

# WINDSOR LOCKS PUBLIC SCHOOLS



## BOARD OF EDUCATION MEETING

**Regular Meeting**

**February 22, 2024**

**6:00 p.m.**

**Windsor Locks High School - Library Media Center**

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

[Click Here for Zoom](#)

**Windsor Locks Board of Education**

**Kylee Christianson, Chairwoman**

**Dennis Gragnolati, Vice Chairman**

**Lindsay Cutler**

**Alba Osorio**

**Greg Guyette**

**Superintendent of Schools**

**Shawn Parkhurst**

### **DISTRICT 2022-2025 (3) THREE YEAR VISION**

*All students will meet or exceed grade level standards because we want all students to feel a sense of accomplishment to pursue their passion.*

**Board of Education**  
**Town of Windsor Locks**  
**Regular Meeting - Agenda**  
**February 22, 2024 - 6:00 pm**  
**Windsor Locks High School - Library Media Center**  
**In Person Attendance Open**  
**Optional Public Attendance via Zoom, [Click Here for Zoom](#)**

- I. Call to Order
  - A. Roll Call
  - B. Pledge of Allegiance
- II. Student Board Representatives Report
- III. Board of Education and Superintendent Communications
- IV. 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.*
- V. Student Recognition p. 4 Exhibit I
- VI. Approval of Minutes: **Vote Needed** p. 5 Exhibit II
  - January 30, 2024 Special Meeting (2)
  - February 8, 2024 Regular Minutes
- VII. Personnel Report
  - A. Job Description Updates: **Vote Needed** p. 26 Exhibit III A
- VIII. Business Office Report:
  - A. Transportation RFP Review & Analysis: **Vote Needed** p. 43 Exhibit IV A
- IX. Policy
  - A. Policy Review: **First Read** p. 48 Exhibit V A
  - B. 0521 Nondiscrimination - *NEW* p. 49
  - C. 5144.2 Use of Exclusionary Time Out - *NEW* p. 55
- X. Facilities Update p. 60
- XI. FY25 CIAC Items: **Vote Needed** p. 66 Exhibit VI
- XII. FY 24-25 Budget: **Vote Needed** p. 78 Exhibit VII
- XIII. Board and Superintendent Comment

XIV. 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.*

XV. Adjourn Meeting

For the Chairperson of the Board of Education

Shawn L. Parkhurst - Superintendent of Schools

Copy: Town Clerk - Please Post

## EXHIBIT I

MEMORANDUM TO: MEMBERS OF THE BOARD OF EDUCATION

FROM: SHAWN L. PARKHURST, SUPERINTENDENT

DATE: FEBRUARY 22, 2024

RE: STUDENT RECOGNITION

This evening we recognize and celebrate two of our WLHS Student Athletes for their recent Athletic accomplishments.

- Rachael Blinn is a member of the WLHS Indoor Track Team and has qualified for the National competition in the pole vault. We wish her the best of luck as she represents Windsor Locks High School and the greater community in the upcoming competition.
- Peter Annis is a member of the Suffield Wildcat Wrestling Team and was recently crowned the NCCC Champ in the 106 lb. class. Peter recently competed in the Class S State Championship and has made our school and community proud of his accomplishments.

**EXHIBIT II**

MEMORANDUM TO: MEMBERS OF THE BOARD OF EDUCATION  
FROM: SHAWN L. PARKHURST, SUPERINTENDENT  
DATE: FEBRUARY 22, 2024  
RE: APPROVAL OF MINUTES

January 30, 2024 Special Meeting (2)

February 8, 2024 Regular Meeting

**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  
January 30, 2024 at 3:00 p.m.

Members Present: K. Christianson, D. Gragnolati, and A. Osorio  
Members Absent: L. Cutler  
Administrators: S. Parkhurst, R. Bissonnette and J. Robinson (arrived late)  
Staff: None  
Students: None  
Others: None

I. Call to Order

Chairperson Ms. Kylee Christainson called the Special Meeting to Order at 3:00 p.m. in Room 201 at Windsor Locks High School.

A. Roll Call

All Board Members were present other than Ms. Lindsey Cutler.

B. Pledge of Allegiance

Everyone present stood and pledged allegiance to the flag.

II. Expulsion Hearing

Chairperson Ms. Christianson indicated that this hearing will be conducted in accordance with the Uniform Administrative Procedures Act which is contained in Connecticut General Statutes Sections 4-176e to 4-180a, inclusive and Section 4-181a. In particular, the hearing is convened to consider the Superintendent of Schools Motion for Reconsideration and Reversal of the Windsor Locks Board of Education's Expulsion Decision entered on November 2, 2023, for Student B brought pursuant to Section 4-181a(b).

Notice of this hearing for the purpose of consideration of the Motion was sent by email, regular and certified mail on January 19, 2024 to the parent for the student at the address of record.

She explained how the hearing will be conducted and explained the procedures.

Executive Session

It was MOVED (Christianson) and SECONDED (Gragnotati) and PASSED (U), that the Board of Education enters into Executive Session for the purpose of Consideration for a Motion brought by the Superintendent of Schools requesting the Board vacate a Student Expulsion Decision rendered by the Board on November 2, 2023, based upon changing circumstances that did not exist when the Decision was rendered. During the hearing on the Motion, matters of personal privacy of the student involved are likely to be discussed. Further, move that the following persons are to be invited into Executive Session to assist in either giving testimony or evidence or representing the various parties to the proceedings:

- Mr. Shawn Parkhurst, Superintendent of Schools.
- The student who is the subject of the expulsion proceedings.
- The parent(s) of the student who is the subject of the expulsion proceeds.

Others:

- Dr. Rebecca Bissonnette, Windsor Locks High School Principal
- Mr. Joshua Robinson, Director of Pupil Services

The Board entered Executive Session at 3:03 p.m.

III. Consideration of and Possible Action Regarding Motion for Reconsideration/Request to Vacate Expulsion Decision dated November 2, 2023

Testimony was given by Mr. Shawn Parkhurst, Dr. Rebecca Bissonnette, and Mr. Joshua Robinson followed by questions from the Board of Education Members. The Board recessed Executive Session at 3:08 p.m.

It was MOVED (Christianson) and SECONDED (Osorio) and PASSED (U) that the Board of Education permits the Superintendent's Motion be granted and the Board's Decision for the expulsion of Student B rendered on November 2, 2024 be vacated, effective immediately, based upon changed circumstances not existing when the original Decision was rendered. Accordingly, the Student may return to school and the record of the expulsion shall be expunged.

IV. Adjournment

It was MOVED (Gragnotati) and SECONDED (Osorio) and PASSED (U) that the Board of Education adjourns the January 30, 2024 Special Meeting at 3:10 p.m.

Respectfully Submitted,

Denise M. Piotrowicz  
Recording Secretary

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

**MINUTES OF THE SPECIAL MEETING  
January 30, 2024 at 5:00 p.m.**

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

Members Present:	K. Christianson, D. Gragnolati, L. Cutler, and A. Osorio
Members Absent:	None
Administrators:	S. Parkhurst, R. Bissonnette, M. Warner, M. Briggs, G. Testani, J. Robinson, and via Zoom A. Pierce, K Krupa, G. Weigert, and C. Domler
Student Representatives:	E. Norris
Students:	None
Staff:	L. Zamal, M. Ellis, M. Friend, and P. Sibila
Others:	G. Lopez and many others and about 23 participating via Zoom including G. Guyette
Press:	None

I. Call to Order

Chairperson Ms. Kylee Christianson called the Special Meeting to Order at 5:00 p.m. held at the Windsor Locks High School Media Center and via Zoom.

A. Roll Call for Quorum

All Board Members were present.

B. Pledge of Allegiance

All stood up and pledged allegiance to the flag.

II. Appointment of New Board Member

Chairperson Ms. Christianson announced an appointment of a new Board Member replacing Mr. Jim McGowan who resigned on December 31, 2023. She introduced Mr. Greg Guyette to the Board, who was participating remotely via Zoom. He was attending a high school track meeting his son and daughter were participating in. He addressed the Board. He has resided in the Town of Windsor Locks for twenty years. He works at Collins Aerospace product development of spacesuits. He is excited to be a part of the Board.

It was MOVED (Osorio) and SECONDED (Cutler) and PASSED (U) that the Board of Education accepts the appointment from the Democratic Town Committee of Mr. Greg Guyette as a Board Member of the Board of Education.



III. Student Board Representatives

None.

IV. Board of Education and Superintendent Communications

None.

V. Approval of Minutes

- January 4, 2024 Special Meeting

The following areas in the minutes were noted as follows:

The Heading changes:

Members Absent: None (eliminate J. McGown as resigned 12/31/2023)

Administrators: Add: Via Zoom: R. March, R. Bissonnette, M. Warner and C. Domler

It was noted an error in the minutes in Section I. Roll Call as follows:

“All Board Members were present other than Board Member Mr. McGowan, who was absent.”

to

“All Board Members were present.”

It was noted an error in the minutes in Section II, Paragraph 1, Line 2:

Delete sentence: A copy of the PowerPoint presentation entitled “FY 2025 Budget Presentation, Superintendent’s Recommended FY 25 Budget”.

It was noted an error in the minutes in Section II., Paragraph 1, Line 3, as follows:

“...to the Town on February 1, 2023.”

to

“...to the Town on February 1, 2024.”

It was noted an error in the minutes in Section II., Paragraph 1, Line 8, as follows:

“...adequate instruction, equitable allocation of resources, proper maintenance of facilities and safe setting.”

to

“...adequate instructional books, supplies, materials, equipment staffing, facilities and technology, equitable allocation of resources, proper maintenance of facilities and a safe school setting.:

It was noted an error in the minutes in Section II., Paragraph 1, Line 10, as follows:

“...experiences between schools, fulfil statutory...”

to

“...experiences between schools, fulfills statutory...”

