

WINDSOR LOCKS PUBLIC SCHOOLS



BOARD OF EDUCATION MEETING

Regular Meeting

December 8, 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
December 8, 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. Approval of Minutes: **Vote Needed** p. 5 Exhibit III
 - 11/10/22 - Regular Meeting
 - 11/15/22 - Special Meeting
- IV. Personnel Report: p. 18 Exhibit IV
 - A. Staffing Updates
 - B. Open Positions
 - C. Staff Vacancy - Hiring Process & Timeline p. 19 Exhibit IV C
- V. Committee Reports
 - A. Policy
 - 1. Second Read and Approval: **Vote Needed** p. 20 Exhibit V A 1
 - 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

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|-------|---|---------------------|
| VI. | Business Office Report | p. 100 Exhibit VI |
| VII. | CIAC BOE Representative: Vote Needed | p. 101 Exhibit VII |
| VIII. | Board of Education Workshop Topics | p. 102 Exhibit VIII |
| IX. | School Resource Officers Update | p. 103 Exhibit IX |
| X. | Curriculum Update | p. 104 Exhibit X |
| XI. | Safety & Security Update | p. 111 Exhibit XI |
| XII. | January Budget Meeting Dates | p. 112 Exhibit XII |
| XIII. | 2023-2024 School Calendar: Vote Needed | p. 113 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
- WLMS Principal
- Others as Requested

B. Discussion of Superintendent Goals & Evaluation

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

- Members of the Board of Education
- Superintendent of Schools

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: DECEMBER 8, 2022
RE: APPROVAL OF MINUTES

November 10, 2022 - Regular Meeting
November 15, 2022 - Special Meeting

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

**MINUTES OF THE SPECIAL MEETING,
November 10, 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 (arrived at 6:14 pm), J. Tria, and J. McGowan
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. Sibilila
Others: Many parents and grandparents
Press: None

I. Call to Order

Chairman Mr. Dennis Gragnolati called the Special Meeting to Order at 6:01 p.m. held at the Media Center at the Windsor Locks High School and also via Zoom Meeting and livestream.

A. Roll Call for Quorum

All Board Members were present other than Ms. Margaret Byrne who arrived late at 6:14 p.m.

B. Pledge of Allegiance

All stood up and pledged allegiance to the flag.

C. Student Representative Report

Mr. Caden Mackey, Student Representative, addressed the Board. He noted that both boys' and girls' soccer have ended for the season. It was a tough season, but everyone had a good time. A football game is being held tonight under the lights.

Miss Carley MacDougald, Student Representative addressed the Board. She commented that it is almost basketball season. She is hoping for a good season!

D. Board of Education and Superintendent Communications

Board Member Mr. Jim McGowan attended the safety speech that was given to the students at North Street School for Halloween safety. The SRO gave the speech to each classroom and answered all questions. He attended the Senior Halloween Breakfast a week ago, there were great customs worn by the students. He motioned the girls' swim team is having a great year, they are currently 8-2 and will be advancing to the state tournament.

Vice-Chair Ms. Christianson attended the Trunk or Treat event last week. There were many groups that participated including the Windsor Locks Senior Center. It was very well attended.

Mr. Shawn Parkhurst, Superintendent of Schools, addressed the Board. He echoed Caden and Carley mentioning senior night for fall sports and the celebrations which were held. Many organizations and individuals, along with food trucks and community members participated in the annual Truck or Treat event. He thanked everyone for attending and making the event very successful. He noted that the district has had many safety and security meetings with the staff and central office. He indicated that later in the meeting he will give more details. The middle school and high school participated in the program Quilts of Valor for local veterans. On November 8, 2022, professional development took place in the district. The leadership team has been receiving tremendous feedback from the staff of the events of that day. Safety tours were given recently with Mr. Parkhurst, Chairman Mr. Gragnolati, Mr. Greg Weigert and Mr. Goodwin discussing the safety needs of the buildings. Finally, he reminded everyone the district including offices, will be closed in honor of Veteran's Day.

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

None.

Board Member Ms. Margaret Byrne arrived at the meeting at 6:15 p.m.

III. Student Recognition

A. Connecticut Association of Public Schools Superintendents' (CAPSS) Student Award Winners

Mr. Parkhurst remarked this was one of his favorite times of year when he is able to award the Connecticut Association of Public School Superintendents' (CAPSS) Student Awards. For over twenty years, the Connecticut Association of Public School Superintendents (CAPSS) has sponsored a Recognition Award Program for students throughout the state of Connecticut. CAPSS, the statewide school superintendents' professional organization, is based in West Hartford and provides professional development, personal support, statewide conferences, legislative information, and educational services to its membership. The purpose of this program is to strengthen the relationship between the student and school administration. Students are nominated by teachers and selected based on exemplary student leadership, achievement, and

demonstrated service to others in the community. The CAPSS awards are generally given during American Education Week in order to highlight the accomplishments of school age youngsters in public schools. He was pleased to announce the recipients of the Superintendent/Student Recognition Awards for 5th, 8th and 12th Grade students. He gave a brief introduction of each winner. Those students were:

South Elementary School (Grade 5)

Dalia Al-Naimi
Connor Claffey

Windsor Locks Middle School (Grade 8)

Lea Bohne
Samarvir Rakwal

Windsor Locks High School (Grade 12)

Caroline Alonzo
Dalton Wright

Board recessed at 6:20 p.m.

