which a report is mandated but the child is not in immediate risk. *(Note: Mandated reporters reporting electronically when they reasonably suspect that a child has been abused, neglected or placed at risk of imminent harm in a “non-emergent” situation, can do so without risk that they will be subject to a failure to report finding and subsequent penalties.)*
 - b. The employee shall also immediately make an oral report to the Building Principal or his/her designee and/or the Superintendent or his/her designee. If the building principal is the alleged perpetrator of the abuse/neglect, then the employee shall notify the Superintendent or his/her designee directly.
 - c. If a report prepared in accordance with Section (a) above concerns suspected abuse or neglect or sexual assault by a school employee, the Superintendent or his/her designee, shall immediately notify the child’s parent or guardian that such a report has been made.
 - d. Not later than 48 hours of making an oral report, the employee shall submit a written report to the Commissioner of Children and Families, or his/her representative, containing all of the required information. The written reports should be submitted on the DCF-136 form or any other form designated for that purpose.
 - e. The employee shall immediately, submit a copy of the written report to the Principal and/or Superintendent or the Superintendent’s designee.
 - f. If a report prepared in accordance with Section (c) above, concerns suspected abuse or neglect or sexual assault by a school employee who possesses a certificate, permit or authorization issued by the State Board of Education, the Superintendent shall submit a copy of the written report to the Commissioner of Education, or his/her representative.

C. Contents of Reports

Any report made pursuant to this policy shall contain the following information, if known:

1. The names and addresses of the child and his/her parents or other persons responsible for

- his/her care;
2. The age of the child;
3. The gender of the child;
4. The nature and the extent of the child's injury or injuries, maltreatment or neglect;
5. The approximate date and time the injury or injuries, maltreatment or neglect occurred;
6. Information concerning any previous injury or injuries to, or maltreatment or neglect of, the child or his/her siblings;
7. The circumstances in which the injury or injuries, maltreatment or neglect came to be known to the reporter;
8. The name of the person or persons suspected to be responsible for causing such injury or injuries, maltreatment or neglect;
9. The reasons such person or persons are suspected of causing such injury or injuries, maltreatment or neglect;
10. Any information concerning any prior cases in which such person or persons have been suspected of causing an injury, maltreatment or neglect of a child; and
11. Whatever action, if any, was taken to treat, provide shelter or otherwise assist, the child.

For purposes of this section pertaining to the required reporting, a child includes any victim under eighteen years of age educated in a technical high school or District school. Any person who intentionally and unreasonably interferes with or prevents the making of the required report or attempts to conspire to do so shall be guilty of a class D felony, unless such individual is under eighteen years of age or educated in the technical high school system or in a district school, other than part of an adult education program.

D. Investigation of the Report

If the suspected abuser is a school employee, the Superintendent or his/her designee shall thoroughly investigate the report, provided that such investigation does not interfere with or impede the investigation by the Department of Children and Families or by a law enforcement agency. In all other cases, DCF shall be responsible for conducting the investigation with the cooperation and collaboration of the BTo the extent feasible, this investigation shall be coordinated with the Commissioner of Children and Families or the police in order to minimize the number of interviews of any child and to share information with other persons authorized to conduct an investigation of child abuse and neglect. When investigating a report, the Superintendent or his/her designee shall endeavor to obtain, when possible, the consent of parents or guardians or other persons responsible for the care of the child, to interview the child, except in those cases in which there is reason to believe that the parents or guardians or other persons responsible for the care of such child are the perpetrators or the alleged abusers.

The investigation shall include an opportunity for the suspected abuser to be heard with respect to the allegations contained within the report. During the course of an investigation of suspected abuse by a school employee, the Superintendent may suspend the employee with pay or may place the employee on administrative leave with pay pending the outcome of the investigation.

A person reporting child abuse or neglect or sexual assault shall provide any person authorized to conduct an investigation into such claim with all information related to the investigation that is in the possession or control of the person reporting child abuse or neglect, or sexual assault except as expressly prohibited by state or federal law.

1. **Evidence of Abuse by Certain School Employees.** After an investigation has been completed, if the Commissioner of Children and Families, based upon the results of such

investigation, has reasonable cause to believe that a child has been abused, neglected or sexually assaulted by an employee who has been entrusted with the care of a child or has recommended that such employee be placed on the Department of Children and Families abuse and neglect registry, the Commissioner shall notify within five (5) working days after the completion of the investigation into child abuse, neglect or sexual assault by a school employee, the Superintendent, the school employee, and the Commissioner of Education of such finding and shall provide records, whether or not created by the Department of Children and Families, concerning such investigation to the Superintendent and the Commissioner of Education.

The Superintendent shall suspend the employee, if not previously suspended, with pay and without diminution or termination of benefits if DCF has reasonable cause that the employee abused or neglected a child and recommends the employee be placed on the DCF child abuse and neglect registry. Not later than 72 hours after such suspension, the Superintendent shall notify the Board of Education and the Commissioner of Education, or his/her representative, of the reasons for the conditions of suspension.

The Superintendent shall disclose records received from the Department of Children and Families to the Commissioner of Education and the Board of Education, or its attorney, for the purposes of review of employment status, certification, permit or authorization. Any decision of the Superintendent concerning such suspension shall remain in effect until the Board of Education Acts, pursuant to the provisions of Connecticut General Statutes. The Commissioner of Education shall also be notified if such certified person resigns from his/her employment in the District. Regardless of the outcome of any investigation by DCF and/or the police, the Superintendent and/or the Board, as appropriate, may take disciplinary action up to and including termination of employment in accordance with the provisions of any applicable statute, if the Superintendent's investigation produces evidence that a child has been abused by a certified, permit or authorized school staff member.

If the contract of employment of a certified school employee holding a certificate, permit or authorization issued by the State Board of Education is terminated as a result of an investigation into reports of child abuse and neglect, the Superintendent shall notify the Commissioner of Education, or his/her representative, within 72 hours of such termination.

2. **Evidence of Abuse by Other School Staff.** If the investigation by the Superintendent and/or Commissioner of Children and Families did produce evidence that a child has been abused by a non-certified school staff member the Superintendent and/or the Board, as appropriate, may take disciplinary action up to and including termination of employment.
3. The District shall maintain records of allegations, investigations and reports that a child has been abused or neglected by a school employee. Such records will be maintained in the District's Central Office. The records shall include any reports made to the Department of Children and Families. The State Department of Education is to have access to all such records.
4. The Board shall provide to the Commissioner of Children and Families, upon request for the purposes of an investigation by the Commissioner of Children and Families of suspected child abuse or neglect by a teacher employed by the Board, any records maintained or kept in District files. Such records shall include, but not be limited to, supervisory records, reports of competence, personal character and efficiency maintained in such teacher's personnel file with reference to evaluation of performance as a

professional employee of such board of education, and records of the personal misconduct of such teacher. (*“Teacher” includes each certified professional employee below the rank of Superintendent employed by a Board of Education in a position requiring a certificate issued by the State Board of Education.*)

5. The Board of Education shall permit and give priority to any investigation conducted by the Commissioner of Children and Families or the appropriate local law enforcement agency that a child has been abused or neglected. The Board shall conduct its own investigation and take any disciplinary action, in accordance with the provisions of section 17a-101i of the general statutes, as amended, upon notice from the Commissioner or the appropriate local law enforcement agency that the Board’s investigation will not interfere with the investigation of the Commissioner or such local law enforcement agency.
6. The Department of Children and Families will review, at least annually, with the State Department of Education all records and information relating to reports and investigations that a child has been abused and neglected by a school employee, in the Department of Children and Families’ possession to ensure that records and information are being shared properly.

E. Delegation of Authority by Superintendent

The Superintendent may appoint a designee for the purposes of receiving and making reports, notifying and receiving notification, or investigating reports pursuant to this policy.

F. Special Reporting Procedures Concerning Suspected Abuse or Neglect of Intellectually Disabled Persons

In addition to the reporting procedures set forth above, Connecticut General Statutes require that certain school personnel, including teachers, licensed nurses, psychologists and social workers, report any suspected abuse or neglect of intellectually disabled persons over the age of 18. It is policy of the Board of Education to require ALL EMPLOYEES of the Board of Education to comply with the following procedures in connection with the suspected abuse or neglect, as defined below, of any intellectually disabled person over the age of 18.