It was noted an error in the minutes in Section II., Paragraph 2, Line 1, as follows:

“...the district goals which is...”

to

“...the district vision which is...”

It was noted an error in the minutes in Section II., Paragraph 2, Lines 3-8, as follows:

“...were made toward that mission, which included: North Street School 74% of students reading on or about grade level and 67% of students on or about grade level in math; South Elementary School 61% of students reading on or about grade level and 63% of students on or about grade level in math; middle school 59% of students reading on or above grade level in reading and 44% of students on or about grade level in math; and, high school 96% ...”

to

“were made toward that vision, which included: North Street School 74% of students reading on or above grade level and 67% of students on or about grade level in math; South Elementary School 61% of students reading on or above grade level and 63% of students on or above grade level in math; Windsor Locks Middle School 59% of students reading on or above grade level and 44% of students on or above grade level in math; and, Windsor Locks High School 96% ...”

It was noted an error in the minutes in Section II., Paragraph 2, Line 15, as follows:

“In 2013, Windsor Locks was...”

to

“In 2023, Windsor Locks was...”

It was noted an error in the minutes in Section II., Paragraph 2, Line 19, as follows:

“...Superintendent’s Proposed Budget Drivers”. This slide contractual...”

to

“...Superintendent’s Proposed Budget Drivers.” This slide outlined contractual...”

It was noted an error in the minutes in Section II., Paragraph 4, Lines 4-6, as follows:

“...budget FY 2023-2021 was \$33,025,838 and the Superintendent is recommending a budget for FY 2024-2025 of \$38,436,156 or a \$5,410,320 increase or 16.38% increase over last year’s adopted budget.”

to

“...budget FY 2023-2024 was \$33,025,838 and the Superintendent is recommending a budget for FY 2024-2025 of \$38,436,156 or a \$5,410,320 increase or 16.38% increase over last years adopted budget.”

It was noted an error in the minutes in Section II., Paragraph 5, Line 2, as follows:

“...2024-2025”. This slide showed...”

to

“...2024-2025. This slide showed...”

It was noted an error in the minutes in Section II., Paragraph 5, Line 5, as follows:

“...Maintenance of Plaintiff and Other.”

to

“...Maintenance of Plant and Other.”

It was noted an error in the minutes in Section II., Paragraph 6, Lines 1-4, as follows:

“...budget which included, volleyball, freshman boys basketball, robotics funding, 1.0 technology specialist, 1.0 special education teacher, 1.0 special education behavior program teacher, 3.0 special

education tutors, 1.0 special education pre-k nurse, 1.0 Assistant superintendent...”

paraeducators, 1.0 district

to

“...budget which included, girls volleyball, freshman boys basketball, robotics funding, 1.0 technology specialist, 1.0 special education teacher, 1.0 special education behavior program teacher, 3.0 special education tutors, 1.0 special education pre-k paraeducators, 1.0 district nurse, 1.0 Assistant Superintendent...”

It was noted an error in the minutes in Section II., Paragraph 8, Line 4, as follows:

“...\$2.5 Million dollar insurance cost...”

to

“...\$2.5 Million dollar insurance cost as they did in FY24...”

It was noted an error in the minutes in Section II., Paragraph 8, Line 6, as follows:

“...the \$3.065 Million dollar insurance cost and increase, less the contractual obligations, a net increase of .20%.”

to

“...\$2.5 Million dollar insurance cost as they did in FY24 plus the 5% increase; insurance in FY25.”

It was noted an error in the minutes in Section II., Paragraph 10, Line 2, as follows:

“...so the budget will be delivered to ...”

to

“...so the budget can be delivered to...”

- January 11, 2024 Special Meeting

It was noted an error in the minutes in the heading as follows:

“...J. Robinson, R. Marsh, A. Goodwin...”

to

“... J. Robinson, R. March, A. Goodwin...”

It was noted an error in the minutes in Section III., Paragraph 1, Lines 2 – 4 as follows:

“...in the mist of reviewing iReady data for reading and math from the fall. He also noted leadership review of the SROs in the district and meeting with the Police Chief as the SROs in the schools has been going very well and their presence. She discussed a peers advocacy group...”

to

“...in the midst of reviewing iReady data for reading and math after the mid-year assessment. He also noted leadership reviewed the progress of the SROs in the district with the Police Chief of the SROs. It has been going very well and their presence. She discussed a peers advocacy group...”

It was noted an error in the minutes in Section III., Paragraph 1, Lines 8-11 as follows:

“...the anti-vape campaign will be underway with a free t-shirt give-a-way. He commented on North Street School professional development on reading instruction in schools, which is a new state requirement. A professional development program for the district will be held on Friday, which will include staff wellness.”

to

“... Youth Leadership will be kicking off the anti-vape campaign with a free t-shirt give-a-way. He commented on North Street School professional development on reading instruction in alignment with the state requirement related to the Science of Reading, which is a new state requirement. A professional development program for the district will be held on Friday, which will include staff wellness.”

It was noted an error in the minutes in Section VI., Paragraph 1, Line 3 as follows:

“...for their review, it was also shown...”

to

“...for their review. It was also shown...”

It was noted an error in the minutes in Section VI., Paragraph 1, Lines 6-10 as follows:

“...broken down in categories of: General Control, Instruction, Healthcare/Nursing Services, Transportation, Operation of Plant, Maintenance of Plant and Other. The summary gave a breakdown of the approved FY 2023-2024 and the proposed 2024-2025 budget. Chair Ms. Christianson asked Mr. Robinson to explain public services to the Board for their review, it was also shown...”

to

“...broken down into categories of: General Control, Instruction, Healthcare/Nursing Services, Transportation, Operation of Plant, Maintenance of Plant and Other. The summary gave a breakdown of the approved FY 2023-2024 and the proposed 2024-2025 budget. Chairperson Ms. Christianson asked Mr. Robinson to explain pupil services to the Board...”

It was noted an error in the minutes in Section VI., Paragraph 1, Lines 18-23 as follows:

“...their roles in assisting in Pine Meadow and RISE. He was asked about the requirements for a PPT, procedures and timelines for same. He explained any parent can ask for a PPT for their student. There is a 45 day timeline. SRBI teams work in 8-week cycles to do assessments and identify any needs a student may have and if the student qualifies for any services.”

to

“...their roles in assisting at Pine Meadow and RISE. He was asked about the requirements for a PPT, procedures and timelines. He explained any parent can ask for a PPT for their student. There is a 45 day timeline to complete the evaluation. SRBI teams work in 8-week cycles to do assessments and provide intervention services.”

It was noted an error in the minutes in Section VI., Paragraph 2, Line 5 as follows:

“...the approved FY 23-24 and proposed FY 24-25 budgets.”

to

“...the approved FY 23-24 and proposed FY 24-25 budget.”

It was noted an error in the minutes in Section VII., Paragraph 1, Line 1 as follows:

“...introduced Mrs. Rachel Marsh, Coordinator...”

to

“...introduced Mrs. Rachel March, Coordinator...”

It was noted an error in the minutes in Section VII., Paragraph 1, Line 6 as follows:

“...Board Member, Ms. Osorio and Ms. Culer...”

to

“...Board Member, Ms. Osorio and Ms. Cutler...”

It was noted an error in the minutes in Section VII., Paragraph 1, Line 6 as follows:

“...to have students gave the skills needed...”

to

“...to have students gain the skills needed...”

It was noted an error in the minutes in Section VII, Paragraph 2, Lines 1-4 as follows:

“ Mrs. Marsh began discussing RISE which is a transitional program for students 18 to 22. Currently there are 7 Windsor Locks residents and 11 out-of-district students. This program saves the district as these students are not placed out-of-district and therefore, the district does not have to pay tuition fees. The proposed budget for FY 24-25 is decreased by 24.97%as ...”

to

“Mrs. March began discussing RISE which is a transitional program for students aged 18 to 22. Currently there are 7 Windsor Locks residents and 11 out-of-district students. This program saves the district as these students are not placed out-of-district. The proposed budget for FY 24-25 is decreased by 24.97% as ...”  
began...”

It was noted an error in the minutes in Section VI1I, Paragraph 1, Line 1 as follows:

“Mr. Parkhurst reminded everyone schools are closed on Monday.”

to

“Mr. Parkhurst reminded everyone schools are closed on Monday in honor of Martin Luther King Day.”

- January 18, 2024 Special Meeting

It was MOVED (Cutler) and SECONDED (Osorio) and PASSED (U) that the Board of Education accepts the Minutes of Special Meetings of January 4, 2024, January 11, 2024, and January 18, 2024, as corrected.

## VI. Personnel Report

### A. Retirements

Mr. Robert Stacy, Director of Human Resources, addressed the Board. He informed the Board of the following retirements:

- Ms. Joan Hijeck, an elementary teacher at North Street School, retired earlier than planned on January 19, 2024. Joan served the students of Windsor Locks for 25 years.
- Ms. Dianne Daniel, an elementary teacher at North Street School, will retire June 30, 2024. Dianne served the students of Windsor Locks for 24 years.
- Ms. Susan Dolan, a Math Instructional Specialist at Windsor Locks High School, will retire June 30, 2024. Susan served the students of Windsor Locks for 6 years.
- Ms. Carrie Kiesel, a School Psychologist at North Street School, will retire January 31, 2024. Carrie served the students of Windsor Locks for 9 years.
- Ms. Gloria Lynch, a Spanish teacher at Windsor Locks High School, will retire June 30, 2024. Gloria served the students of Windsor Locks for 21 years.
- Ms. Allison Macomber, a guidance counselor at Windsor Locks Middle School, will retire June 30, 2024. Allison served the students of Windsor Locks for 20 years.
- Ms. Patricia McKenna, a special education teacher at RISE Transition Academy, will retire June 30, 2024. Patricia served the students of Windsor Locks for 15 years.