Board reconvened at 6:22 p.m.

IV. Approval of Minutes

- October 20, 2022 Special Meeting

It was MOVED (Christianson) and SECONDED (Tria) and PASSED (U) that the Board of Education approves the October 20, 2022 Special Meeting Minutes, as presented.

V. Personnel Report

- A. Staff Updates
- B. Open Positions

Mr. Parkhurst indicated that Ms. Sheri Lee, Director of Human Resources, is attending the meeting via Zoom. She noted that currently there is one certified open which is an art teacher at North Street School. Currently, a long term substitute has been assigned to that position until the position is filled. Also, eight para-professionals are needed, three at North Street School, two at South Elementary School, two at the middle school and one at the high school. She explained that an MOU is in place with the para-professional union and to streamline the testing and the district will reimburse the candidate for the first test with help from Mr. Josh Robinson and Ms. Ann Marie Perez, some candidates take the test and can start as soon as possible, sometimes as quick as the next day to possibly a week.

- C. Staff Absence – Backup-Plan

Mr. Parkhurst directed the Board Members to Page 16 in their Board Packet which gave a brief plan of the district for long term staff shortages and short term shortages. He motioned Mr. Robinson was at the meeting if anyone had any questions for him.

A brief discussion was held.

VI. Windsor Locks Administrators' Association Bargaining Unit Contract

Mr. Parkhurst indicated that the Board was sent the proposed Windsor Locks Administrators' Association Bargaining Unit Contract for July 1, 2023 through June 30, 2026. Board Member Ms. Byrne noted she was unable to read it before the meeting, if the other Board Members have and want to vote, she will have to abstain from the vote.

It was MOVED (Christianson) and SECONDED (Tria) and PASSED (3-0-1)(In Favor: K. Christianson, J. McGowan and J. Tria; Opposed: None; Abstain: M. Byrne) that the Board of Education approves the Windsor Locks Administrators' Association Bargaining Unit contract for July 1, 2023 through June 30, 2026.

VII. Committee Reports

A. Policy

1. Policy Minutes 11/03/2022

It was MOVED (Christianson) and SECONDED (McGowan) and PASSED (U) that the Board of Education approves the November 3, 2022 Policy Committee Meeting Minutes, as presented.

2. 11/03/2022 Policy Meeting: First Read

- 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

Mr. Parkhurst indicated that the policies in the packet are being presented the Board as first read. Some policies have been rescinded and replaced by new policies, some have been revised and a few are new policies. He mentioned the school calendar policy change revolves around setting a consistent week for Spring vacation. Changes in policies or additions made to policies are indicated in red.

A brief discussion was held.

VIII. Business Office Report

Ms. Alison Pierce, Business Manager, addressed the Board. She reported the FY 2022-2023 YTD expenditures as of October 31, 2022 is approximately \$6.7 million dollars just under 21% of the budget, this is good news as it should not be over 25% at this time of the year. Budget preparations have started for FY 2023-2024. Budget requests are due by November 30, 2022. Once those are received, meeting will be held to discuss those requests. The high school pool boiler was fired upon October 24, 2022 and it was officially opened on October 31, 2022. The first of swim meet of the season was held on November 2, 2022. She congratulated Mr. Wiegert and his team for all of the work they put in to get that boiler up and running. The middle school elevator repair along with RISE sensory room and teacher's office have completed. She discussed food services child nutrition program reimbursements as follows: August \$11,000; September \$88,000; and October \$95,000 or a total of \$194,822.95 which has gone back to the town. Lastly, she discussed the transportation issues that the district has been facing due to a few drivers out due to illness which caused a little disruption for the middle and high school on Bus No. 8. Those students have been combined with three other busses (Nos. 2, 9 and 10) until the new year. All of this information is available on the website. She indicated that Smyth Bus Company is currently looking for drivers to fill positions. She encouraged anyone who would like to drive a school bus to apply with Smyth Bus Company.

A brief discussion was held.

IX. 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.

It was MOVED (Christianson) and SECONDED (Byrne) that the Board of Education approves Option 1 Board of Education Meeting calendar for 2023.

A discussion was held. Mr. Tria questioned why the Board had to have to meetings a month considering there are not many people who attend the meetings in-person. Ms. Byrne commented that the second meeting could be used as workshop meetings to discuss topics in depth, for example, having the leadership team present curriculum changes.

A vote was taken:

In Favor: K. Christianson, M. Byrne, and J. McGowan

Opposed: J. Tria

Motion PASSED: 3-1

X. Safety & Security Update

A. Board of Education Representation & Alternate to District Safety Committee

Mr. Parkhurst began speaking the past two weeks several safety and security measures and updates have taken place. A community forum was held and approximately 300 people were in attendance along with others on livestream. During weekly PLC meetings, the police chief and others met with staff and administrators in each respective building discussing concerns, ideas and suggestions. Mr. Greg Weigert, Facilities Director and Officer Shaun Swanson have toured the buildings to discover what needs and changed need to be done to make those buildings more safe and secure. Specific information about the people responsible, current status and target date of those changes were given to the Board Members for their review.