1. **Definitions.** For the purposes of this policy:

“**Abuse**” means the willful infliction of physical pain or injury or willful deprivation by a caretaker of services which are necessary to the person’s health or safety.

“**Neglect**” means a situation where an intellectually disabled person either is living alone or is not able to provide for him/herself the services which are necessary to maintain his/her physical and mental health, or is not receiving such necessary services from the caretaker.

2. **Reporting Procedures.** If an employee has reasonable cause to suspect that an intellectually disabled person has been abused or neglected, he/she shall, within five calendar days, make an oral report to the Director of the Office of Protection and Advocacy for Persons with Disabilities, to be followed by a written report within five additional calendar days, or shall immediately notify the Superintendent in order for the Superintendent to make such oral and written reports to the Office of Protection and Advocacy. In the event that an employee makes a report to the Office of Protection and Advocacy, the employee shall immediately notify the Superintendent.
3. **Contents of Report.** Any such report shall contain the following information:
 - a. The name and address of the allegedly abused or neglected person;
 - b. A statement from the reporter indicating a belief that the person is intellectually disabled, together with information indicating that the person is unable to protect

- himself or herself from abuse or neglect;
 - c. Information concerning the nature and extent of the abuse or neglect; and
 - d. Any additional information, which the reporter believes, would be helpful in investigating the report or in protecting the intellectually disabled person.
4. **Investigation of Report.** If the suspected abuser is a school employee, the Superintendent shall thoroughly investigate the report following the procedures regarding the investigation of reports of child abuse set forth in paragraph e above.

If the investigation by the Superintendent and/or the Office of Protection and Advocacy produces evidence that an intellectually disabled person has been abused by a school employee, the Superintendent and/or the Board, as appropriate, may take disciplinary Action, up to and including termination of employment.

G. Disciplinary Action for Failure to Follow Policy

Any employee who fails to comply with the requirements of this policy shall be subject to discipline, up to and including termination of employment.

H. Non-Discrimination Policy

The Board of Education shall not discharge or in any manner discriminate or retaliate against any employee who, in good faith, makes a report pursuant to this policy or testifies or is about to testify in any proceeding involving abuse or neglect.

I. Training

All District employees are required to complete a training program pertaining to the accurate and prompt reporting of abuse and neglect, made available by the Commissioner of Children and Families. In addition, all employees must complete a refresher program at least once every three years. Employees hired before July 1, 2011 must complete the refresher training program by July 1, 2012 and must retake it once every three years thereafter.

The School Principal shall annually certify to the Superintendent that each school employee working at his/her school has completed the required initial training and the refresher training.

J. Foster Care

Upon request of the Board of Education, the Department of Children and Families shall provide the name, date of birth and school of origin for each child in the custody of the Department of Children and Families who has been placed in foster care and is attending a District school.

Confidential Rapid Response Team

The District will establish, not later than January 1, 2016, a confidential rapid response team to coordinate with DCF to (1) ensure prompt reporting of suspected child abuse or neglect; or 1st, 2nd, 3rd, or 4th degree sexual assault; 1st degree aggravated sexual assault; or 3rd degree sexual assault with a firearm of a student not enrolled in adult education by a school employee; and (2) provide immediate access to information and individuals relevant to DCF's investigation of such cases.

The confidential rapid response team consists of a local teacher, the Superintendent, a local police officer, and any other person the Board of Education deems appropriate.

DCF, along with a multidisciplinary team, is required to take immediate action to investigate and

address each report of child abuse, neglect or sexual abuse in any school.

Hiring Prohibitions

The Board of Education will not employ anyone who was terminated or resigned after a suspension based on DCF's investigation, if he or she has been convicted of (1) child abuse or neglect; or (2) 1st, 2nd, 3rd, or 4th degree sexual assault; 1st degree aggravated sexual assault; or 3rd degree sexual assault with a firearm of a student who is not enrolled in adult education.

The Board of Education will not employ an individual who was terminated or resigned, if he or she (1) failed to report the suspicion of such crimes when required to do so; or (2) intentionally and unreasonably interfered with or prevented a mandated reporter from carrying out this obligation or conspired or attempted to do so. This applies regardless of whether an allegation of abuse, neglect, or sexual assault has been substantiated.

Posting of DCY's "Careline"

The Board of Education will post the telephone number of the Department of Children and Families' child abuse hotline, Careline, and the Internet web address that provides information about the Careline in each District school in a conspicuous location frequented by students. Such posting shall be in various languages most appropriate for the students enrolled in the school.

(cf. 4112.5/4212.6 – Personnel Records)

(cf. 5141.511 – Sexual Abuse Prevention and Education Program)

Legal Reference: Connecticut General Statutes

10-220a Inservice training. Professional development committees. Institutes for educators. Cooperating teacher program, regulations (as amended by PA 11-93)

10-221d Criminal history records check of school personnel. Fingerprinting. Termination or dismissal (as amended by PA 11-93)

10-221s Investigations of child abuse and neglect. Disciplinary action. (as amended by PA 16-188)

17a-28 Definitions. Confidentiality of and access to records; exceptions. Procedure for aggrieved persons. Regulations (as amended by PA 11-93)

17a-101 Protection of children from abuse. Mandated reporters. Educational and training program. Model mandated reporting policy. (as amended by PA 96-246, PA 00-220, PA 02-106, PA 03-168, PA 09-242, PA 11-93, PA 15-205, PA 18-15 and PA 18-17)

17a-101a Report of abuse or neglect or injury of child or imminent risk of serious harm to the child. Penalty for failure to report. Notification of Chief State's Attorney (as amended by PA 02-106, PA 11-93, PA 15-205, PA 18-15 and PA 18-17)

17a-101i Abuse of child by school employee or staff member of public or private institution or facility providing care for children. Suspension.

Notification of state's attorney re: conviction. Boards of education to adopt written policy re: reporting of child abuse by school employee.

17a-101b Report by mandated reporters. Notification of law enforcement agency when allegation of sexual abuse or serious physical abuse. Notification of person in charge of institution, facility or school when a staff member suspected of abuse or neglect.

17a-101c Written or electronic report by mandated reporter.

17a-101d Contents of reports.

17a-101e Employer prohibited from discriminating or retaliating against employee who makes a good faith report or testifies re child abuse or neglect. Immunity from civil or criminal liability. False report of child abuse. Referral to Office of the Chief State's Attorney. Penalty.

17a-101g Classification and evaluation of reports. Determination of abuse or neglect of child. Investigation. Notice, entry of recommended finding. Referral to local law enforcement authority. Home visit. Removal of child in imminent risk of harm. Family assessment response program. Development of service plans and plans of care. Monitoring. Disclosure of information to community providers. Annual report.

17a-101i Abuse or neglect by school employees or staff member of public or private institution or facility providing care for children. Notice. Adoption of policy. Employee training program.

17a-101o School employee failure or delay in reporting child abuse or neglect. Policy re delayed report by mandated reporters.

DCF Policy 22-1-3 Mandated Reporter's Failure to Report

Regulation approved:

Instruction

Gifted and Talented Students Program

It is the intent of the Windsor Locks Board of Education that each child “shall have equal opportunity to receive a suitable program of educational experiences”. Therefore, a program of instruction will be provided for the gifted and talented which is commensurate with the abilities of the student. Programs for the gifted and talented exist to enable students capable of functioning independently to develop their potential, unique interests and abilities and to meet the demands of a complex society. As defined in the guidelines of the State Department of Education, “Extraordinary Learning Ability” is deemed to be the power to learn possessed by the top five percent of the students in a school district.

The Windsor Locks Schools will provide a formalized program for gifted and talented students. These students will benefit from a type of learning experience, in addition to regular instruction, which will appropriately challenge their intellectual abilities. The curriculum will provide for the development of creative thinking and higher mental process skills which aid the assimilation of knowledge and the ability to think independently. This will be accomplished through the development of individual interests in conjunction with the learning styles of the gifted students. Methods and materials appropriate to the topics and abilities of the students will be provided.

In Windsor Locks, the need for programs for the gifted appears to be in the 4-6 range as the secondary schools provide various levels of programming including honors courses for the academically talented. Selected secondary students are sponsored annually to the Talcott Mountain Science Center program for the gifted, this program will reach grades 4-6. Future program expansion will be considered, based on need.