Mr. Stacy noted a total of 125 years of service among the seven retirees.

It was MOVED (Gragnolati) and SECONDED (Osorio) and PASSED (U) that the Board of Education accepts retirements on the dates noted and offer our appreciation for their service to the Windsor Locks Public Schools.

## VII. Policy

### A. First Read

- 4111.4211 Recruitment and Selection – Revision
- 4117.6 Exit Surveys - New

Mr. Robert Stacy noted this was the first read of two policies, one a revision and the other a new policy. He gave a brief description of the policies.

A brief discussion was held.

## VIII. FY25 CIAC Items

Chairperson Ms. Christainson indicated that she had asked Mr. Parkhurst for all the potential CIAC projects but would like to put this discussion on hold until the Board hears the comments from the surveys that were recently received. The Board can revisit and discuss this topic at a future meeting to discuss the overall operating budget and to prioritize projects. It was the consensus of the Board to table this topic for another meeting.



Mr. Parkhurst reminded everyone that capital items will be submitted to the Town with the operating budget. This is different to the way it was done last year.

#### IX. Kindergarten Entrance Plan

Mr. Parkhurst introduced Ms. Giovanna Testani, Principal of North Street School and Ms. Linda Zamal, PreK Coordinator at North Street School, to the Board to discuss the new entry age for kindergarten. Ms. Testani explained the State of Connecticut changed the age children entering kindergarten in 2024-2025 pursuant to Public Act 23-208, Section 1(a) in that to start kindergarten a child must turn five (5) on or before September 1, 2024. Children who turn five (5) on September 2, 2024 through September 1, 2025, will enter kindergarten in the 2025-2026 school year. She explained there are exemptions. Parents must submit a written request to the school to admit their child. An assessment completed by the school will determine if the admitting child would be developmentally appropriate. If the child receives special education services and does not meet the new cutoff date, the child's planning and placement team (PPT) will review/revise the child's IEP to meet the child's needs during the additional year of PreK. Parents can also submit a written request if they would like their child to enter kindergarten and the school will complete an assessment. Ms. Testani gave a timeline of process and procedures. On February 2, 2024, she will hold a coffee call to introduce guidelines and procedures to the community. February and March, the district will accept written requests from parents; April assessments will be completed and in May families will be notified of the results.

Ms. Zamal explained the assessment the district will be using, Brigance Early Childhood Screens III. This assessment assesses physical development, language, academic/cognitive development, self-help, and social-emotional skills. It combines both a parent and teacher report. It standardizes the measure of emergency literacy skills. It provides cutoff scores for detecting potential giftedness or academic talent and potential development or academic delays.

A brief discussion was held.

#### X. FY24-25 Budget Forum & Input

Chairperson Ms. Christainson indicated that Mr. Parkhurst and his team will be presenting the survey results of families, staff, and students of the middle and high schools. Seventeen parents returned the surveys and the trends loved were sports, after school activities and clubs. They would like to see more of afterschool activities and clubs, more language options in lower grades and access to content above grade level such as enrichment and gifted and talented programs along with practical course offerings for life experiences. Twenty-four staff members responded to the survey and the trends loved were opportunities provided to students, sports activities, and to keep the dedicated staff members. It was also suggested to use technology access to attract freshmen to stay with the district, along with afterschool activities and alternative programs. The trending needs from staff members were updated instructional materials,

funding afterschool activities, funding field trips, additional supports in the classroom for social/emotional and academics, offer more trade classes such as woodworking, electrical, mechanical and cosmetology. Also mentioned was increased and/or adequate training for staff. The staff mentioned upgrading/updating facilities including HVAC upgrades and/or additions.

A brief discussion was held. Chairperson Ms. Christianson asked if anyone would like to speak about the budget in-person or on Zoom.

Ms. Megan Ellis, a 4th Grade teacher, addressed the Board. She first wanted everyone to know that her frustration is not toward anyone in particular, but it is another year of data and the students are doing well, moving toward their goals due to the amazing teachers who are driven by their passion for their students and budget cuts are people. Those people give their all every day, just to know that in June they may not have a job to come back to in September, but they keep on giving their all for the students. Last year, there were line items cut from the budget, for example one of those line items were student headphones that are used while students work on iReady. The idea was parents would purchase the headphones for their students. She reminded the Board that some of the children do not come to school with a snack and if parents cannot provide a daily snack for their children, how are they going to afford headphones. Teachers have no issues in providing markers, paper, and other tangible items for the classroom. Each year teachers are told to be creative to save money and cut corners. She asked why the first thing is to cut people. These people are valuable and keeps the Windsor Locks Public Schools running. She asked the Board to be creative and not cut positions/people first.

Ms. Melissa Friend, a 4th Grade teacher, addressed the Board. She thanked the Board for all of their hard work, and she does not envy them for having to make hard decisions. She shared a day in the life of a teacher. She explained the morning begins with a crew meeting. After the crew meeting, lessons in ELA, math, science, and social studies including social/emotional learning are done, while being interrupted by phone calls to send students to speech class, music lessons and other various out of classroom interventions. At any given time, students are falling asleep or having behavioral issues that need to be addressed. Her lunch time is scheduled for 11:50 a.m., but most of the time it is closer to 12:15 p.m., or only about 15-20 minutes to eat, make phone calls, after interruptions from the lunchroom/recess aides or interventionalist asking questions or reporting in on a student. There are times she has had to eat lunch in her car just to have some of her own time and not to be interrupted. After lunch, she has intervention blocks with small groups discussing data with SRBI. During the day she also must deal with technology issues, planning for the next day's lessons, and dealing with behavioral issues. She encouraged the Board to spend a day in one of the classrooms with a teacher to see in real time what a classroom teacher does on a daily basis to understand the stressors of the day. She has been diagnosed with high blood pressure due to all of the stress she has been under, and her doctor has told her she must decrease her stress levels. Every year elementary teachers are cut from the budget and the excuse is the decrease in enrollment numbers. The classroom teachers cannot control an overcrowded classroom due to the

needs of the children which have increased since she started teaching. The teachers need smaller class sizes to manage the everyday classroom. Cutting a fourth grade teacher is not the answer and will only make a small dent in the budget.

Mr. Matt Segal, President of the Windsor Locks Teachers Association, addressed the Board. He thanked the Board for listening to the input of the members of the WLTA as they want what is best for the students. He understands the sacrifices that have to be made due to funding the budget, but a budget should support the innovations to move the students forward. As stated by the administrative team, the proposed budget supports students. The proposed budget is necessary to support extracurricular activities, additional supports and programming to give students a well-rounded education and to provide opportunities for students. All teachers share the same goals to support students.

Dr. Rebecca Bissonnette, Principal of Windsor Locks High School and Mr. Matt Warner, Principal of Windsor Locks Middle School addressed the Board to discuss the results of the student surveys from the middle and high schools. They noted that 73% of the middle school students and 53% of the high school students participated in the survey. Students value the following in this order, sports, extracurricular activities, course offerings, free breakfast/lunch and the music department. Students would like to see more activities, such as a volleyball team for the middle and high school, field trips, career pathways and more world language classes. Concerning facilities, students would like to see more HVAC additions in the schools, updating the sport complex including the fields and track.

A lengthy discussion was held.

Chairperson Ms. Christianson indicated that the Board of Education will be asking the Board of Finance on February 6, 2024 for an extension to allow the Board of Education to submit their proposed budget as the Board has many new members. It was the consensus of the Board agreed.

#### XI. Board and Superintendent Comments

Mr. Parkhurst thanked the staff who came out and spoke during the meeting. He also thanked the leadership team for all their hard work in preparing the budget, starting at a zero and work through the process by listening to needs and wants of families, students and staff.

#### XII. Public Audience

Ms. Gail Lopez addressed the Board. She has a granddaughter who is enrolled at the Pine Meadow Academy since 2022 when she was in eleventh grade. She is now a senior and she is doing very well. She came to the district from a private school, where she worked independently. PMA has fallen in line with that way of teaching and has made her excel in her studies, including taking classes in cosmetology. She hopes that the Board will keep PMA funded as it is a great program for students.

XIII. Adjournment

It was MOVED (Gragnotati) and SECONDED (Cutler) and PASSED (U) that the Board of Education adjourn the Special Meeting of January 30, 2024 at 6:03 p.m.  
Respectfully submitted,

Denise M. Piotrowicz  
Recording Secretary

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

**MINUTES OF THE SPECIAL MEETING  
February 8, 2024 at 6:00 p.m.**

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

Members Present: K. Christianson, D. Gragnolati, L. Cutler, A. Osorio, and G. Guyette  
Members Absent: None  
Administrators: S. Parkhurst, R. Stacy, A. Pierce, R. Bissonnette, M. Warner,  
M. Briggs, G. Testani, J. Robinson and C. Domler  
Student Representatives: E. Norris and N. Gooden  
Students: J. Christie and S. Christie  
Staff: D. Bole and P. Sibila  
Others: A few others and some participating on Zoom  
Press: None

**I. Call to Order**

Chairperson Ms. Kylee Christianson called the Special Meeting to Order at 6:00 p.m. held at the Windsor Locks High School Media Center and via Zoom.

**A. Roll Call for Quorum**

All Board Members were present.

**B. Pledge of Allegiance**

All stood up and pledged allegiance to the flag.