The District Safety Committee is expanding, and Mr. Parkhurst asked a Board Member to represent the Board of Education and an alternate to be named to the Committee which meets once a quarter, on a Wednesday at 11:00 a.m.

Board Member Ms. Byrne nominated, and Vice-Chair Ms. Christianson seconded the nomination of Board Member Mr. McGowan for the seat on the District Safety Committee and Chairman Mr. Gragnolati as a back-up.

XI. ARPA Funding

Mr. Parkhurst along with Mr. Weigert and Ms. Pierce discussed the ARPA/ESSR III funds totaling \$500,000 that has been earmarked during the application process for

HVAC upgrades. Due to the recent security and safety upgrades requested, it was requested the Board to consider approving the reallocation of the \$500,000 to security measures and upgrades. They discussed the items/projects of priority were North Street School doors, magnets for remaining doors, lockdown announcement speakers in bathrooms, and interior windows-tinting.

A lengthy discussion was held regarding the costs surrounding the safety projects, including a brief discussion about hiring additional SROs.

It was MOVED (Christianson) and SECONDED (Tria) and PASSED (U) that the Board of Education approves 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.

XII. HVAC Grant

Mr. Parkhurst and Ms. Pierce discussed 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. They are looking for approval to apply for the grant.

A brief discussion was held

It was MOVED (Christianson) and SECONDED (McGowan) and PASSED (U) that the Board of Education allows for the Superintendent (or his designee) to apply for the HVAC Matching Grant provided by the CSDE as discussed.

XIII. New WLHS Course Proposals

Mr. Parkhurst introduced Ms. Rebecca Bissonnette, Principal of Windsor Locks High School along with Mr. Segal (via Zoom) to discuss the proposal of an AP Computer Science course. Ms. Bissonnette and Mr. Segal explained that based on the student interest and success in computer science principal class, in 2023-2024, it is being proposed that an AP Computer Scient course be offered at the high school. 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 that would be used is already AP Endorsed by the College Board and is being used in many high schools across the nation.

Ms. Bissonnette then introduced Mr. Santanelli and Mr. Ross to discuss the proposal of the second course, 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 fulfill their college math requirement when their majors and careers do not require Calculus In order to teach this course, the district would have to purchase AP training for two teachers and cost of \$30.00 per student.

A brief discussion was held.

It was MOVED (Tria) and SECONDED (Christianson) and PASSED (U) that the Board of Education approve the two new AP Courses as presented, pending budget approval to fund the course.

It was MOVED (Byrne) and SECONDED (McGowan) and PASSED (U) that the Board of Education add an agenda item to discuss concerns of additional SROs to the remaining schools in the district.

Board Member Ms. Byrne wanted to discuss the possibilities of having additional SROs in all schools and the costs of same.

It was MOVED (Byrne) and SECONDED (McGowan) and PASSED (U) that the Board of Education seek information on expenses of hiring additional SROs and have that information available for the Board of Finance for the next budget year and to request information from the police department of how long it would take to have an SRO in district, what time frame would be expected.

XIV. Board and Superintendent Comments

Board Member Ms. Byrne requested an in depth presentation and discussion of the safety improvements on a future agenda. Mr. Parkhurst noted the presentation would be as in depth as it possibly could be without breaching any security concerns.

XV. Public Audience

None.

XVI. EXECUTIVE SESSION

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

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

Board moved into Executive Session at 7:40 p.m.

It was MOVED (Christianson) and SECONDED (McGowan) and PASSED (U) that the Board of Education terminate Executive Session and reconvene into public session at 8:26 p.m.

It was MOVED (Christianson) and SECONDED (McGowan) and PASSED (U) that the Board of Education approves the request for a 5th grade South Elementary Student be allowed to remain at South for the remainder of the 2022/2023 school year, with the family being responsible for providing transportation to and from school.

XVII. Adjournment

It was MOVED (McGowan) and SECONDED (Tria) and PASSED (U) that the Board of Education adjourn the Regular Meeting of November 10, 2022 at 8:27 p.m.

Respectfully submitted,

Denise M. Piotrowicz
Recording Secretary

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

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

**MINUTES OF THE SPECIAL MEETING
November 15, 2022 at 4:00 p.m.**

| | |
|------------------|---|
| Members Present: | D. Gragnolati, K. Christianson, M. Byrne and J. McGowan |
| Members Absent: | J. Tria |
| Administrators: | S. Parkhurst and R. Bissonnette |
| Staff: | None |
| Students: | Student A |
| Others: | Mother of Student A and Father of Student A |

I. Call to Order

Chairman Dennis Gragnolati called the Special Meeting to Order at 4:06 p.m., in the Windsor Locks Public School's Professional Development Room.

II. Roll Call

All Board Members present other than Mr. Joe Tria.