The administration is directed to develop and implement such a program to meet the needs of gifted and talented students. The development of the program will include program goals, screening and identification procedures, administrative design, and evaluation.

Legal Reference: Connecticut General Statutes

[10-76a\(e\) Definitions.](#)

[10-76d\(e\) Duties and powers of Boards of Education to provide special education programs and services.](#)

[Regulations of Connecticut State Agencies Sections 10-76a-1-10-76l-1.](#)

[P.A. 19-184 An Act Concerning the Provision of Special Education.](#)

[Gifted and Talented Education: Guidance Regarding Identification and Service. SDE Guidance, March 2019.](#)

[P.A. 21-199 An Act Concerning Various Revisions and Additions to the Statutes Relating to Education and Workforce Development, Section 2.](#)

Policy Adopted: June 1979

Students _____

5145.12 - Search and Seizure

Students have the right to be free of unreasonable searches and seizures under the Fourth Amendment of the Constitution of the United States. Balanced against this right is a school official's responsibility to create and maintain an environment consistent with the school's educational mission. School officials have a duty to protect the health, safety, and welfare of all students under their authority.

School administrators or their designee are authorized to search school lockers as well as other school property and to search students and their personal property (including student automobiles located on school property) with reasonable care for the Fourth Amendment rights of such students. Any such searches are subject to the following requirements:

1. *Reasonably justified from inception.* There must be reasonable grounds for suspecting that the search will turn up evidence that the student has violated or is violating either the law or the rules of the school.
2. *Reasonable Suspicion.* School officials must have individualized, reasonable suspicion to believe there is evidence of a violation of law, Board policy, or school rule. Reasonable suspicion includes when school officials have reasonable information that an emergency or dangerous circumstances exist.
3. *Reasonable in Scope.* The actual search must be reasonably related to the objectives of the search and not excessively intrusive in light of the age, sex, maturity of the student and nature of the alleged infraction.

Teachers and other personnel are directed to promptly notify school administration when a situation arises that in their opinion requires the search of student, his/her belongings, school locker/desk or other property. Teachers are not authorized to conduct a search themselves unless explicitly requested to do so by an administrator. Searches shall be conducted in the presence of another adult witness whenever feasible under the circumstances.

I. _____ Student Searches

~~Students~~ Desks and school lockers are the property of the schools, or their property, including personal automobiles parked on school property, may be searched according to the three requirements described above. Whenever possible, school officials will obtain consent from students prior to conducting any searches. It is the Board's policy to prohibit student strip searches by school officials. The parents/guardian of any student who is subjected to a student search shall be notified as soon as feasible. Any search conducted by a school administrator or his/her designee shall be carried out in the presence of another adult witness unless an emergency exists.

An administrator may search a student's cell phone or other electronic communication device if the administrator has reasonable suspicion that a search will reveal that a law, Board policy, or school

rule has been violated, and the search must be reasonable in scope. A student's cell phone or other electronic communication device shall not be searched if the student's conduct consisted solely of having such device out and/or using such device at an inappropriate time in violation of Board policy or school rules. If an administrator has reasonable suspicion that the search will turn up evidence of sexting (i.e., nude and/or sexually explicit pictures of children), the administrator should contact police officials and not conduct a search. This does not prohibit administrators from questioning students about their suspicions that sexting has occurred.

School administrators and/or teacher may seize any item which is evidence of a violation of the law, Board policy, or school rule.

If a search produces evidence of criminal wrongdoing, a school administrator or his/her designee shall notify the police. If police officials are notified, a school administrator or his/her designee shall advise the student's parents of this fact as soon as possible. Administrators shall document all searches including an inventory of items seized. It is recommended that photographs be taken of the seized items.

II. Search of School Property (Lockers, desks, and other school property)

Lockers, other storage spaces, desks, school owned/leased technology (i.e, Chromebook and laptops), and similar school property are provided to students for their convenience. These items remain the property of the Windsor Locks Public Schools despite being provided to students for their use.

The right to inspect desks and lockers **and other school property** assigned to students may be exercised by school officials to safeguard students, their property and school property with reasonable care for the Fourth Amendment rights of students.

The exercise of the right to inspect also requires protection of each student's personal privacy and protection from coercion. An authorized school administrator may search a student's locker or desk under three (3) conditions:

1. There is reason to believe the student's desk or locker contains the probable presence of contraband materials.
2. The probable presence of contraband material poses a serious threat to the maintenance of discipline, order, safety and health in the school.
3. The student(s) has been informed in advance that Board policy allows desks and lockers to be inspected if the administration has reason to believe materials injurious to the best interests of students and the schools are contained therein.

~~Use of drug detection dogs and~~ Additionally, the periodic routine inspection of school lockers is permissible to ensure that school property is being used appropriately in a manner consistent with the health and safety of students. Notice shall be provided that routine inspection may occur.

In accordance with the board's acceptable use policy, Students shall have no expectation of privacy in school issued technology.

H.III. Drug sniffing dogs

Use of drug-detection dogs may be used only on the express authorization of the Superintendent. The use of drug-detection dogs shall be conducted according to established guidelines and applicable law. To support an effort to eliminate the possession and use of illegal substances, the Board permits the Superintendent to invite law enforcement or individuals from other qualified agencies to use trained dogs on school property to sniff for the presence of substances prohibited by law or school policies such as those prohibiting use/sale/possession of drugs or alcohol. Safety precautions will be taken to ensure student safety while dogs sniff or searches are occurring.

III.IV. Use of Metal Detectors

Use of metal detectors, or similar detective devices may be used only on the express authorization of the Superintendent and in accordance with guidelines established for such use.

V. Windsor Locks Public School Seizure of Contraband

~~District officials may seize any item which is evidence of a violation of the law, Board policy, administrative regulation or school rule, or which the possession or use of is prohibited by such law, policy regulation or rule.~~

~~Student Search~~

~~A student may be searched if there are reasonable grounds for suspecting the search will lead to evidence that the student has violated or is violating either the law or the rules of the school. The scope of the search must be reasonably related to the objectives of the search and the nature of the infraction. Students may be searched by law enforcement officials on school property or when the student is under the jurisdiction of the district upon the request of the law enforcement officials. Such requests ordinarily shall be based on warrant. The school Principal or designee will attempt to notify the student's parents in advance and the administration will be present for all such searches.~~

IV.VI. Law Enforcement Personnel

Searches of school property or students may be conducted by law enforcement personnel only with prior approval of, or at the request of, the school administration. Noted exceptions to this policy are when a police officer witnesses a crime on school property, suspects a student is armed, or a student is attempting to destroy evidence of the commission of a crime. If a Memorandum of Understanding (MOU) exists between the Windsor Locks Public Schools and the local police in place protocols contained in the MOU shall be followed.

VII. Notification

Parents and students shall be notified of this search and seizure policy through its inclusion in District student handbooks, and/or placement on individual school and/or District websites. Students may be further notified of individual school practices related to random routine locker inspections, the use of drug sniffing dogs and/or use of metal detectors on school grounds through onsite postings, letters sent home or notices provided to students concurrent with locker assignment.

Legal Reference: ~~References:~~

Connecticut General Statutes:

10-221 Boards of education to prescribe rules

54-33n Search of school lockers and property

Case Law

New Jersey v. T.L.O., 469 ~~U.S.~~ S. 325; 105 S. ~~CT~~ Ct. 733

Safford Unified School District #1 v. Redding (~~U.S. Sup. CT 08-479~~), 129 S.Ct. 2633

Burbank v. Canton Board of Education, 2009 WL 3366272, *8 (Conn. Super. Ct. Sept. 14, 2009)

Policy adopted: March 28, 2013

~~WINDSOR LOCKS PUBLIC SCHOOLS~~
~~Windsor Locks, Connecticut~~

Students

R5145.12 - Search and Seizure

Justification for Student Searches

Students have the right to be free of unreasonable searches and seizures under the Fourth Amendment of the Constitution of the United States. Balanced against this right is the school officials' responsibility to create and maintain an environment consistent with schools educational mission. School officials have a duty to protect the health, safety, and welfare of all students under their authority.