**II. Student Board Representatives**

Miss Emma Norris, Student Representative, addressed the Board. She spoke to about the upcoming basketball games against Suffield. The girls' game will be held at home and the boys' game will be held in Suffield. The track team has also qualified for the State Tournament.

Mr. Parkhurst introduced the newest Student Representative, Mr. Nicardo Gooden to the Board. He is currently a junior at Windsor Locks High School. Mr. Gooden thanked the Board for the opportunity to serve as a Student Representative. He expressed how much he is enjoying his new school but it is taking him time to get used to the grading system. He has been speaking to his peers and they have expressed class offerings such as, IT coding classes and cursive writing.

**III. Board of Education and Superintendent Communications**

Chairperson Ms. Christianson welcomed newest Board Member, Mr. Greg Guyette, as did all of the other Board Members. Board Members Ms. Cutler noted she will be attending the girls' basketball game tomorrow. Board Member Ms. Osorio commented she is looking forward to the musical *Mean Girls* March 14, 2024 through March 16, 2024. Board Member Mr. Guyette thanked everyone for their warm welcome.

Mr. Parkhurst also welcomed Board Member Mr. Guyette. He mentioned that he will be acknowledging a student at a future meeting as that student, an indoor track athlete, has qualified for a national competition. He also acknowledged the new Student Representative, Mr. Nicardo Gooden. He thanked Chairperson Ms. Christianson for attending the Board of Finance Meeting requesting an extension of the proposed budget to March 1, 2024. This request was granted. The presentation to the Board of Finance is scheduled for March 12, 2024.

Mr. Parkhurst introduced Miss Jessica Christie and Miss Stacey Christie, students at Suffield Vo-Ag program. The girls are seniors and they wanted to appear before the Board to thank them for the opportunity of attending the school. Both of the girls spoke explaining their programs they are enrolled in and how the opportunity has given them both experience and confidence to pursue their dreams. They were able to participate in the 4H Dog Club along with job shadowing a veterinarian. They thanked the Board for their continued support of students attending the Suffield Vo-Ag program.

#### **IV. Public Audience (only on Agenda Items)**

None.

#### **V. Overnight Field Trip Request – WLHS Robotics**

Mr. Parkhurst introduced Mr. Pete Davis, a coach and advisor of the Robotics Team to the Board. Mr. Davis discussed their request to travel to Houston, Texas from April 16, 2024 through April 21, 2024 for a competition. He noted the team has been successful for 28 seasons and only three times did not make the World Competition. He estimates about 35 total people would be attending, which includes students and mentors. They cost is estimated to be about \$1,000 per person, which includes airfare and other expenses. He was asked about chaperones and he confirmed about ten adult chaperons will be attending.

A brief discussion was held.

It was **MOVED** (Gragnotati) and **SECONDED** (Osorio) and **PASSED** (U) that the Board of Education approves the overnight field trip request by WLHS Robotics to Houston, Texas from April 16, 2024 through April 21, 2024.

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

## **A. Job Description Updates**

Mr. Robert Stacy, Director of Human Resources, addressed the Board. He commented that over the course of the next few months, he will be updating job descriptions of the non-union staff members. He has updated three of those descriptions, which were: Data Specialist, Director of Facilities and Facilities Attendant. He gave those updates to the Board Members for their review.

A brief discussion was held.

It was **MOVED** (Cutler) and **SECONDED** (Guyette) and **PASSED** (U) that the Board of Education table the Agenda Item VI. Personnel Report, A. Job Description Updates until the next Regular Meeting on February 22, 2024.

## **VII. Business Office Report**

### **A. Review of FY 24 Expenditures Year to Date**

Ms. Alison Pierce, Director of Operations and Finance addressed the Board. She gave an update of the January financials, which included January encumbrances of \$3,492,061.35; year to date \$17,365,181.80; remaining encumbrances for 2024 \$13,852,967.76, which leaves a budget balance of \$1,807,688.44 or 5.47% of the FY 24 budget remaining.

She announced the district was awarded the Connecticut Stronger Connections Grant. It is a grant in the amount of \$55,754.00 for centralized server for security cameras/surveillance system.

A brief discussion was held.

## **VIII. Policy**

### **A. Second Read**

- **4111.4211 Recruitment and Selection – Revision**
- **4117.6 Exit Surveys - New**

Mr. Robert Stacy noted this was the second read of two policies, one a revision and the other a new policy. He gave a brief description of the policies.

A brief discussion was held.

It was **MOVED** (Osorio) and **SECONDED** (Cutler) and **PASSED** (4-0-1)(In Favor: K. Christianson, D. Gragnolati, A. Osorio and L. Cutler; Opposed: None; Abstained: G. Guyette) that the Board of Education approves the two policies: 4111.4211 Recruitment and Selection and 4117.6 Exit Surveys as presented.

## **IX. Discussion of April 18, 2024 BOE Meeting**

Mr. Parkhurst noted that due to a scheduling conflict, the Board of Education Chairperson is requesting that the Regular April Board of Education meeting scheduled for April 18, 2024 be moved to either April 4th or April 25th at 6:00 p.m. and become a Special Meeting.

A brief discussion was held.

It was **MOVED** (Guyette) and **SECONDED** (Cutler) and **PASSED** (U) the Board of Education moves the Regular Board meeting scheduled for April 18, 2024 to April 22, 2024 at 6:00 p.m and make it a Special Meeting

## **X. Board of Education School Liaisons**

Mr. Parkhurst explained each year a Board of Education member is assigned to be a school liaison for each of the Windsor Locks Public Schools. The role is to be the lead Board of Education member representative to attend school related functions. Since the Board has a full complement of Board Members, each school needs to have a Board of Education liaison. Assignments were as follows:

- Windsor Locks High School – Ms. Alba Osorio
- RISE Transition Academy – Ms. Kylee Christianson
- Pine Meadow Academy – Ms. Kylee Christianson
- Windsor Locks Middle School – Mr. Greg Guyette
- South Elementary School – Ms. Lindsay Cutler
- North Street School – Mr. Dennis Grangolati

## **XI. Board and Superintendent Comment**

None.

## **XII. Public Audience (General)**

None.

## **XIII. Executive Session**

It was **MOVED** (Cutler) and **SECONDED** (Grangolati) and **PASSED** (U) that the Board of Education adjourns 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. Superintendent Goals & Evaluation Process**

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



1. Members of the Board of Education
2. Superintendent of School

The Board entered into executive session at 6:34 p.m.

The Board returned from executive session at 7:14 p.m.

#### **XIV. Adjournment**

It was **MOVED** (Cutler) and **SECONDED** (Gragnotati) and **PASSED** (U) that the Board of Education adjourn the Regular Meeting of February 8, 2024 at 7:16 p.m.

Respectfully submitted,

Denise M. Piotrowicz  
Recording Secretary

**EXHIBIT III A**

MEMORANDUM TO: MEMBERS OF THE BOARD OF EDUCATION  
FROM: ROBERT STACY, DIRECTOR OF HUMAN RESOURCES  
DATE: FEBRUARY 22, 2024  
RE: JOB DESCRIPTION UPDATES

The following job descriptions are presented to you for a second read and potential approval this evening:

- Data Specialist
- Director of Facilities
- Facilities Attendant

The additional job descriptions attached are presented for Board approval.

- Director of Finance and Operations
- Director of Human Resources

NOTE: ~~Strike through indicates language to be deleted.~~  
Underline means language to be added.

**BOARD MOTION:**

**“MOVE** that the Board of Education approve the revised job descriptions.”

## **WINDSOR LOCKS PUBLIC SCHOOLS POSITION DESCRIPTION**

**Position Title: Data Specialist**

Department: ~~Curriculum~~ Central Office

Reports to: ~~Director of Curriculum, Instruction & Assessment~~ Superintendent of Schools

Created: April 2008

Revised: February 2024

### **BROAD FUNCTIONS:**

The Data Specialist is responsible for the management, organization and application of all district databases. The specialist provides database support and coordination for both instructional and management functions.

### **1. ESSENTIAL DUTIES AND PERFORMANCE RESPONSIBILITIES:**

- Provides overall management, coordination and supervision of database applications for the school district.
- Manages and analyzes database information
- Coordinates and is responsible for the preparation of district, state and federal reports which relate to database management, including but not limited to current and historical data such as ~~GMT, CAPT, SBA, NGSS, PSAT, SAT, and PSIS, etc.~~
- Provides educators with information to make decisions regarding teaching and learning
- Assists staff in entry, retrieval, storage, manipulation and printing of data
- Prepares and provides specialized reports as needed
- Provides staff development and training
- Maintains historical pupil records
- Assist in the planning and budgeting for existing and recommended database applications
- Keeps informed of national and state trends regarding data management.
- Designs the protocol for the collection and distribution of the results from district common assessments.
- Participates in the development of district data teams and supports data team needs.
- Performs other duties as assigned by the ~~Director of Curriculum, Instruction & Assessment~~ Superintendent of Schools.

### **2. SUPERVISORY RESPONSIBILITIES:**

None.

### **3. EDUCATION AND/OR EXPERIENCE:**

Bachelor's (B.A.) degree and five years related experience.

#### **4. CERTIFICATES, LICENSES, REGISTRATIONS:**

None

#### **5. LANGUAGE SKILLS:**

Ability to read, analyze, and interpret general business periodicals, professional journals, technical procedures, government regulations and procedures related to government reporting. Ability to write reports, business correspondence, and procedure manuals. Ability to effectively present information and respond to questions from groups of supervisors and employees. Multilingual, Spanish preferred.

#### **6. MATHEMATICAL SKILLS:**

Ability to work with mathematical concepts such as probability and statistical inference. Ability to apply concepts such as fractions, percentages, ratios, and proportions to practical situations.