Chairman Mr. Gragnolati asked all persons in attendance to identify themselves for the record:

Board of Education Members:

Mr. Dennis Gragnolati
Ms. Kylee Christianson
Ms. Margaret Byrne
Mr. Jim McGowan

Others:

Father of Student A
Student A
Mother of Student A
Mr. Shawn Parkhurst, Superintendent of Windsor Locks Public School
Ms. Rebecca Bissonnette, Principal of Windsor Locks High School
Mrs. Denise Piotrowicz, Recording Secretary, Windsor Locks Board of Education

III. Executive Session

It was **MOVED** (Christianson) and **SECONDED** (Byrne) and **PASSED** (U), that the Board of Education enters into Executive Session to conduct a student expulsion hearing and to preserve the confidentiality of student records, and that the following be invited to attend the executive session to offer testimony: Superintendent of Schools, High School Administration, witnesses to testify for the administration, student and parents, witnesses for student and parents, legal counsel for the Board of Education and the administration, and the student, if present.

Witnesses were sworn in by Chairman Mr. Gragnolati.

Testimony regarding the offense and penalty phase was given by Mr. Shawn Parkhurst, Ms. Rebecca Bissonnette, Mother of Student A, Father of Student A and Student A followed by questions from the Board of Education Members.

Board Recessed at 4:25 p.m.

Board Reconvened at 4:32 p.m.

It was **MOVED** (Christianson) and **SECONDED** (Byrne) and **PASSED** (U) that the Board of Education terminates Executive Session and reconvenes into public session at 4:32 p.m.

It was **MOVED** (Christianson) and **SECONDED** (Byrne) and **PASSED** (U) that the Board of Education finds that Student A did engage in conduct that violated Board Policy and seriously disruptive to the educational process. The student has therefore committed an expellable offense.

It was **MOVED** (Christianson) and **SECONDED** (Byrne) and **PASSED** (U) that the Board of Education reconvenes in Executive Session to conduct a student expulsion hearing and to protect the confidential student records and that the same persons who were previously invited to attend the Executive Session are invited to attend at 4:34 p.m.

IV. Action Regarding Expulsion

Testimony regarding the penalty phase of the expulsion was given Ms. Rebecca Bissonnette, Mother of Student A and Student A followed by questions from the Board of Education Members.

Board Recessed at 4:44 p.m.

Board Reconvened at 5:01 p.m.

It was **MOVED** (Christianson) and **SECONDED** (Byrne) and **PASSED** (U) that the Board of Education terminates Executive Session and reconvenes into public session at 5:05 p.m.

It was **MOVED** (Christianson) and **SECONDED** (Byrne) and **PASSED** (U) that the Windsor Locks Board of Education (1) accepts and adopts the findings and facts discussed and presented in executive session; and find that Student A is hereby expelled from the Windsor Locks Public Schools, including all school-related activities, curricular or otherwise, for a period of one calendar year and (2) that as a consequence of said

conduct, Student A shall be expelled in accordance with the terms and conditions of the Administrations Recommendations as amended.

V. Adjournment

It was **MOVED** (McGowan) and **SECONDED** (Byrne) and **PASSED** (U) that the Board of Education adjourns the November 15, 2022 at 5:06 p.m.

Respectfully Submitted,

Denise M. Piotrowicz
Recording Secretary

EXHIBIT IV

MEMORANDUM TO: MEMBERS OF THE BOARD OF EDUCATION
FROM: SHERI LEE, DIRECTOR OF HUMAN RESOURCES
DATE: DECEMBER 8, 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 and request for more detailed plans to support our students in the event of a variety of staff vacancies. The next page is a response to that request.

Windsor Locks Public Schools Staffing Vacancy Process & Timeline

| Event | Action/Process | Timeline | Person Responsible |
|---|--|--|--|
| <p>Staff Resignation/Vacancy</p> <p>Positions this applies to:</p> <ul style="list-style-type: none"> ● Certified Staff ● Non-Certified ● Paras ● Nurses ● Administrative Assistants ● Custodians ● Recess Aides | <p>Post Vacancy on:</p> <ul style="list-style-type: none"> ● District Website ● CT Reap ● Linked ● CAS Site ● Social Media ● Popup on district website ● Ed Sight Database email blast ● Notification blast to community and families for referrals ● Flier of vacancy provided for each building based notice home | <p>Immediately posted when vacancy is known and posts for two weeks</p> | <p>Sheri Lee Ann Marie Perez Building Administrators</p> |
| | <p>Monitor applications daily and provide daily updates to respective administrators with vacancies</p> | <p>Daily during the two week posting window</p> | <p>Sheri Lee Ann Marie Perez Building Administrators</p> |
| | <p>Conduct building based interviews</p> <p>Conduct reference checks</p> <p>Select two candidates for Superintendent level interviews if possible</p> | <p>Within the two week posting window or within 5 days of the closing date</p> | <p>Building Administrators Building Based Teams</p> |
| | <p>Superintendent offers jobs to selected candidate (certified staff)</p> | <p>Immediately following the final interviews</p> | <p>Shawn Parkhurst</p> |
| | <p>Determine coverage for vacancy</p> <ul style="list-style-type: none"> ● In-house ● Substitute ● Contracted Service Agency (i.e. Delta T) | <p>At the onset of the posting of the vacancy</p> | <p>Building Administrators Josh Robinson</p> |
| | <p>Communicate coverage for vacancy to families, including information if unable to provide services (i.e. list of potential resources for services to be billed back to the district)</p> | <p>By the end of the first week of the posting period and every two weeks thereafter</p> | <p>Josh Robinson</p> |

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

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

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| 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@wlp.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.