Prohibited Items

Students are prohibited from bringing to school items or substances which would disrupt the education function of the school or which are prohibited by school Board policy or administrative regulations or by law. Examples of items or substances in this category are weapons, clubs, explosives, firecrackers, alcoholic beverages, and ~~non-prescription~~ drugs or drug paraphernalia, vapes or other nicotine or marijuana delivery systems.

Lockers and Other Property

Lockers and other storage spaces are provided to students for their convenience. These storage areas remain school property, and as such, are subject to routine periodic inspections by school authorities as well as searches. Such inspections allow responsible school authorities to confirm lockers are being used appropriately in a manner consistent with the health and safety of all students. Students should not store items which violate school Board policy, administrative regulations, or law in school lockers.

Emergencies

Circumstances which could put the safety of students or school staff at risk or could result in substantial property damage also constitute sufficient reasons for school or police officials to conduct a thorough search of all school property. A bomb scare is an example of such an emergency.

Principals, or designees, may also conduct searches of student lockers, or property of students themselves, when there are reasonable grounds to suspect a particular student is in possession of an item or a substance that represents a material threat to school routine or is prohibited by school Board policy, administrative regulations, or law.

Student property shall include, but not be limited to, purses, knapsacks, book bags, and the like; outer coats and jackets; footwear; belts; pockets; hair; hats; and automobiles. If students do not have access to their cars during school hours, searching student automobiles should not be done. School authorities in cooperation with police may use dogs to conduct searches of school property and student-driven automobiles.

School authorities shall cooperate with appropriate law enforcement agencies in investigations of incidents on school property and in other investigations as outlined in Board of Education policy.

Lockers and Other School Property (Desks)

1. The school Principal or designee shall maintain an accurate list of all locker assignments and either a master key or combinations to all lockers.
2. At the time a student is assigned a locker or other storage space, he or she shall be informed that school authorities are empowered to conduct random periodical inspections of school lockers as well as searches based on reasonable suspicion of a student's having illegal items or items violative of Board policy or administrative regulation. Inspection policy also shall be posted in appropriate locations throughout the school.
3. Students will also be informed of the following locker regulation:
 - a. Students are responsible for the contents of the locker assigned to them.
 - b. Students are to keep their lockers locked.
 - c. Students are not to give other students access to their locker.
4. The exercise of that right to inspect also requires protection of each student's personal privacy and protection from coercion. An authorized school administrator may search a student's desk or locker under the following conditions:
 - a. When the administrator believes the search is justified at its inception and is reasonably related in scope to the circumstances justifying it;
 - b. There are reasonable grounds to believe the search will reveal evidence that a student has violated or is violating either school rules or laws.

The search of a group of students' desks or a group of students' lockers, where no particular student within the group is suspected, may be conducted only if there is a reasonable suspicion of conduct immediately harmful to students, staff, or school property.

Prescription/~~Nonprescriptions~~Nonprescription Drugs

Students who have a legitimate need to bring prescription and nonprescription drugs to school should register this information in the nurse's office. **No student shall possess, use, or sell/distribute drugs of any kind, inclusive of controlled substances, nonprescription and prescription drugs and medical marijuana, in a manner that violates state law or board policy. Students remain subject to possible search and seizure for the possession, use, sale or distribution of drugs where reasonable suspicion exists to believe a school rule, board policy or law has been violated.**

Lost and Abandoned Items

Lost or abandoned items will be inspected by school authorities:

Student Searches

1. All searches of students shall be conducted or authorized by the Principal or designee, in the presence of a witness ~~unless an emergency situation exists. The parent/guardian must be notified prior to the search.~~
2. Students may be asked to consent to searches, but in no event shall the student be threatened with harsher punishment or treatment for refusing to consent, nor shall he or she be coerced or induced to give consent in any other manner. Consent, if given, shall be in writing. If the student is unwilling to give free and voluntary consent, the school administrator may order the student to submit to a search. ~~No student shall forcibly be searched. Students who refuse to consent may be subject to school disciplinary action for insubordination or another appropriate offense.~~
- ~~1.3.~~ Searches should be no more intrusive than necessary to discover that for which the search was instigated.
- ~~2.4.~~ A search of a student's handbag, gym bag or similar personal property carried by a student may be conducted if there are "reasonable grounds" for suspecting the search will turn up evidence the student has violated, or is in violation, of the law or the rules of the school.
- ~~3.5.~~ A locker search shall be conducted in the presence of another staff member and in the presence of the student responsible for the contents of the locker, if possible.
- ~~4.6.~~ Searches may include, if school authorities think necessary, a frisk or pat down of student's clothing. Frisks, or pat down searches, shall be conducted by a member of the same sex as the student and in the presence of another staff member.
- ~~5.7.~~ At no time should school officials conduct a search which requires a student to remove more clothing than shoes, hat, or jacket. If school authorities are convinced a more intrusive search is required, they should advise the proper law enforcement agency.
- ~~3.8.~~ ~~A search of a student's person, or a search of a group of students, where no particular student within the group is suspected, may be conducted only if there is a reasonable suspicion of conduct immediately harmful to students, staff or school property.~~ "Strip searches" of students are prohibited by employees of the Windsor Locks Public Schools.
- ~~6.9.~~ Student searches, which disclose evidence of school misconduct, but not criminal misconduct, should be treated according to applicable policies and/or regulations.
7. In the event a student search discloses evidence of criminal wrongdoing, the school Principal or designee shall ~~determine whether or not~~ notify police officials ~~should be notified~~ of the fruits of the search. If police officials are notified, the student's parent/guardian should be advised of this fact as soon as possible.

Cooperation with Police and Other Authorities

The Police Department and the school system work closely to protect the health and welfare of all students, and all school personnel shall cooperate fully with the police department. On occasion, it may be necessary for the police to interview a student in school or arrest a student during school hours. The following procedures shall guide the administration in such occurrences. **If the District has entered a Memorandum of Understanding (MOU) with the police, applicable protocols set forth in the MOU shall be followed.**

Questioning of a Student

1. If the police wish to question a student regarding an incident that did not occur on school property during the school day, the administrator shall request of the police that the interviewing of the student take place, if possible, at the Police Department or at the home of the student rather than on school premises. **Any administrator receiving such a request from the police, shall notify the Superintendent of Schools as soon as possible.**
- ~~1.2.~~ When it is necessary to interview a student on school grounds, the Principal shall ask the police officer for an explanation of the purpose of the interview and attempt to notify the parent/guardian of the student in order to have them present during the interview. The administrator shall request of the police that an interview not take place until the parent/guardian has been notified.
- ~~2.3.~~ In cases where the parent/guardian is not present during an interview, the Principal (or his/her designee) must be present and must advise the student that participation in the interview is voluntary. As soon as possible, the Principal shall notify the parent/guardian that the interview took place.
- ~~3.4.~~ The administrator present during the interview shall keep notes and retain such notes in his/her file pending resolution of the incident being investigated.

Arrest of a Student

1. The Principal may request of the police that they not arrest a student in school for a non- school related offense.
2. If the police must arrest a student in school, the Principal shall ask to see the arrest warrant and attempt to have the arrest take place in as private a location as possible and as discreetly as possible.
3. The Principal shall notify the parent/guardian of a student who is arrested on school property during the school day as soon as possible.
4. The Principal shall also notify the Superintendent of Schools of the arrest as soon as possible.

Request for Information from the Police

If the police request information from school personnel to assist them in their investigation of a complaint, personnel must be guided by the following:

1. Provide official student records only with parent/guardian consent or if a subpoena or court order to provide the records is presented. *Note: if a subpoena or court order to provide student records is presented, notify the parent/guardian of the student that records have been released to the police. Consultation with the District's legal counsel is recommended before providing the requested records.*
2. If the police request the names of students and/or staff that were interviewed in the school investigation of a situation in the school, the names of those who might be able to provide relevant information should be provided.
3. If the police request notes from the school investigation, the notes do not need to be provided unless ordered by subpoena or court order. *Indicate to the police that notes are not official and that because they were taken in response to a school complaint rather than a police complaint, they would not be appropriate for police use.*

Notification of Search and Seizure Policy and Practices

Students shall be informed annually that Board policy allows *for the legal search of students, their personal property including personal technology such as cellphones and student search and vehicles parked on school desk grounds, school property such as school desks/lockers and as well as the possible use of dog sniffing canine and metal detectors, if deemed appropriate and necessary by the Superintendent of Schools. Searches shall be in accordance with state and federal law and Board policy and regulations.*

Parents and students shall be annually notified through one or more of the following methods:

1. *Placement of Board Policy in Student/Parent handbooks;*
2. *Placement of Board Policy on individual school and/or District websites;*
3. *Postings at schools regarding locker-search/desk searches including random routine locker inspections, and/or the use of drug sniffing dogs and/or use of metal detectors;*
4. *Letters sent home to parents/guardians;*
5. *Written notification of Board policy/practice provided concurrent with the assignment of student lockers or student parking permits/spaces.*

(cf. 5141.21 Administering ~~Medication~~ Medications)

Legal ~~Reference:~~References:

Connecticut General Statutes

10-221 Board of Education to prescribe rules.