#### **7. REASONING ABILITY:**

Ability to define problems, collect data, establish facts and draw valid conclusions.

#### **8. OTHER SKILLS AND ABILITIES:**

Ability to develop effective working relationships with staff, ability to communicate clearly and concisely, both orally and in writing. Ability to negotiate and handle pressure situations for long periods of time.

#### **9. PHYSICAL DEMANDS:**

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

While performing the duties of this job, the employee is regularly required to sit, talk and hear. The employee is occasionally required to stand and walk. Specific vision abilities required by this job include close vision such as to read typed or hand written work. The employee frequently works irregular hours.

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

## WINDSOR LOCKS PUBLIC SCHOOLS POSITION DESCRIPTION

**Position Title:** Director of Facilities  
**Department:** Maintenance  
**Reports to:** ~~Business Manager~~ Director of Finance and Operations  
**Created:**  
**Revised:** February 2024

### **SUMMARY: BROAD FUNCTIONS:**

To direct and coordinate the planning and managing of maintenance, repair, physical operation, and improvement of all school facilities.

### **ESSENTIAL DUTIES, FUNCTIONS AND RESPONSIBILITIES:**

- Directs, plans, and schedules all maintenance, repair, grounds keeping, security, custodial requirements, and capital improvements for the school system.
- Confers with ~~Business Manager~~ the Director of Finance and Operations and building principals and inspects all school buildings, grounds, and installations on a regular basis to determine that high standards of workmanship, cleanliness, safety and security are maintained.
- Supervises all custodial and maintenance staff to include but not limited to: evaluating, scheduling, assigning, overseeing, and reviewing the work of custodial/maintenance personnel.
- Monitors and assigns all custodial and trade work through Incident IQ operating platform.
- Manages electronic facilities calendar application on a daily basis.
- Integrates internal and external events and registrations and ensures appropriate required setup and services are provided.
- Oversees and coordinates community facility use and all external organizations/individuals accessing facilities.
- Establishes price point proposals per Board policy for facility use.
- Oversees and modifies programming in relation to card access control and facility access through the building management system.
- Oversees and modifies programming in relation to HVAC equipment and scheduling.
- Recommends employment, assignment and termination of all personnel in the department.
- Monitors overtime, vacation, floating holidays and personal days of custodial staff.
- Recommends procedures and policies that will ensure that physical plant conditions are in compliance with safety and health standards and consistent with all applicable laws.
- Implements weekly, monthly, quarterly and bi-annual and annual preventive maintenance work orders.

- Establishes and recommends budget relative to the department, maintaining a detailed analysis program to control current departmental expenditures and to serve as a basis for forecasting future requirements.
- Purchases, determining specifications pertaining to supplies, materials, equipment and local contract work for the department.
- Helps maintain a system-wide emergency evacuation plan working with individual building principals in establishing emergency evacuation procedures for each school room and office.
- Manages the asbestos control program and ensures proper training and labeling of hazardous materials.
- Establishes and oversees a preventative maintenance program.
- Keeps accurate records in relation to the system's buildings (age of building, age of roof, major renovations, etc.).
- Prepares written and/or oral reports and presentations, in response to requests made by the Board of Education, administration, etc.
- Coordinates a continuing program of staff development and training.
- Performs additional duties as directed by the Business Manager Director of Facilities and Operations and/or Superintendent.

**SUPERVISORY RESPONSIBILITIES:**

Manages, supervises and evaluates all maintenance/custodial personnel, Housekeepers, and any seasonal employees.

**QUALIFICATION REQUIREMENTS:**

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

**EDUCATION AND/OR EXPERIENCE:**

A minimum of a high school diploma or general education degree (GED). ~~Trade~~ licenses preferred.

**CERTIFICATES, LICENSES, REGISTRATIONS:**

Trade license preferred. CDL license preferred.

**LANGUAGE SKILLS:**

Ability to read and interpret documents such as safety rules, operating and maintenance instructions, and procedure manuals. Ability to deal with the public, students and staff using sound judgment.

**REASONING ABILITY:**

Ability to apply common sense understanding to carry out detailed but uninvolved written or oral instructions. Ability to deal with problems involving a few concrete

variables in standardized situations. Ability to understand the integrity and confidentiality of certain matters pertaining to the work of the system.

**OTHER SKILLS AND ABILITIES:**

Significant knowledge of: plumbing, electrical, HVAC operations and general building maintenance. Significant knowledge of or ability to learn building, fire and waste disposal codes. Certification or willingness to obtain (at Board expense) Asbestos Management Certification. Knowledge of and ability to supervise and schedule custodial/cleaning/maintenance staff. Knowledge of and experience in keeping records and budget preparation. Drivers license and no record of recent moving violations with GDL preferred.

Ability to develop effective working relationships with students, staff and the school community. Ability to communicate clearly and concisely, both orally and in writing. Ability to perform duties with awareness of all district requirements and Board of Education policies.

**PHYSICAL DEMANDS:**

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

The physical qualifications include (a) freedom from communicable diseases; (b) lifting of objects up to ~~60~~ 50 pounds of weight; (c) ability to reach, bend and climb ladders in discharge of duties; (d) ability to drive tractors and small vehicles; ~~(e) pre-employment medical exam required of successful candidate.~~

**WORK ENVIRONMENT:**

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

The noise level in the work environment is usually moderate.

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

## **WINDSOR LOCKS PUBLIC SCHOOLS POSITION DESCRIPTION**

**Position Title:**       **Facilities Attendant**  
**Department:**       Maintenance  
**Reports to:**        Director of Facilities and the Custodial Coordinator  
**Revised:**            February 2024

### **1. BROAD FUNCTIONS:**

The job of Facilities Attendant was established for the purpose(s) of providing a variety of support to the Director of Facilities and the Facilities and Maintenance Department; establishing and maintaining records; coordinating and delegating assigned projects and work orders; and compiling and disseminating a wide variety of materials and supports.

### **2. ESSENTIAL DUTIES, FUNCTIONS AND RESPONSIBILITIES:**

- Maintains records regarding building codes, fire codes, Life Safety Amendments and AHERA requirements.
- Organizes and guides Facilities Department staff to complete tasks including inspections, maintenance repairs, electronic documentation and/or paperwork.
- Assists in the processing of Facilities Department purchase requisition and purchase orders.
- Assists in the submission of all Facilities Department invoices to the Business Office.
- Assists in coordinating and scheduling the annual fire inspections and all annual safety inspections and tests/requirements (e.g. backflow testing, water testing, boiler, elevator, grease traps, hood cleanings, fire extinguishers, fire sprinklers, etc.)
- Processes and delegates work orders and prepares work order reports.
- Organizes and inventories all custodial supplies.
- Assists with collecting and coordinating estimates and paperwork for all capital projects and assists with fixed asset reporting.
- Assists with coordinating emergency response drills throughout the school district.
- Tracks the work hours and timesheets of the housekeeping and seasonal housekeeping staff.
- Distributes forms and coordinates necessary reports for the Facilities Department matters to all building locations throughout the district.
- Communicates with vendors regarding service calls and supply/equipment orders.
- Updates and ensures the accuracy of the information on the Electronic Facilities Calendar.



- Reviews daily reports to document and create work orders for repairs issues that arise throughout the district.
- Receives requests for public use of building facilities from outside organizations, formulates cost estimates for Community Facility Use through the district's established policies and custodial union contract, and issues invoices following Community Facility Use.
- Completes district mail courier responsibilities to all district buildings/offices and Town entities (Town Hall, Department of Public Works, etc.)
- Performs other duties as may be directed by the Director of Facilities and the Custodial Coordinator.

**3. SUPERVISORY RESPONSIBILITIES:**

Not applicable

**4. QUALIFICATION REQUIREMENTS:**

- To perform this job successfully, an individual must be able to perform each essential duty satisfactorily.
- Valid Driver's License

**5. EDUCATION AND/OR EXPERIENCE:**

- High School Diploma or Equivalent
- A minimum of three (3) years of experience in facility maintenance/operations.
- Advanced experience operating a computer and related software platforms, including all Google platforms and work order databases.
- Experience with establishing and maintaining records
- Experience with cleaning/custodial tasks

**6. LANGUAGE SKILLS:**

- Ability to read, analyze and interpret technology resources, technical manuals or governmental regulations. Ability to write reports and appropriate correspondence. Ability to effectively present information and respond to questions from administrators, staff and the general public.
- Multilingual (Spanish) preferred

**7. REASONING ABILITY:**

- Ability to solve reasonably complex problems as they arise.
- Ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form.
- Ability to understand the integrity and confidentiality of certain matters pertaining to the work of the system.

## **8. OTHER SKILLS AND ABILITIES:**

- Ability to apply knowledge of current research and theory regarding technology.
- Ability to establish and maintain effective working relationships with staff and the school community.
- Ability to communicate clearly and concisely, both orally and in writing.
- Ability to perform duties with awareness of all district requirements and Board of Education policies.

## **9. PHYSICAL DEMANDS:**

- The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.
- The usual and customary methods of performing the job's functions require the following physical demands: Some lifting, carrying, pushing and/or pulling and significant fine finger dexterity. Generally the job requires 75% sitting, 15% walking and 10% standing. This job is performed in a generally clean and healthy indoor environment.
- The position requires the individual to meet multiple demands from several people and interact with the public and other staff.

## **10. WORK ENVIRONMENT:**

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

## **11. Work Year and Hours**

- Twelve-month, part-time position
  - 247 work days with no paid holidays
  - Monday through Friday, 8:00 a.m. to 12:00 p.m.