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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, thc 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: DECEMBER 8, 2022
RE: BUSINESS OFFICE REPORT

Correction from Previous Meeting

- SRO Salary and benefits expenses

FY22

- Audit
- BOE/Town Reconciliation

FY23

- YTD Expenditures as of 11/30/2022

FY24

- Budget Preparation and meetings
- HVAC Grant Submission

EXHIBIT VII

MEMORANDUM TO: MEMBERS OF THE BOARD OF EDUCATION
FROM: SHAWN L. PARKHURST, SUPERINTENDENT
DATE: DECEMBER 8, 2022
RE: CIAC - CAPITAL BUDGET REPRESENTATIVE

At the request of the Town Finance Office, the BOE must select a representative to serve on the Town CIAC Committee. The meeting schedule is as follows:

- Monday, January 9, 2023 6:00 pm
- Tuesday, January 10, 2023 6:00 pm (if needed)

Board Motion: “**Move** that the Board of Education appoint _____ to the CIAC Committee.”

EXHIBIT VIII

MEMORANDUM TO: MEMBERS OF THE BOARD OF EDUCATION
FROM: SHAWN L. PARKHURST, SUPERINTENDENT
DATE: DECEMBER 8, 2022
RE: BOARD OF EDUCATION WORKSHOP TOPICS

As a follow up from our last meeting, our Leadership team has brainstormed a list of potential BOE workshop topics:

- SRBI & Intervention
- Data Sets Beyond the Test
- The One Plan & Progress
- School Resource Officers
- School Safety
- School Social Workers
- Culturally Responsive Practices
- Ready Math K-5
- RULER - Non-academic supports for students
- Curriculum Planning Shift & Curriculum Public Facing Documents
- Math Workshop - Instruction, Assessment and Resources
- Building Improvements
- Safety Improvements & Procedures
- Grading & Reporting

This evening, I am asking the Board to review and select topics for each month.

| Month/Date of Board Workshop | Topics for Presentation & Discussion |
|-------------------------------------|---|
| January 26, 2023 | 23-24 Budget (if not already approved) |
| February 23, 2023 | |
| March 23, 2023 | |
| May 25, 2023 | |
| June 22, 2023 | |

EXHIBIT IX

MEMORANDUM TO: MEMBERS OF THE BOARD OF EDUCATION
FROM: SHAWN L. PARKHURST, SUPERINTENDENT
DATE: DECEMBER 8, 2022
RE: SCHOOL RESOURCE OFFICERS UPDATE

At the request of the BOE from our meeting last month, Alison Pierce and I met with the Police Chief and First Selectman regarding adding SRO's for the duration of the current school year.

The following points were discussed:

- Feasibility of Staffing 3 additional SRO's for the remainder of the 22-23 school year
 - *The gap to fill one position for the remaining 6 months of the 22-23 school year is possible, but there is not enough staffing to fill three positions for the remaining 6 months of the 22-23 school year.*
- Cost to staff 1 additional SRO for the remainder of the 22-23 school year
 - *This would be paid at the overtime rate of approximately \$70.00 per hour for approximately 7 hours per day, which would be \$490.00 per day for 103 days starting on January 3, 2023 for a total cost of \$50,470.00*

The Board is asked to consider any further discussion or actions they wish to take on this matter.

EXHIBIT X

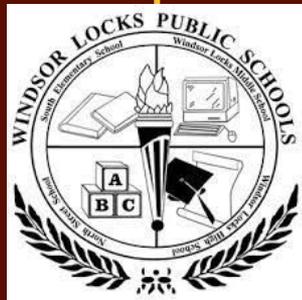
MEMORANDUM TO: MEMBERS OF THE BOARD OF EDUCATION
FROM: SHAWN L. PARKHURST, SUPERINTENDENT
DATE: DECEMBER 8, 2022
RE: CURRICULUM UPDATE

During the 21-22 school year, following the NEASC report and recommendation for a common curriculum template PreK-12, WLPS staff, under the facilitation of the building administrators and our Directors of Curriculum, worked to populate units into a common template.

As we moved into 22-23 the curriculum work continued but with an eye and focus on embedding formative and summative assessments aligned to SBAC, PSAT and SAT. This evening, our Directors will provide you with a status update and next steps as we move into the mid-year mark of the 22-23 school year.

Windsor Locks Public Schools District Curriculum Update

December 8, 2022



WLPS Curriculum Stages

(Three Year Plan)

Stage One- Population

- Over 500 units district-wide to populate
- Reframing PLC time for staff collaboration
- 86% complete at this time



Stage Two- Revision

Focusing on:

- Rigor
- Grade-level materials/resources
- Differentiated materials/resources
- Embed State aligned assessments and activities



Stage Three- Elevation

- Accountability
- Use of relevant/modern materials
- Revision specific to State, *iReady*, and observable data
- Ongoing audit of programming

*** Different grade-levels and departments may transition through stages at different times

Stage One- Population Using this District-Wide Template



Unit xxxx:
Grade/Course
Xxx Class Meetings

This outlines the number of class meetings that are required to complete the Unit of Study. These number of class meetings further align to other sections of the curriculum document.