54-33n Search of school lockers and property

New Jersey v T.L.O., 53 U.S.L.W. 4083 (1985)

Safford Unified School District #1 v. Redding (U.S. Sup. CT 08-479)

Regulation approved:
SCHOOLS

March 28, 2013

~~WINDSOR LOCKS PUBLIC~~

~~Windsor Locks, Connecticut~~

Student Searches

Please use this form to track students that were searched.

sparkhurst@wlps.org Switch account



Your email will be recorded when you submit this form

* Required

Student Name(Last, First) *

Your answer

Date *

Date

mm/dd/yyyy

Time *

Time

: AM ▼

Parent Contact *

Before Search

After Search



Parent Response *

Your answer

Submit

Clear form

Never submit passwords through Google Forms.

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Google Forms



WLPS: Search and Seizure

sparkhurst@wlps.org [Switch account](#)



Your email will be recorded when you submit this form

Student Interrogations, Searches, and Arrests:

What factors cause you to have a reasonable suspicion that the search of the student or his or her effects, locker or automobile will turn up evidence that the student has violated or is violating the la or the rules of the school?

EYEWITNESS ACCOUNT

By whom (Name)

Your answer

Date

Date

mm/dd/yyyy

Time

Time

: AM ▼



Place

Your answer

What was seen/heard

Your answer

Back

Next

Clear form

Never submit passwords through Google Forms.

This form was created inside of Windsor Locks Public Schools. [Report Abuse](#)

Google Forms



Students

5131.6 - Alcohol Use, Drugs, and Tobacco (including Performance Enhancing Substances)

Pursuant to the goal of the Board of Education (Board) to maintain a drug, tobacco and alcohol-free school district, schools shall take positive action through education, counseling, parental involvement, and medical and police referral in handling incidents in the schools involving possession, sale, and/or use of behavior affecting substances. These substances shall include but not be limited to alcohol and controlled substances as defined in the Penal Code of the State of Connecticut.

Alcohol, tobacco, nicotine (including electronic nicotine delivery systems), **cannabis, hemp (including electronic cannabis delivery systems)** stimulants, street drugs, including but not limited to marijuana, heroin and cocaine; anabolic steroids, hormones and analogues, diuretics and other performance enhancing substances; including supplements and Creatine, are addressed by this policy and accompanying administrative regulations.

Definitions

Drugs are defined as any substance other than food or water that is intended to be taken or administered (ingested, injected, applied, implanted, inhaled, etc.) for the purpose of altering, sustaining, or controlling the recipient's physical, mental, or emotional state. Drugs may include, but not be limited to, alcoholic beverages; controlled substances such as marijuana, hallucinogens, cocaine, barbiturates, amphetamines, narcotics; and non-authorized prescription drugs.

Controlled substances, for purposes of this policy shall include all controlled substances prohibited by federal and state law, look-alike drugs, alcoholic beverages, anabolic steroids, drug paraphernalia, any volatile solvents or inhalants, such as but not limited to glue and aerosol products, and prescription or patent drugs, except those for which permission for use in school has been granted pursuant to Board policy.

Under the influence, for the purposes of this policy shall include and consumption or ingestion of controlled substances by a student.

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

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

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

CBD, for purposes of this policy, is defined under federal law as a cannabis product with less than 0.3% tetrahydrocannabinol (THC) on a dry weight basis. It is also referred to as hemp. (Nonprescription CBD products that are available have not been approved by the U.S. Food and Drug Administration (FDA) for any use) *(Optional definition to add to this policy)*

Privacy Rights

Personal privacy rights of students shall be protected as provided by law. School properties may be inspected by school authorities to maintain health and safety. Searches to locate drugs, narcotics, liquor, weapons, poisons, and missing properties are matters relating to health and safety and may be regarded as reasonable grounds for searches by school personnel. Privileged communication between a certified or paraprofessional employee and a student concerning drug abuse shall remain confidential except in cases where the employee is obtaining physical evidence of a controlled substance, and/or where there is an immediate threat to, or where students' health, safety, and welfare may be jeopardized.

Illegal Activities

Use, possession, sale or distribution of drugs, including **cannabis, hemp**, prescription drugs, drug paraphernalia and/or alcoholic beverages in violation of state law or Board of Education policy is prohibited at any time on school premises or at any school-sponsored activity. If a student is under the influence of a drug, **including cannabis, hemp**, or alcohol, or engaged in the illegal activity of possessing or selling drugs, **including cannabis, hemp**, and/or alcohol, the police will be notified, his/her parent(s)/guardian will be contacted, he/she will be suspended from school, referred to a Student Support Team, and considered for expulsion. In cases of the illegal activity of possessing or selling drugs or alcohol, students will be referred to the appropriate law enforcement authorities. ~~If a student is arrested and is awaiting trial for possession of, or possession of with intent to sell drugs in or on school property or at a school-sponsored event, the student will not be allowed to attend school without the permission of the Superintendent, per the guidelines set forth in Policy #5114.~~

Notification of Policy

Annually, students will be notified through the student handbook, or through other means, of disciplinary sanctions for violation of this policy.

Principals shall include statements, appropriate to student maturity, in school handbooks and on District/school websites to the effect that:

1. the ~~unlawful~~ manufacture, distribution, sale, dispensing, possession or use of controlled substances, **including cannabis**, other illegal drugs, performance-enhancing substances, alcohol or tobacco, **including electronic nicotine and cannabis, the and cbd/hemp delivery systems and vapor products, and related paraphernalia** is prohibited in school, on school grounds, on school transportation and at school sponsored activities;
2. compliance with the standards of conduct stated in the handbook is mandatory;

3. a violation of its provisions will subject students to disciplinary action up to and including expulsion and referral for prosecution: and
4. CIAC controlled activities at the high school and middle school levels sponsored by the District/school are included in this policy and accompanying administrative regulations.
5. CIAC may impose sanctions beyond those applied by the District for the use of performance-enhancing substances, as defined in this policy, by athletes.

Disciplinary Action

Students who violate this policy will be subject to disciplinary action which includes, but is not limited to, suspension or expulsion, and/or a program recommended by the Student Support Team. Student athletes who violate this policy, participating in CIAC-controlled activities shall also be declared ineligible for such activities in accordance with CIAC policy and regulation. Any disciplinary actions imposed will ensure that similar violations will be treated consistently. The Superintendent shall propose and the Board of Education shall approve procedures and regulations to ensure that any student violating this policy is subjected to disciplinary action, and that any disciplinary actions imposed for similar violations are treated consistently.

The following guidelines for reporting alleged violations are to be followed:

1. If an employee suspects student possession, use, abuse, distribution or sale of controlled substances, **including cannabis, hemp,** other illegal drugs, performance-enhancing drugs, alcohol, tobacco/tobacco products, ~~or~~ **electronic cannabis, the and cbd/hemp nicotine delivery systems, and vapor products, and related paraphernalia** the employee shall refer the matter to the Principal or his/her designee. The Principal or designee will notify the student's parent/guardian, recommend a specific assessment, as appropriate, and contact law enforcement personnel as appropriate.
2. If an employee obtains physical evidence of a controlled substance, including cannabis, other illegal drug, drug paraphernalia, performance-enhancing drugs, alcohol, tobacco products, tobacco paraphernalia, or electronic nicotine delivery systems, **cannabis, the and cbd/hemp delivery systems and vapor products** from a student in school, on school grounds, on school provided transportation or at a school sponsored event, the employee shall turn the student and the controlled substance over to the school principal or designee. The Principal will notify the student's parent/guardian, recommend a specified assessment as appropriate, notify law enforcement personnel and shall surrender possession of the controlled substance to the proper authorities within the time period required by state law.
3. Disciplinary action taken by District officials against a student for the use, sale, or possession of marijuana (cannabis) on school premises or at any District/school sponsored activity, on or after January 1, 2022, shall not result in any discipline, punishment, or sanction greater than that which a student would face for the use, sale, or possession of alcohol. (C.G.S. 10-221(d), as amended by P.A. 21-1, June Special Session, Section 19)

Drug-Free Awareness Program

The Superintendent shall assure that the school District provides a drug-free awareness program for students including the following topics:

- health and safety-related dangers of drug abuse;
- review of the Board of Education's policy of maintaining drug-free schools;
- notification of the availability of drug counseling and rehabilitation programs; and
- official penalties for drug abuse violations in schools.