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

**WINDSOR LOCKS PUBLIC SCHOOLS  
POSITION DESCRIPTION**

Position Title: ~~Business Manager~~ Director of Finance and Operations  
Department: Business Office  
Reports to: Superintendent of Schools  
Revised: August 2005; September 2005; June 2010; October 2017;  
February 2024

**1. BROAD FUNCTIONS:**

Under the supervision of the Superintendent of Schools and in harmony with the policies, rules, and regulations of the Board of Education, the ~~Business Manager~~ Director has general charge of planning, organizing, coordinating, and directing the business and plant operations and services of the school system.

The ~~Business Manager~~ Director performs as financial and business assistant to the Superintendent of Schools. In this capacity, he/she assumes responsibility for the administrative direction, review, and coordination of services and functions, including, but not limited to, budget compilation and operation and maintenance of plant and facilities, food service programs, and transportation.

The person who serves in this capacity develops and recommends programs, systems, and performance objectives for each major operating function and provides assistance as needed to resolve problems which arise as each function strives to attain its immediate and long-range objectives.

**2. ESSENTIAL DUTIES, AND PERFORMANCE RESPONSIBILITIES:**

A. FINANCIAL PLANNING

1. Manages all business and financial affairs for the district, including those associated with payroll, accounts payable and insurance to assure fiscal accountability.
2. approves all vouchers authorizing expenditures of monies.
3. supervises ~~and serves as back-up for~~ the financial office personnel.
4. Serves as treasurer of student activity accounts.
5. Oversees the long range planning of the capital budget and attends town CIAC (Capital Improvement Advisory Committee) meetings as needed.
6. Oversees all insurance programs of the district, in collaboration with the Director of Human Resources.
7. Assumes responsibility for development of the budget and long-range financial planning

B. ACCOUNTING AND AUDITING

1. Supervises and controls payroll systems and procedures
2. Supervises and controls accounts payable systems and procedures
3. Develops procedures and systems for the proper and complete recording of financial
4. Maintains, reports on, and manages all project reserve funds.
5. Maintains, supervises, and controls all major building project budgets.
6. Maintains, reports on, and manages all state and federal grant accounting
7. Assists and cooperates with outside auditing agencies in the conduct of approved audits or review of the District's fiscal records, implementing audit suggestion in a timely manner
8. Works cooperatively with the town to attain full reconciliation of accounts
9. Prepares and files various state and federal financial reports including but not limited to ED001, ED111, ED012, ED014, ED017, ED021, ED050, ED452 transactions.

C. PURCHASING AND SUPPLY MANAGEMENT AND MATERIALS CONTROL:

1. Purchases by competitive bidding, informal quotations, and negotiations, items of supply and equipment necessary for the operation of the district.
2. ~~Assumes responsibility~~ Responsible for establishing procedures for the ongoing inventory of district supplies and equipment.

D. OPERATION AND MAINTENANCE OF PLANT AND FACILITIES:

1. Oversees through the Director of Facilities ~~Administers~~ the operation of buildings and grounds, including maintenance, repair, and renovation of all facilities, to ensure a clean and safe environment.
2. Oversees through the Director of Facilities the safety committee including the chemical hygiene program, emergency services, and the crisis plan.
3. Periodically reports progress of all capital projects in collaboration with the Director of Facilities.

E. FOOD SERVICES PROGRAM:

1. Administers all aspects of the food service program district wide.
2. Conducts periodic audits of the cafeteria accounts and cash management operation

F. PERSONNEL MANAGEMENT

1. Participates in negotiations and contract administration for certified and non-certified personnel. Provides financial comparisons for use by the negotiations team.
2. Maintains adequate records of all employees regarding salary, retirement, social security, withholding taxes, wage taxes and insurance
3. Oversees the administration of the district retirement, health and life insurance programs ~~and advises employees regarding these programs~~ and works ~~closely~~ with benefit providers

G. TRANSPORTATION:

1. Administers the school bus contract to provide all eligible students' transportation to and from school in accordance with the board policy, CT. Department of Education guidelines and CT. General Statutes.
2. Acts as liaison with bus service regarding all matters including, but not limited to, policy, fees and routing.

H. OTHER DUTIES AND RESPONSIBILITIES:

1. Develops in accordance with policies established by the Board of Education an appropriate system, which provides for the compilation and appropriate dissemination of financial and statistical reports and other timely data on the fiscal operations and management of the school system.
2. Compiles and transmits in a timely manner required fiscal reports and data to appropriate local, state, and federal agencies.
3. Acts as resource person for information on insurance and insurance requirements.
4. Serves on Town committees as required.
5. Facilitates district pursuit of state, federal and private grants
6. Attends full and sub committee meetings of the Board of Education and prepares reports for the Board as directed by the Superintendent.
7. Oversees the filing of required financial reports for the state and federal governments.
8. Performs such additional tasks and assumes such additional responsibilities relative to finance and operations as the Superintendent may assign.

**3. AUTHORITY**

The ~~School Business Manager~~ Director reports directly to the Superintendent of Schools. He/She shall ~~maintain a line relationship with the other members of the division, which he/she heads and a staff relationship~~ collaborate with school principals, directors, and supervisors for input and mutual understanding on Financial and Operational issues.

**4. SUPERVISORY RESPONSIBILITIES:**

The ~~Business Manager~~ Director supervises the ~~Secretary,~~ Director of Facilities Manager, Food Services Contractors, Transportation, and all Accounts Payable/Receivable, ~~and~~ Payroll/Benefits and Accounting Staff.

**5. QUALIFICATION REQUIREMENTS:**

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. Certification, School Business Manager (State of Connecticut 085) (may be pending)

**6. EDUCATION AND/OR EXPERIENCE:**

Bachelor's Degree in Business, or other appropriate field.  
Experience with computer-based budget preparation and budget management.  
Experience in facilities management  
Experience in an educational environment preferably public school experience in CT.

**7. LANGUAGE SKILLS:**

Ability to read, analyze, and interpret common scientific and technical journals, financial reports and legal documents. Ability to respond to common inquiries or complaints from customers, regulatory agencies, or members of the business community. Ability to write speeches and articles for publication that conform to prescribed style and format. Ability to effectively present information to administrators, public groups/community, and Board of Education. Ability to use proper telephone etiquette. Multilingual (Spanish) preferred.

**8. MATHEMATICAL SKILLS:**

Ability to work with mathematical concepts such as probability and statistical inference and fundamentals of plane and solid geometry and trigonometry. Ability to apply concepts such as fractions, percentages, ratios, and proportions to practical situations. Ability to apply financial concepts such as compound interest, time value of money, tax rates and discounts.

**9. REASONING ABILITY:**

Ability to define problems, collect data, establish facts, and draw valid conclusions. Ability to interpret an extensive variety of technical instructions in mathematical or diagram form and deal with several abstract and concrete variables. Ability to

understand the integrity and confidentiality of certain matters pertaining to the work of the system.

**10. OTHER SKILLS AND ABILITIES:**

Must be able to transport between school buildings, districts and cities. Personal computer knowledge and spreadsheet knowledge and skills. Ability to apply knowledge of current research and theory in specific field. Can establish and maintain effective working relationships with students, staff and the school community. Ability to speak clearly and concisely both in oral and written communication. Ability to perform duties with awareness of all district requirements and Board of Education policies.

**11. PHYSICAL DEMANDS:**

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

While performing the duties of this job, the employee is frequently required to sit and occasionally walk or stand. The employee is occasionally required to talk and hear. Specific vision abilities required by this job include close vision and the ability to adjust focus. The position requires meeting deadlines with severe time constraints, interacting with the public and staff, irregular or extended work hours. The employee is responsible for safety, well-being and work output of others.

**12. WORK ENVIRONMENT:**

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

The noise level in the work environment is usually quiet. The noise level in this position varies when visiting school buildings.

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

## WINDSOR LOCKS PUBLIC SCHOOLS POSITION DESCRIPTION

Position Title: Director of Human Resources  
Department: Human Resources Department  
Reports to: Superintendent ~~and Assistant Superintendent~~ of Schools  
Revised: April 3, 2003, September 2005, August 2007, October 2013, February 2024

### **BROAD FUNCTIONS:**

While working under the Superintendent ~~and Assistant Superintendent~~ and serving as a liaison with other departments and school administration, the Director of Human Resources is expected to provide day-to-day human resources support covering the following areas: staffing, employee relations, compensation and benefits, collectiveng bargaining/labor relations, affirmative action, professional development and ~~administrative~~; ensures consistent application of HR policies and procedures.