Essential Question(s)

Limited in number to capture the most critical, transferable questions that students will gain knowledge and skills in throughout this Unit of Study.

- Is **open ended**; that is, it will not have a single answer
- Is **thought provoking and intellectually engaging**, often sparking discussion and debate
- Calls for **higher order thinking**, such as inference, evaluation or prediction

Requires **support and justification**, not just an answer

- How does the number line help determine the magnitude of the number?
- How can plotting points on a coordinate plane help us determine specific locations?

Enduring Understandings with Unit Goals

Outlines the content necessary to answer the Essential Questions. These are guaranteed big ideas that students will learn; written as statements. Unit goals fall under each EU; they are the big picture learning targets.

EU 1: The number line can be extended to the left or downward to include negative values. Use positive and negative numbers to represent real-world contexts, including money, temperature and elevation.

Standards

Outlines the CT aligned WFLS Standards of what students are to learn, know and do as a result of this Unit of Study.

Vision of the Graduate Competencies

Identifies which of the WFLS competencies students will be refining throughout this Unit of Study.

1. An Informed Thinker
2. A Self-Directed Learner & Collaborative Worker
3. A Clear and Effective Communicator
4. A Creative and Practical Problem Solver
5. A Responsible Citizen

Unit Content Overview

Outlines the broad content topics as well as specifics within each broad area of what students will be learning in terms of content within this Unit of Study. An overview of what key terms and ideas will be taught and learning in the unit. Includes interdisciplinary connections.

- **Positive and Negative Numbers**
 - Extend the number line
 - Use positive and negative numbers to describe real-world contexts
 - Define opposites
 - Find and position integers and rational numbers on a number line

Daily Learning Objectives with TWPS Activities (*think, write, pair, share*)

Students will be able to:

Provides direct student learning targets that align to the number of class meetings that are part of the Unit of Study. This is **not** the activity they are doing but rather what students will be able to do by the end of the lesson.

If there are 9 class meetings, there must be 9 learning targets

- Create horizontal and vertical number lines to include positive and negative numbers
- Generate opposites on a number line
- Compare and contrast points across the x and y axes
- Compare and order integers and rational numbers

Instructional Strategies/Differentiated Instruction

States the required instructional strategies that promote equity for all students. Provides strategies that coaches can assist teachers with in classrooms with students; provides strategies that administrators should see in practice in all classrooms during this Unit of Study.

- Whole group instruction
- Manipulatives
- Word walls with visuals
- Small group instruction

Assessments - must include and guarantee the use of standard aligned Interim Assessment Blocks

Formative Assessments:

Summative Assessments:

Identifies the **formative assessments** and **summative assessments** and alignment to the specific Unit of Study Enduring Understandings. Embeds formatively interim Assessment Blocks and PSAT/SAT like questions.

| Formative Assessments | Summative Assessments |
|--|---|
| Whiteboards Exit Slips Mid-class check-ins | Quiz – EU1 Performance Task "Mission Impossible" |

Unit Task

Unit Task Name:

Description:

Evaluation:

Culminating task encompassing as many EU as possible. Should be creative, innovative and allow for student choice. Identifies the Unit Task Name, description of the task and the evaluation process.

Unit Task Name: Mission Impossible

Description: In this task students will use their knowledge of the coordinate plane and graphing to complete a "top secret" mission of moving a submarine to a secret location on a graph. They will create and label a coordinate plane, which includes rational number (EU1), identify coordinates, and horizontal distances on a coordinate plane using absolute value (EU2).

Evaluation: Summative Assessment Scoring Guide

Unit Resources

This section contains the **key resources** for the unit duration that are to be used to ensure equity in resources for all students regardless of the respective teacher.

This will include electronic as well as print resources.

- Dan Myers 3 Act Tasks
- SBAC Prep Online
- iReady Pathways
- www.map.mathshell.org
- Solve Me Mobiles

Stage Two- Curriculum Revision

Revision Focuses:

- **Rigorous Learning Targets**
 - **Grade-Level Materials/Resources**
 - Differentiated Materials/Strategies
 - **Assessment Alignment**
 - **Embed State-aligned assessments and activities**
- SBAC IABs (Interim Assessment Blocks)
 - Standards Mastery
 - SAT Vocabulary
 - SAT Questions
 - Practice SAT tests
- 

Stage Three- Continued Elevation

Accountability- Continuing to observe the written curriculum in action within our classrooms providing coaching support as needed

Continued Audit of Materials- Ensuring we utilize modern and relevant resources that reflect and engage our students

Real Time Revisions- Using data in real time (State data, *iReady* data, and observable classroom data from formative and summative assessments to shift the practices in our classrooms to meet student needs and work towards mastery

Continued Audit of Programming- Ensuring our programs follow best practice, meet student needs, are aligned with our district vision, and address the needs and wants of our community



Windsor Locks Public Schools District Curriculum Update

December 8, 2022

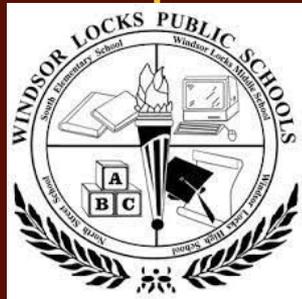


EXHIBIT XI

MEMORANDUM TO: MEMBERS OF THE BOARD OF EDUCATION
 FROM: SHAWN L. PARKHURST, SUPERINTENDENT
 DATE: DECEMBER 8, 2022
 RE: SAFETY AND SECURITY UPDATE