Drugs and Alcohol

It is the policy of the Board to prevent and prohibit the use (except as duly authorized through the school nurse), possession, distribution or sale of any drug, drug paraphernalia, or alcohol by any student at any time on school property, at school-sponsored events or on school-provided transportation. The District provides (1) a supportive environment for recovering chemically dependent students during and/or after their involvement in a treatment program for chemical dependency; and will provide (2) assistance to those students who are affected by drug/alcohol possession or use by others. Any student in District schools found to be using, selling, distributing, in possession of or under the influence of intoxicants, mood altering drugs or substances, or look-alike drugs, or in possession of any related drug paraphernalia during a school session, on school premises, or anywhere at a school-sponsored activity or trip, on school- provided transportation, or otherwise off school grounds when such student's conduct violates the substance abuse policy and is seriously disruptive of the educational process shall be subject to consequences as stated in the student handbook.

A breath alcohol tester is approved for use at events/activities such as dances and proms at the middle school and high school levels where, in the judgment of the school administrator, there exists reasonable suspicion that a student has consumed an alcoholic beverage and then, only under the following circumstances:

- The student denies to an administrator that he/she has consumed alcoholic beverages and wishes to establish his/her innocence. Should the student register a positive reading on the breath alcohol tester, consequences will be administered as outlined in the discipline/behavior regulations in the Code of Conduct.
- The student denies to an administrator that he/she has consumed alcoholic beverages and elects not to utilize the breath alcohol tester to establish his/her innocence. The judgment of the administrator will then be utilized to determine if the student has consumed an alcoholic beverage. In this instance, consequences will be administered as outlined in the discipline/behavior regulations in the Code of Conduct.

Inhalant Abuse

In addition to the prohibitions pertaining to alcohol, drugs and tobacco contained in this policy, no student shall inhale, ingest, apply, use or possess an abusable glue, aerosol paint or substance containing a volatile chemical with intent to inhale, ingest, apply or use any of these in a manner:

1. Contrary to directions for use, cautions or warnings appearing on a label of a container of the glue, paint aerosol or substance; and

2. Designed to affect the central nervous system, create or induce a condition of intoxication, hallucination or elation, or change, distort, or disturb the person's eyesight, thinking process, balance or coordination.

For purposes of this policy, inhalants are defined as follows, but not limited to:

Nitrous Oxide — Laughing Gas, Whippets, CO₂ Cartridge

Amyl Nitrite — “Locker Room,” “Rush,” “Poppers,” “Snappers”

Butyl Nitrite — “Bullet,” “Climax”

Chlorohydrocarbons — Aerosol Paint Cans, Cleaning Fluids Hydrocarbons — Aerosol

Propellants, Gasoline, Glue, Butane

Further, no student, 18 years of age or older, shall intentionally, knowingly or recklessly deliver or sell potentially abusable inhalant materials as listed above to a minor student.

No student shall intentionally use or possess with intent to use inhalant paraphernalia to inhale, ingest, or otherwise introduce into the body an abusable glue, aerosol paint or substance or other substance that contains a volatile chemical.

Any student in the District schools found to be in possession of, using, distributing, or selling potentially abusable inhalant materials shall be subject to disciplinary action as outlined in this policy, up to and including suspension and a recommendation for expulsion. Violators of this policy may also be required to complete an appropriate rehabilitation program. The Superintendent shall propose and the Board of Education shall approve procedures and regulations to ensure that any student violating this policy is subjected to disciplinary action, and that any disciplinary actions imposed for similar violations are treated consistently.

The Board of Education shall incorporate into the curriculum at all levels education pertaining to potential inhalant abuse which is appropriate for students given their age, maturity, and grade level. Inhalant abuse educational programs/information for parents/guardians will be offered in a manner convenient to parents/guardians.

Performance-Enhancing Drugs (including food supplement)

In addition to the prohibition pertaining to alcohol, drugs, tobacco and inhalants, the Board of Education prohibits the use, possession, distribution or sale of performance-enhancing drugs, including anabolic steroids and food supplements, including Creatine, by students involved in school-related athletics or any co-curricular or extracurricular school activity/program, other than use for a valid medical purpose as documented by a physician. Bodybuilding and enhancement of athletic ability and performance are not considered valid medical purposes.

School personnel and coaches will not dispense any drugs, medication or food supplements except as in compliance with Connecticut State law, District policy and as prescribed by a student's physician, dentist, physician assistant or advanced practice registered nurse.

Students shall be made aware of the dangers of steroid abuse and that such abuse, unauthorized possession, purchase, or sale will subject them to disciplinary action and CIAC sanctions.

Students who violate this policy will be subject to disciplinary action. The Superintendent shall propose, and the Board of Education shall approve, procedures and regulations to ensure that any student violating this section is subjected to disciplinary action, and that any disciplinary actions imposed for similar violations are treated consistently.

It is the expectation of the Board that District schools, as members of the Connecticut Interscholastic Athletic Association (CIAC), require all athletes playing in CIAC-controlled sports to be chemical free.

~~There shall be no smoking or any other unauthorized use or possession of tobacco, tobacco products, including chewing tobacco or tobacco paraphernalia, and electronic nicotine delivery systems or vapor products by students in any school building or school vehicle at any time or on any school grounds during the school day, or at any time when the student is subject to the supervision of designated school personnel. Such as when the student is at any school function, extracurricular event, field trip, or school related activity such as a work study program. An ongoing program of student support and counseling will be offered to provide support for students who wish to break the smoking habit.~~

~~-~~

~~Tobacco includes, but is not limited to cigarettes, snuff, smoking tobacco, smokeless tobacco, nicotine, nicotine delivery systems or vapor product, chemicals, or devices that produce the same flavor or physical effect of nicotine substances; and any other tobacco or nicotine innovations.~~

~~-~~

~~Students who violate this policy will be subject to disciplinary action. The Superintendent shall propose and the Board of Education shall approve procedures and regulations to ensure that any student violating this policy is subjected to disciplinary action, and that any disciplinary actions imposed for similar actions are treated consistently.~~

Smoking, Tobacco/E-Cigarette/Electronic Delivery Systems Use by Students

There shall be no smoking or any other unauthorized use or possession of tobacco, tobacco products, including chewing tobacco or tobacco paraphernalia, and electronic nicotine and cannabis/hemp/thc delivery systems or vapor products by students in any school building or school vehicle at any time or on any school grounds during the school day, or at any time when the student is subject to the supervision of designated school personnel. Such as when the student is at any school function, extracurricular event, field trip, or school related activity such as a work-study program. An ongoing program of student support and counseling will be offered to provide support for students who wish to break the smoking habit.

Tobacco includes, but is not limited to cigarettes, cigars, snuff, smoking tobacco, smokeless tobacco, nicotine, nicotine delivering systems or vapor product, chemicals, or devices that produce the same flavor or physical effect of nicotine substances; and any other tobacco or nicotine innovations.

Smoking under this policy shall be understood to include the use of a lighted cigarette, cigar, pipe or other similar device or delivery systems that contains in whole or part, cannabis or hemp, in addition to tobacco. Smoking means the burning of these devices.

Students who violate this policy will be subject to disciplinary action. The Superintendent shall ~~propose~~ propose, and the Board of Education shall approve procedures and regulations to ensure that any student violating this policy is subjected to disciplinary action, and that any disciplinary actions imposed for similar actions are treated consistently.