#### 1. ESSENTIAL DUTIES AND PERFORMANCE RESPONSIBILITIES:

- Responsible for recruitment and assists in selection of some candidates for vacant positions
- Responsible for processing new and exiting employees
- Oversees negotiations and contract administration for certified and non-certified personnel
- Acts as the resource person for information on insurance and insurance requirements
- Responsible for the New Employee Orientation
- ~~Supports building administrators in resolving student residential issues~~
- Prepares and presents the human resources budget
- Consults with Superintendent on, ~~and Assistant Superintend~~ and prepares all pre-termination hearings for, all employee dismissals
- Responsible for calculating, and maintaining tenure/non-tenure information
- Responsible for managing the non-tenured teacher process as dictated by ~~the teacher mandated statute~~
- Responsible for recruitment/interviews/reference checks and maintaining the substitute files
- Responsible for minority recruitment and tracking
- Responsible for managing Salary Upgrades, Tuition Reimbursements, Employee Evaluations, FMLA, OSHA and any other matters of this nature
- Consults and advises administrators and supervisors on contract interpretation and implementation
- Advises building and central office administrators about matters involving grievances, job performance, employee duties, personnel policies, and assignments
- Supports the Superintendent regarding ~~and Assistant Superintendent~~ for transferring employees district wide in collaboration with the principals
- Administers the grievance procedure



- Manages all workers' compensation claims and attends hearings when needed
- Oversees the administration of unemployment compensation claims, and represents WLPS at unemployment hearings
- Serves as the district's Title IX Officer to oversee sexual harassment or Title IX complaints
- ~~Affirmative Action Officer and Section 504 Compliance Officer for employees~~
- Responsible for all state staff reporting and other reports to the State Department of Education and Town of Windsor Locks
- Takes a Leadership role in fostering staff morale in the district by overseeing employee incentive/recognition programs including the Employee Recognition Celebration
- Verifies certification and assists with certification issues
- Maintains updated job descriptions/conditions of employment for the district
- ~~Responsible for HIPPA compliance under the federal guidelines~~
- Responsible for maintaining all employee records for the district
- Attends Board meetings and prepares such reports for the Board as requested by the Superintendent
- Maintains human resources web page ~~and SharePoint page~~
- Performs other duties as assigned by the Superintendent ~~and Assistant Superintendent~~

2. SUPERVISORY RESPONSIBILITIES:

- Supervises ~~one~~ Human Resources Specialist

3. EDUCATION AND/OR EXPERIENCE:

~~Bachelor's~~ Master's degree (B.A.) and five years of experience in the field of education with specific experience in Human Resources. Previous experience in contract negotiation, contract administration, ~~with some knowledge of~~ employment law, ~~collective bargaining,~~ and personnel administration ~~or as determined by the Board of Education.~~ Juris Doctor preferred.

4. CERTIFICATES, LICENSES, REGISTRATIONS:

~~None~~ 085 or 092 Certification preferred  
SHRM Certification preferred  
Must have a valid drivers license

5. LANGUAGE SKILLS:

Ability to read, analyze, and interpret general business periodicals, professional journals, technical procedures, government regulations and procedures related to government reporting. Ability to write reports, business correspondence, and procedure manuals. Ability to effectively present information and respond to questions from groups of supervisors and employees.

Multilingual (Spanish) preferred

6. MATHEMATICAL SKILLS:

Ability to work with mathematical concepts such as probability and statistical inference. Ability to apply concepts such as fractions, percentages, ratios, and proportions to practical situations.

7. REASONING ABILITY:

Ability to define problems, collect data, establish facts and draw valid conclusions.

8. OTHER SKILLS AND ABILITIES:

Ability to develop effective working relationships with staff, ability to communicate clearly and concisely, both orally and in writing. Ability to negotiate and handle pressure situations for long periods of time.

9. PHYSICAL DEMANDS:

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

While performing the duties of this job, the employee is regularly required to sit, talk and hear. The employee is occasionally required to stand and walk. Specific vision abilities required by this job include close vision such as to read typed or hand written work. The employee frequently works irregular hours.

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

MEMORANDUM TO: MEMBERS OF THE BOARD OF EDUCATION  
FROM: ALISON PIERCE, DIRECTOR OF OPERATIONS AND FINANCE  
DATE: FEBRUARY 22, 2024  
RE: BUSINESS OFFICE REPORT

**TRANSPORTATION RFP REVIEW & ANALYSIS**

- Current Contract
- Trends and Forecasts
- Regional feedback
- Costs and analysis
- Recommendations

(Attached letter from MJK Transportation Consultants)

(Attached supporting document)

MJK Transportation Consultants

Student Transportation  
1319 Monument Street  
Concord, Massachusetts 01742

February 2, 2024

Ms. Alison Pierce  
Director of Finance & Operations  
Windsor Locks Public Schools  
58 South Elm Street  
Windsor Locks, CT 06096

Dear Ms. Pierce,

The following is a synopsis of our telephone call yesterday, along with my recommendations, based on information we discussed and my brief examination of your student transportation situation.

My background encompasses over forty years of management and operations experience in the school bus industry, holding executive positions with major multi-state school bus contracting companies, including National School Bus Service, ARA Transportation, President of Vancom New York, and COO Eastern Region of Student Transportation of America, as well as owning and operating my own school bus company in New Hampshire. Within the past year in Connecticut, I have been engaged as a consultant to manage school bus bid solicitations for Groton Public Schools, Tolland Public Schools and Farmington Public Schools, and to provide advisory services to the East Hampton Public Schools.

In our conversation, you explained the current situation. The Windsor Locks school transportation contract has been held by Smyth Bus Company for more than thirty years, and competitive bids have not been sought in that time. The service level provided by Smyth overall has been satisfactory throughout the term. However, for next school year, Smyth has quoted a renewal daily bus rate that is viewed as somewhat exorbitant, and the school district is exploring possibly going out to bid to secure other options, including a lower price.

In my opinion, the Windsor Locks Public Schools presently has a favorable school transportation arrangement, for the following reasons:

- A smaller-sized local bus company is focused on providing service for a small group of customers. Windsor Locks Public Schools is an important part of Smyth's customer base, and the loss of the Windsor Locks contract would have a material negative effect on the company. This promotes motivation to do a good job.
- The Windsor Locks school district has immediate access to the Smyth Bus Company ownership. The company reputation and family livelihood rests in large part upon providing good service to its few customers, so customer satisfaction is extremely important.

- Despite high utilization of the buses, with each bus doing three (3) trips in the morning and three (3) trips in the afternoon, in some cases more, the current contractor has kept prices competitive compared to nearby school districts, and to other similar-sized bus operations in Connecticut. It does not appear that the Windsor Locks Public Schools have suffered financially due to lack of competition over the years, and their present bus prices are attractive in my opinion.

Let me also mention a few characteristics of the school bus business on a broader level that are relevant to the situation in Windsor Locks right now.

- Industry consolidation has been underway in the school bus business for several decades, and the majority of small bus companies have been acquired by large national companies, the largest of which operates well over 50,000 buses and has 1,300 school district customers. Service levels have been adversely affected by consolidation. The loss of school contracts utilizing hundreds of buses, or even a thousand, would not materially affect such large companies. Customers of such large companies usually deal with terminal managers, or occasionally regional managers, to resolve problems and manage all matters related to the bus contract, not owners or senior executives.
- In Connecticut recently, school bus bid solicitations have attracted few respondents, and it is not uncommon to receive only one bid, usually the incumbent bus contractor. The cost of financing bus equipment presently is very high, and there is an ongoing severe shortage of bus drivers, resulting in less competition for new business. Driver wages are the single biggest expense for any bus company, and there is constant pressure to maintain pay rates high enough to recruit and retain qualified drivers.
- Typical winning bid prices currently range in the high \$300s on the low side to well over \$400 per bus per day. In general, contracts in the 40-70 bus range attract the lower bids, reflecting economies of scale. Large companies that are most likely to respond to bid solicitations are bidding around \$440, fairly consistently. Incumbent contractors are asking for rate increases as high as 25% to account for the present economic situation. Therefore, if negotiations with the current bus contractor were to result on a price of around \$375 for next year, and reasonable increases per year thereafter, that would be an excellent outcome for the school district in the current economic environment.

Accordingly, my strong recommendation would be not to go out to bid at this time. Bus contractors, for the most part, are not looking to take on more work than they have presently, unless they have lost work for next year, and may be looking to put soon-to-be-idle buses back to work. It is also late in the year to be starting a bid project, which will take at least two months to do properly, allowing enough time for bidders to prepare their bids. Factory orders for new buses will be closed out shortly for delivery this summer, and delivery dates for orders placed now may be extended well into the fall.

I think that, if the Board and the administration are satisfied in general with the service from your bus company, given that your pricing is in the low-to-average range, including the proposed increase, the school system would be best served to defer a bid solicitation, and to negotiate for a contract extension with Smyth Bus Co. In my opinion, there is almost zero chance that the school district would benefit from going out to bid at this time and in this economic environment, and in the process the district may degrade the longstanding relationship and goodwill with the Smyth company to no avail. In an extreme scenario, it is possible to receive no bids in response to a bid solicitation, which would leave the school district in a bad position, to say the least.

In regard to my recommendations as set forth herein, I should tell you that I am familiar with the Smyth Bus Company by name and reputation only, and aside from Smyth Bus being an acquisition target for companies I have worked for in the past, I have had no contact or connection with them, no business or financial dealings, and I do not know any of their owners or managers personally.

Please let me know how you want to proceed. If you decide to go out to bid, and want to possibly engage my services, I will send you a proposal to draft all necessary documents, and conduct the entire bid process subject to your review and approval. I can also review the bus contract document, and suggest improvements to insure that equipment specifications, driver training requirements, and maintenance standards are up to date, and that the school district has good protection and remedies in the contract for poor service and other substandard performance. Thank you for your consideration.

Sincerely yours,

A handwritten signature in cursive script that reads "Michael J. Kennedy". The signature is written in black ink and is positioned above the typed name.