As a follow up to the last BOE meeting and the Community Cares Forum held on Monday, December 5, 2022, the following information is provided as an update to safety and security. Members of our leadership team are present to answer any questions you may have.

| Action | Status | Target Date |
|--|---|---------------------------|
| Purchase and activate <u>Raptor and Parent Square</u> communication platforms Provide <u>consistent communication</u> in the event of an emergency <u>Update all family emergency contact</u> information | Contracts reviewed and purchase orders activated; next step is to train staff and families on use the two platforms Each building administrative assistant is in the process of obtaining this information to improve communication | 12/1/22 1/6/23 |
| Using the <u>raptor platform establish a consistent reunification plan</u> in the event of an emergency | Raptor platform purchased and training to be conducted on the use of the platform for reunification of key stakeholders coordinated by the District Safety Committee and the Building Safety Committees | 2/1/23 |
| Update <u>crisis response tree</u> | Completed by each building level administrator and their team | 11/10/22 |
| Review and select a <u>consistent crisis response philosophy</u> and program provide training to all staff | Invitations for members of our staff and various stakeholders to be part of this work are in process | 3/1/23 |
| Explore the <u>philosophy, feasibility and cost for additional School Resource Officers</u> | Superintendent, Business Manager, First Selectman & Police Chief collaborated on the feasibility of expansion of School Resource Officers Presentation to Board of Education for their vote on whether to increase School Resource Officers or to consider other options | 3/1/23 |
| <u>Identify, order and install facility updates</u> to improve safety and security | Identification has occurred and Director Facilities is in the process of ordering and installing the items discussed at last BOE meeting | 6/1/23 |

EXHIBIT XII

MEMORANDUM TO: MEMBERS OF THE BOARD OF EDUCATION
FROM: SHAWN L. PARKHURST, SUPERINTENDENT
DATE: DECEMBER 8, 2022
RE: BUDGET MEETING DATES

In preparing for the upcoming budget process, and with the Regular Meetings already scheduled for 1/12/23 and 1/26/23, I would like to present the following dates for your consideration for Special Meetings - Budget Workshops:

- Thursday, January 5, 2023 at 5:00 pm
- Tuesday, January 17, 2023 at 5:00 pm
- Thursday, January 19, 2023 at 5:00 pm

EXHIBIT XIII

MEMORANDUM TO: MEMBERS OF THE BOARD OF EDUCATION
FROM: SHAWN L. PARKHURST, SUPERINTENDENT
DATE: DECEMBER 8, 2022
RE: 2023-2024 SCHOOL CALENDAR

The 23-24 school calendar is presented this evening for your review and potential vote.

The calendar was a collaborative effort with representatives from the Board of Education, Windsor Locks Teachers' Association, Windsor Locks Administrators' Association, Windsor Locks ParaProfessionals' Association and the Superintendent of Schools.

Possible Board Motion: "Move that the Board of Education approve the 2023-2024 school calendar as presented."

| Early Release PLC Days | |
|------------------------|--------------|
| North AM PreK | 8:30-11:00 |
| North PM PreK | 12:15 – 2:45 |
| North K-2 | 8:40-2:25 |
| South 3-5 | 8:10-1:55 |
| Sisu 1-5 | 8:30 – 2:30 |
| Middle 6-8 | 7:40-1:25 |
| PMA (Alternative) | 8:45 – 1:45 |
| High 9-12 | 7:30-1:15 |
| RISE | 8:00 – 1:15 |

Windsor Locks Public Schools 2023-2024 School Calendar

Teachers 186 days/Students 181 days

BOE Approved: Draft

August 2023 6/3

| M | T | W | Th | F |
|----|----|----|----|----|
| | 1 | 2 | 3 | 4 |
| 7 | 8 | 9 | 10 | 11 |
| 14 | 15 | 16 | 17 | 18 |
| 21 | 22 | 23 | 24 | 25 |
| 28 | 29 | 30 | 31 | |

September 2023 20/20

| M | T | W | Th | F |
|----|----|----|----|----|
| | | | | 1 |
| 4 | 5 | 6 | 7 | 8 |
| 11 | 12 | 13 | 14 | 15 |
| 18 | 19 | 20 | 21 | 22 |
| 25 | 26 | 27 | 28 | 29 |

October 2023 21/21

| M | T | W | Th | F |
|----|----|----|----|----|
| 2 | 3 | 4 | 5 | 6 |
| 9 | 10 | 11 | 12 | 13 |
| 16 | 17 | 18 | 19 | 20 |
| 23 | 24 | 25 | 26 | 27 |
| 30 | 31 | | | |

November 2023 19/18

| M | T | W | Th | F |
|----|----|----|----|----|
| | | 1 | 2 | 3 |
| 6 | 7 | 8 | 9 | 10 |
| 13 | 14 | 15 | 16 | 17 |
| 20 | 21 | 22 | 23 | 24 |
| 27 | 28 | 29 | 30 | |