Marijuana Possession, Sale, Distribution, and Use by Students Is Prohibited While Connecticut law permits the recreational use of marijuana by adults in designated places and in a manner provided for in state law, the law does not provide for the lawful recreational use of marijuana by individuals under the age of 21. It is unlawful for persons under the age 21 to receive, possess, use, acquire, cultivate process, manufacture deliver, sell or transfer marijuana or marijuana accessories. All students, regardless of age, are prohibited under this policy from possessing, selling, distributing, using/consuming and being under the influence of marijuana or possessing marijuana accessories on school grounds, school transportation, at school activities and functions whether occurring on or off school grounds. Students who engage in the prohibited conduct will be subject to disciplinary action in accordance with board policy and may also be referred to local law enforcement authorities as applicable.

Use of CBD Products

Students are prohibited on school grounds, school transportation and school activities and function occurring on or off school grounds, from possessing, using, selling delivering, manufacturing, or being under the influence of any substance containing cannabidiol (CBD/hemp) or THC (tetrahydrocannabinol), regardless of the amount contained in the substance or the extent to which it is legal or illegal under state law.

Medical Marijuana

The conditions which follow are applicable to a district student, eighteen years of age or older, who holds a certificate authorizing the palliative use of marijuana issued by the Connecticut Department of Consumer Protection (DCP) for the medical use of marijuana as set out in P.A. 12-55, “An Act Concerning the Palliative Use of Marijuana.”

The District will not refuse to enroll a student or otherwise penalize a student for being a medical marijuana certificate holder unless failure to do so would cause the school to lose a monetary or licensing benefit under federal law or regulations.

A student medical marijuana certificate holder is subject to, without bias, the same code of conduct and disciplinary standards applicable to all students attending District schools.

A student medical marijuana certificate holder shall not:

- Undertake any task under the influence of marijuana that would constitute negligence;
- Possess or engage in the medical use of marijuana
 - On a school bus,
 - On the grounds of any preschool, elementary or secondary school,
 - Smoke marijuana on any form of public transportation or in any public place;

- Operate, navigate, or be in actual physical control of any motor vehicle while under the influence of marijuana, except that a qualifying certified marijuana user for medical purposes shall not be considered to be under the influence of marijuana solely because of the presence of metabolites or components of marijuana that appear in insufficient concentration to cause impairment.
- Use marijuana in any manner not authorized by P.A. 12-55;
- Offer to give, sell, or dispense medical marijuana to another student or other individual on or off school property, in school-provided vehicles, at school events or when functioning as a representative of the school.

If District officials have reasonable belief that a student may be under the influence, in possession of, or distributing medical marijuana, in a manner not authorized by the medical marijuana statute, law enforcement authorities will be informed.

A student who violates any portion of this policy shall be subject to disciplinary action and applicable criminal prosecution.

Use of CBD Products

Students are prohibited on school grounds, school transportation and school activities and function occurring on or off school grounds, from possessing, using, selling delivering, manufacturing, or being under the influence of any substance containing cannabidiol (CBD/hemp) or THC (tetrahydrocannabinol), regardless of the amount contained in the substance or the extent to which it is legal or illegal under state law.

(cf. 5114 – Suspension/Expulsion) (cf. 5131 – Conduct) (cf. 5131.61 – Inhalant Abuse) (cf. 5131.62 – Steroid Use) (cf. 5131.612 – Surrender of Physical Evidence Obtained from Students) (cf. 5131.8 – Out of School Grounds Misconduct) (cf. 5131.92 – Corporal Punishment) (cf. 5144 – Discipline/Punishment) (cf. 5145.12 – Search and Seizure) (cf. 5145.121 – Vehicle Searches on School Grounds) (cf. 5145.122 – Use of Dogs to Search School Property) (cf. 5145.124 – Breathalyzer Testing) (cf. 5145.125 – Drug Testing-Extracurricular Activities) (cf. 6164.11 – Drugs, Alcohol, Tobacco)

Legal Reference:

Connecticut General Statutes:

1-21b Smoking prohibited in certain places

10-19 Teaching about alcohol, nicotine or tobacco, drugs and acquired immune deficiency syndrome. Training of personnel.

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

10-220b Policy statement on drugs

10-221(d) Boards of Education to prescribe rules, policies and procedures re sale or possession of alcohol or controlled drugs

10-221(d) Boards of Education to prescribe rules, policies and procedures re sale or possession of alcohol or controlled drugs. (as amended by P.A. 21-1, June Special Session, Section 19)

21a-240 Definitions dependency producing drugs.

21a -240(8) Definitions “Controlled Drugs,” dependency producing drugs 21a-240(9) Definitions “controlled substance”

21a-243 Regulation re schedules of controlled substances.

53-198 Smoking in motor buses, railroad cars and school buses

P.A. 11-73 An Act Regulating the Sale and Possession of Synthetic Marijuana and Salvia Divinorum

P.A. 12-55 An Act Concerning the Palliative Use of Marijuana

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

P.A. 15-206 An Act Regulating Electronic Nicotine Delivery Systems and Vapor Products

Federal Regulation 34 CFR Part 85 Drug-free Schools & Communities Act 20 U.S.C. Section 7181 et. seq., No Child Left Behind Act

Synthetic Drug Abuse Prevention Act of 2012. (part of s.3187, the Food and Drug Administration Safety and Innovation Act)

New Jersey v. T.L.O., 469 U.S. 325 (1985)

Veronia School District 47J v. Acton, 515 U.S. 646

(1995) *Board of Education of Independent School District No 92 of Pottawatomie County v. Earls* 01-332 U.S. (2002)

Policy Adopted: March 28, 2013

Policy Revised: March 24, 2016, April 8, 2021, March 2022

MEMORANDUM TO: MEMBERS OF THE BOARD OF EDUCATION
FROM: ALISON PIERCE, BUSINESS MANAGER
DATE: NOVEMBER 10, 2022
RE: BUSINESS OFFICE REPORT

FY23

YTD Expenditures

FY24

Budget Preparation

FACILITIES

- High School
 - Pool Boiler Update
 - Vape Detectors
 - ADA Ramp
- Middle School
 - Elevator Repair
- RISE
 - Sensory Room
 - Teacher's Office

FOOD SERVICE

- Child Nutrition Program Reimbursements

TRANSPORTATION

- Bus Routes
- Drivers

EXHIBIT IX

MEMORANDUM TO: MEMBERS OF THE BOARD OF EDUCATION
FROM: SHAWN L. PARKHURST, SUPERINTENDENT
DATE: NOVEMBER 10, 2022
RE: BOARD OF EDUCATION MEETING CALENDAR 2023

As a follow up from our last meeting held on October 20, 2022, there are two BOE calendars for your final review and approval for 2023.

Board Motion: “**MOVE** that the Board of Education approve the (option 1, or option 2) Board of Education Meeting calendar for 2023.”

Option 1 - Typical Board Meeting Schedule (2 per month generally)

WINDSOR LOCKS PUBLIC SCHOOLS	BOE Approved:
BOARD OF EDUCATION	Option 1
MEETING CALENDAR for 2023	

JANUARY 2023						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				
12, 26	Board of Education 6:00 p.m. LMC					
16	No School – Martin Luther King Jr. Day					

MAY 2023						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			
11, 25	Board of Education 6:00 p.m. LMC					
29	No School – Memorial Day					

OCTOBER 2023						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				
9	No School Columbus Day					
12, 26	Board of Education 6:00 p.m. LMC					

FEBRUARY 2023						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
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5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				
9, 23	Board of Education 6:00 p.m. LMC					
20, 21	No School – Presidents' Day and Vacation					

JUNE 2023						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
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4	5	6	7	8	9	10
11	12	13	14	15	16	17
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25	26	27	28	29	30	
8, 22	Board of Education 6:00 p.m. LMC					

NOVEMBER 2023						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
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5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		
16	Board of Education 6:00 p.m. LMC					
23-24	No School – Thanksgiving Break					

MARCH 2023						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	
9, 23	Board of Education 6:00 p.m. LMC					

JULY 2023						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
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9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					
20	Board of Education 5:00 p.m. LMC					

DECEMBER 2023						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
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10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						
14	Board of Education 6:00 p.m. LMC					
25-29	No School – December Break					

APRIL 2023						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
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9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						
20	Board of Education 6:00 p.m. LMC					
7	No School – Spring Break					
10 - 14	No School – Good Friday					

AUGUST 2023						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		
10	Board of Education 5:00 p.m. LMC					

JANUARY 2024						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			
11, 25	Board of Education 6:00 p.m. LMC					

SEPTEMBER 2023						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
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3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
14, 28	Board of Education 6:00 p.m. LMC					

Meetings are held at 6:00 p.m., except where otherwise noted, at Windsor Locks High School, 58 South Elm Street in the LMC – Library Media Center.

Meetings are generally held the second and fourth Thursday each month except where otherwise noted.

Special Meetings are held as needed and are posted accordingly.

Option 2 - One Board Meeting per month except budget season

WINDSOR LOCKS PUBLIC SCHOOLS	BOE Approved:
BOARD OF EDUCATION	Option 2
MEETING CALENDAR for 2023	

JANUARY 2023						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				
12, 26	Board of Education 6:00 p.m. LMC					
16	No School – Martin Luther King Jr. Day					

MAY 2023						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			
18	Board of Education 6:00 p.m. LMC					
29	No School – Memorial Day					

OCTOBER 2023						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				
9	No School Columbus Day					
19	Board of Education 6:00 p.m. LMC					

FEBRUARY 2023						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
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5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				
9, 23	Board of Education 6:00 p.m. LMC					
20, 21	No School – Presidents' Day and Vacation					

JUNE 2023						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
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11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	
15	Board of Education 6:00 p.m. LMC					

NOVEMBER 2023						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
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5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		
16	Board of Education 6:00 p.m. LMC					
23-24	No School – Thanksgiving Break					

MARCH 2023						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
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5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	
16	Board of Education 6:00 p.m. LMC					

JULY 2023						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
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23	24	25	26	27	28	29
30	31					
20	Board of Education 5:00 p.m. LMC					

DECEMBER 2023						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
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17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						
14	Board of Education 6:00 p.m. LMC					
25-29	No School – December Break					

APRIL 2023						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
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16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						
20	Board of Education 6:00 p.m. LMC					
7	No School – Spring Break					
10-14	No School – Good Friday					

AUGUST 2023						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
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6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		
10	Board of Education 5:00 p.m. LMC					

JANUARY 2024						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
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7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			
11, 25	Board of Education 6:00 p.m. LMC					

SEPTEMBER 2023						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
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3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
14	Board of Education 6:00 p.m. LMC					

Meetings are held at 6:00 p.m., except where otherwise noted, at Windsor Locks High School, 58 South Elm Street in the LMC – Library Media Center.

Special Meetings are held as needed and are posted accordingly.

MEMORANDUM TO: MEMBERS OF THE BOARD OF EDUCATION
FROM: SHAWN L. PARKHURST, SUPERINTENDENT
DATE: NOVEMBER 10, 2022
RE: SAFETY & SECURITY UPDATE

Over the past two weeks several safety and security measures and updates have taken place. A Community Cares Forum was held with nearly 300 in attendance providing insight and ideas on improvements to make. Additionally, that same week, during the PLC time, I along with the Police Chief and his team, and each respective building administrator, met with staff in their buildings to hear their concerns, ideas and suggestions. Additionally, Greg Weigert and Shaun Swanson (SRO) have visited buildings to determine additional safety measures and clarifications that are needed. Our leadership team has met several times and have reviewed various communication tools and programs that will enhance our communication time and response. During the upcoming professional development day on November 8, 2022 several safety and security measures, along with self-care opportunities, are the backbone of the day.

Through this work we have identified the following broad categories:

- Communication & Technology: *Blue*
- Physical Plant & Infrastructure: *Magenta*
- Planning & Documentation: *Orange*
- Systems & Procedures: *Green*
- Training: *Yellow*

Specific notes, person responsible, current status and targeted date are provided in the document at each of your seats. Our leadership team is here to answer any questions you may have regarding these items.

At the request of expanding our District Safety Committee members, I am asking for a Board of Education Representative and alternate to be named to our committee which meets during the day at 11:00 am.

MEMORANDUM TO: MEMBERS OF THE BOARD OF EDUCATION
FROM: SHAWN L. PARKHURST, SUPERINTENDENT
DATE: NOVEMBER 10, 2022
RE: ARPA/ESSR III USE OF FUNDS

The ARPA/ESSR III funds totalling \$500,000 were earmarked during the application process for HVAC upgrades. In light of the recent security and safety upgrades requested, I am asking the Board to consider approving the reallocation of the \$500,000 to security measures and upgrades.

The items in priority are as follows:

- North Street School Doors
- Magnets for remaining doors
- Lockdown Announcement speakers in bathrooms
- Interior Windows/Tinting

This evening, Greg Weigert, Facilities Director and Safety Coordinator is present to provide additional information and answer any questions you may have.

Possible Board Motion: “**MOVE** that the Board of Education approve the reallocation of up to and not exceeding \$500,000 from the ARPA/ESSR III funds from HVAC upgrades to security upgrades and safety measures.”

MEMORANDUM TO: MEMBERS OF THE BOARD OF EDUCATION

FROM: SHAWN L. PARKHURST, SUPERINTENDENT

DATE: NOVEMBER 10, 2022

RE: HVAC GRANT

The Connecticut State Department of Education (CSDE) has opened the application for the HVAC grant which is due on December 1, 2022. This is a matching grant to be partnered with local town funds.

This evening our Business Manager will provide further details for discussion of this grant.

Possible Board Motion: “**MOVE** that the Board of Education allow for the Superintendent (or his designee) to apply for the HVAC Matching Grant provided by the CSDE as discussed.”

MEMORANDUM TO: MEMBERS OF THE BOARD OF EDUCATION
FROM: SHAWN L. PARKHURST, SUPERINTENDENT
DATE: NOVEMBER 10, 2022
RE: NEW HIGH SCHOOL COURSE PROPOSAL

Ms. Rebecca Bissonnette would like to propose two new courses to be added to the program of studies at Windsor Locks High School, and will be here to explain the courses and answer any questions you may have.

AP Computer Science

Based on student interest and initial success of our Computer Science Principles course we would like to offer AP Computer Science Principles, starting in the 2023-2024 school year. This course would continue challenging students with authentic, rigorous, and personalized learning opportunities. In offering this course, we would continue to address our WLHS Vision, as the curriculum engages students in the application of knowledge and skills that prepare them for life after high school. Computing affects almost all aspects of modern life, and all students deserve an education that prepares them to pursue the wide array of opportunities that computing has made possible. This course seeks to provide knowledge and skills to meaningfully participate in our increasingly digital society, economy, and culture. This course introduces students to the foundations of modern computing and covers a broad range of foundational topics such as programming, algorithms, the Internet, big data, digital privacy and security, and the societal impacts of computing. Students will investigate many different technical topics while practicing and applying what they learn. The curriculum we would utilize is already AP Endorsed by the College Board and is being used in many high schools across the nation.

AP Pre Calculus

Windsor Locks High School would like to add AP PreCalculus to our current math offerings. 40% of students enter college with a STEM major and then change to a non STEM major after failing required math courses, particularly calculus. These students lack sufficient math in high school and are required to take remedial math courses that do not count toward their degree. Windsor Locks High School students performed below both state and national

averages on the AP Calculus exam in 2022. The addition of AP PreCalculus will help close the gap of the aforementioned issues.

AP PreCalculus will help prepare students who start Algebra 1 in 9th grade for a successful transition into a STEM major in college. AP PreCalculus will help students who start Algebra 1 before 9th grade prepare for AP Calculus. AP PreCalculus will help students fulfill their college math requirement when their majors and careers do not require Calculus.

We would need to purchase

- Barron's AP Precalculus Premium, 2024 at \$30 per student.
- AP training for 2 teachers
- Recommended Text book has not yet been determined

Possible Board Motion: “**MOVE** that the Board of Education approve the two new AP Courses as presented, pending budget approval to fund the course.”

Windsor Locks Public Schools

www.wlps.org

Educational Leadership

Shawn Parkhurst
Superintendent of Schools 860-292-5000

Giovanna Testani, 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, Matt Warner, Assistant Principal
Windsor Locks High School 860-292-5032

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

Central Office

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

Jason Scavotto
Coordinator of Alternative Programs

Alison Pierce
Business Manager 860-292-5741