December 2023 16/16

| M | T | W | Th | F |
|----|----|----|----|----|
| | | | | 1 |
| 4 | 5 | 6 | 7 | 8 |
| 11 | 12 | 13 | 14 | 15 |
| 18 | 19 | 20 | 21 | 22 |
| 25 | 26 | 27 | 28 | 29 |

January 2024 21/20

| M | T | W | Th | F |
|----|----|----|----|----|
| 1 | 2 | 3 | 4 | 5 |
| 8 | 9 | 10 | 11 | 12 |
| 15 | 16 | 17 | 18 | 19 |
| 22 | 23 | 24 | 25 | 26 |
| 29 | 30 | 31 | | |

| August 2023 | |
|----------------|--|
| 15, 16, 17 | New Employee Orientation |
| 23 | Convocation & PK-12 Prof/Staff Development |
| 24-25 | PK-12 Prof/Staff Development |
| 29 | First Student Day |
| 31 | Kindergarten First Day of School |
| September 2023 | |
| 1 | PreK First Day of School |
| 4 | No School – Labor Day |
| 12 | High – Parent Information Night 6:00 – 8:00 pm |
| 13, 20 | PK-12 PLC |
| 19 | North – Parent Information Night 5:00 – 7:00 pm |
| 21 | Middle – Parent Information Night 6:00 – 8:00 pm |
| 26 | South – Parent Information Night 5:00 – 7:00 pm |
| 27 | ½ Day Early Release PK-12: Prof/Staff Development |
| October 2023 | |
| 4 | ½ Day Early Release PK – 12: Traditional Evening Conferences |
| 9 | No School – Columbus Day |
| 18, 25 | PK-12 PLC |
| November 2023 | |
| 1, 15, 29 | PK-12 PLC |
| 7 | No School – Election Day: Prof/Staff Development |
| 10 | ½ Day Early Release PK – 12: Columbus Day |
| 22 - 24 | No School – Thanksgiving Break |
| December 2023 | |
| 6, 13 | PK-12 PLC |
| 22 | ½ Day Early Release PK – 12: December Break |
| 25 - 29 | No School – December Break |
| January 2024 | |
| 1 | No School - New Year's Day |
| 10, 24, 31 | PK-12 PLC |
| 15 | No School – Martin Luther King, Jr. Day |
| 19 | PK-12 Professional Staff Development |
| February 2024 | |
| 7, 14, 28 | PK-12 PLC |
| 19 | No School – President's Day |
| 20 | No School – Vacation Day |
| March 2024 | |
| 6 | ½ Day Early Release PK – 12: Prof/Staff Development |
| 13, 20 | PK-12 PLC |
| 29 | No School – Good Friday |
| April 2024 | |
| 3, 17, 24 | PK-12 PLC |
| 8 - 12 | No School – Spring Break |
| 24 | ½ Day Early Release PK-12: Student-Led Conferences |
| May 2024 | |
| 1 | ½ Day Early Release PK-12: Student-Led Conferences |
| 8, 15, 22 | PK-12 PLC |
| 27 | No School – Memorial Day |
| June 2024 | |
| 6 | ½ Day Early Release PK-12: (Tentative last 2 days of school will be PK-12 Early Release Days) |
| 7 | Last Day of School (Tentative) ½ Day Early Release PK-12 |
| 7 | Graduation – 5:30 p.m. |
| * | Emergency/Snow Day Reserve: If it exceeds days in June, April Vacation will be shortened if necessary. |

February 2024 19/19

| M | T | W | Th | F |
|----|----|----|----|----|
| | | | 1 | 2 |
| 5 | 6 | 7 | 8 | 9 |
| 12 | 13 | 14 | 15 | 16 |
| 19 | 20 | 21 | 22 | 23 |
| 26 | 27 | 28 | 29 | |

March 2024 20/20

| M | T | W | Th | F |
|----|----|----|----|----|
| | | | | 1 |
| 4 | 5 | 6 | 7 | 8 |
| 11 | 12 | 13 | 14 | 15 |
| 18 | 19 | 20 | 21 | 22 |
| 25 | 26 | 27 | 28 | 29 |

April 2024 17/17

| M | T | W | Th | F |
|----|----|----|----|----|
| 1 | 2 | 3 | 4 | 5 |
| 8 | 9 | 10 | 11 | 12 |
| 15 | 16 | 17 | 18 | 19 |
| 22 | 23 | 24 | 25 | 26 |
| 29 | 30 | | | |

May 2024 22/22

| M | T | W | Th | F |
|----|----|----|----|----|
| | | 1 | 2 | 3 |
| 6 | 7 | 8 | 9 | 10 |
| 13 | 14 | 15 | 16 | 17 |
| 20 | 21 | 22 | 23 | 24 |
| 27 | 28 | 29 | 30 | 31 |

June 2024 5/5

| M | T | W | Th | F |
|-----|-----|-----|-----|-----|
| 3 | 4 | 5 | 6 | 7 |
| 10* | 11* | 12* | 13* | 14* |
| 17* | 18* | 19* | 20* | 21* |
| 24* | 25* | 26* | 27* | 28* |

**Board of Education Meetings
To Be Determined**

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 Bissonette, 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 860-292-5709