Michael J. Kennedy  
MJK Transportation Consultants

### **Current Contract**

Expiring on June 30, 2024

\$332.94 per bus per day vs. \$385-425 per bus per day

Lower cost than regional bus companies by 15-27%

### **Trends and Forecasts**

~15-30% inflation

~30% insurance

~10-15% fuel (gas & diesel)

### **Regional feedback**

20-25% RFP regional responses above current rates of \$385-\$400/per day per bus (\$425-\$475 range)

### **Costs and Analysis**

Current costs and trends result in significant annual increases at a minimum of 20% projected increase

Current contract already lower than regional averages

Maintaining current service levels

High quality responsiveness/customer service

Negotiated pricing is favorable compared to RFP results

Tax revenue paid to Town of Windsor Locks for personal property tax (~\$10,000 annually)

### **Recommendations**

Not to initiate an RFP and negotiate with current vendor for 3 year contract w/ 2 year option

**EXHIBIT V A**

MEMORANDUM TO: MEMBERS OF THE BOARD OF EDUCATION  
FROM: ROBERT STACY, DIRECTOR OF HUMAN RESOURCES  
DATE: FEBRUARY 22, 2024  
RE: POLICY - FIRST READ

Tonight, the following policies will be presented for a first read by the Board of Education:

- 0521 Nondiscrimination - *NEW*
- 5144.2 Use of Exclusionary Time Out - *NEW*



## Mission Goals Objectives

### Nondiscrimination

The District shall promote nondiscrimination and an environment free of harassment based on an individual's race, color, religion, sex, sexual orientation, gender identity/expression, national origin, ancestry, disability, (including, but not limited to, intellectual disability, past or present history of mental disorder, physical disability or learning disability), genetic information, marital status or age or because of the race, color, religion, sex, sexual orientation, gender identity or expression, national origin, disability, genetic information, marital status or age of any other persons with whom the individual associates or status as a Veteran. The District provides equal access to the Boy Scouts and other designated youth groups.

In keeping with requirements of federal and state law, the District strives to remove any vestige of discrimination in employment, assignment and promotion of personnel; in educational opportunities and services offered to students; in student assignment to schools and classes; in student discipline; in location and use of facilities; in educational offerings and materials; in accommodating the public at public meetings; as well as the District website.

The Board encourages staff to improve human relationships within the schools and to establish channels through which citizens can communicate their concerns to the administration and the Board.

The Superintendent shall appoint and make known the individuals to contact on issues concerning the Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act of 1974, Title VI, Title VII, Title IX and other civil rights or discrimination issues. The Board will adopt and the District will publish grievance procedures providing for prompt and equitable resolution of student and employee complaints.

Federal civil rights laws prohibit discrimination against an individual because he/she has opposed any discrimination act or practice or because that person has filed a charge, testified, assisted or participated in an investigation, proceeding or hearing. ADA further prohibits anyone from coercing, intimidating, threatening or interfering with an individual for exercising the rights guaranteed under the Act.

- (cf. [4000.1](#) - Title IX)
- (cf. [4111](#) - Recruitment and Selection)
- (cf. [4111.1/4211.1](#) - Affirmative Action)
- (cf. [4118.11/4218.11](#) - Nondiscrimination)
- (cf. [4118.112/4218.112](#) - Sex Discrimination and Sexual Harassment in the Workplace)
- (cf. [4118.113/4218.113](#) - Harassment)
- (cf. 5145.4 - Nondiscrimination)
- (cf. [5145.5](#) - Sexual Harassment)
- (cf. [5145.51](#) - Peer Sexual Harassment)
- (cf. 5145.52 - Harassment)
- (cf. [5145.6](#) - Student Grievance Procedure)
- (cf. [6121](#) - Nondiscrimination)
- (cf. [6121.1](#) - Equal Educational Opportunity)

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

29 CFR 1604.11, EEOC Guidelines on Sex Discrimination.

Title IX of the Educational Amendments of 1972, 20 U.S.C. 1681 et seq.

Title IX Final Rule, May 6, 2020

Age Discrimination in Education Act, 29 U.S.C. §621

Americans with Disabilities Act, 42 U.S.C. §12101

Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. §794

Title II of the Genetic Information Act of 2008

Title VI of the Civil Rights Act of 1964, 42 U.S.C. §2000d et. Seq.

34 CFR Section 106.8(b), OCR Guidelines for Title IX.

Definitions, OCR Guidelines on Sexual Harassment, Fed. Reg. Vol 62, #49, 29 CFR Sec. 1606.8 (a) 62 Fed Reg. 12033 (March 13, 1997) and 66 Fed. Reg. 5512 (January 19, 2001)

20 U.S.C. 7905 (Boy Scouts of America Equal Access Act)

Meritor Savings Bank. FSB v. Vinson, 477 U.S. 57 (1986)

Faragher v. City of Boca Raton, No. 97-282 (U.S. Supreme Court, June 26, 1998)

Gebbs v. Lago Vista Indiana School District, No. 99-1866, (U.S. Supreme Court, June 26, 1998)

Davis v. Monroe County Board of Education, No. 97-843, (U.S. Supreme Court, May 24, 1999.)

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

Title II of the Genetic Information Nondiscrimination Act of 2008

Connecticut General Statutes

[46a-51](#) Definitions

[46a-58](#) Deprivation of rights. Desecration of property. Placing of burning cross or noose on property. Penalty. (as amended by PA 17-127)

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

[46a-81a](#) Discrimination on basis of sexual orientation: Definition

[10-15c](#) Discrimination in public schools prohibited. School attendance by five-year olds. (Amended by P.A. 97-247 to include "sexual orientation" and P.A. 11-55 to include "gender identity or expression")

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

[17a-101](#) Protection of children from abuse.

P.A. 17-127, An Act Concerning Discriminatory Practices Against Veterans,  
leaves of Absence for National Guard Members”

Public Law 111-256

Meacham v. Knolls Atomic Power Laboratory 128 S.Ct. 2395, 76 U.S.L.W.  
4488 (2008)

Federal Express Corporation v. Holowecki 128 S.Ct. 1147, 76 U.S.L.W. 4110  
(2008)

Kentucky Retirement Systems v. EEOC 128 S.Ct. 2361, 76 U.S.L.W. 4503  
(2008)

Sprint/United Management Co. v. Mendelsohn 128 S.Ct. 1140, 76 U.S.L.W.  
4107 (2008)

Bostock v. Clayton County, Georgia, 140 S.Ct. 1731, 2020 WL3146686 (June  
15, 2020)

**Policy Adopted:**

## **Mission-Goals-Objectives**

### **Nondiscrimination**

#### **Grievance Procedure for Section 504 and Title VII Regulations**

The Board of Education does not knowingly condone discrimination on the basis of an individual's race, color, religion, sex, sexual orientation, gender identity/expression, national origin, ancestry, disability, (including, but not limited to, intellectual disability, past or present history of mental disorder, physical disability or learning disability), genetic information, marital status or age or because of the race, color, religion, sex, sexual orientation, gender identity or expression, national origin, disability, genetic information, marital status, status as a Veteran or age of any other persons with whom the individual associates in admission or access to, or treatment, or employment in its programs or activities.

Inquiries regarding compliance, including receipt and investigation of any complaint alleging non-compliance may be directed to the Superintendent of Schools, or in the Superintendent's absence, the Supervisor of Special Services.

### **Definitions**

A "grievance" is a complaint by an employee, or group of employees, or a student or group of students based upon an alleged violation of the provisions of Section 504, or Title VII.

The term "employee" is considered to apply to any employee of the Nutmeg Board of Education. The term "student" is considered to apply to any student enrolled in the Nutmeg Public Schools. The term "teacher" is considered to apply to any teacher employed by the Nutmeg Board of Education. The "teacher", "employee", or "student" may include a group of teachers or a group of employees or a group of students who are similarly affected by a grievance.

An "aggrieved person" is the person or persons making the claim.

The term "days", when used in this article, shall, except when otherwise indicated, mean working days.

### **Purpose**

The purpose of this procedure is to secure, at the lowest possible administrative level, equitable solutions to the problems which may arise under the provisions of Section 504, or Title VII.

The parties agree that these proceedings shall be kept as informal and confidential as may be appropriate at any level of the procedure.

Nothing herein contained shall be construed as limiting the right of the complainant having a problem to discuss the matter informally with any appropriate member of the administration.

Any complainant shall have the right at any time to present any grievance to such persons and through such channels as are designated for that purpose in this article.

## **Time Limits**

Since it is important that grievances be processed as rapidly as possible, the number of days indicated at each level should be considered as a maximum, and every effort should be made to expedite the process. The time limits specified may, however, be extended by mutual agreement in writing.

If a complainant does not file a grievance in writing as provided herein within 30 days after the aggrieved person knew or should have known of the act or condition on which the grievance is based, then the grievance shall be considered waived.

## **Informal Procedure**

Any student, employee or applicant to a program who feels that he/she has been discriminated against on the basis of race, color, national origin, sex, sexual orientation or handicap shall contact the building Principal/supervisor within 30 days of the alleged occurrence to discuss the nature of the complaint.

The Principal/supervisor shall maintain a written record which shall contain the following:

1. Full name and address of complainant.
2. Full name and position of person(s) who allegedly discriminated against the complainant.
3. A concise statement of the facts constituting the alleged discrimination.
4. Dates of the alleged discrimination.

At the time the alleged discrimination complaint is filed, Principal/supervisor shall review and explain the grievance procedures with the complainant and answer any questions. An investigation of the complaint shall begin as soon as practical, but in no case, more than ten (10) working days from the time the complaint was received. Within this time limit, the Principal/supervisor shall meet informally with the complainant and the individual(s) against whom the complaint was lodged and shall provide confidential counseling where advisable and shall finally seek an informal agreement between the parties concerned. Every attempt shall be made to seek a solution and resolve the alleged discrimination complaint at this level.

If the complainant is not satisfied with these initial informal procedures, within twenty (20) school days from the date of the original discussion with the principal/supervisor, more formal procedures may be initiated by the complainant to further explore and resolve the problem.

## **Formal Procedure**

### **1. Level One - School Principal**

If a complainant is not satisfied with the disposition of the problem through informal procedures, he/she may submit his/her claim as a formal grievance in writing to the Principal.

The Principal shall within five (5) days render a decision and the reasons therefore in writing to the complainant, with a copy to the Superintendent of Schools.

### **2. Level Two - Superintendent of Schools**

If the complainant is not satisfied with the disposition of his/her grievance at Level One, or if no decision has been rendered within five (5) days after presentation of the grievance in writing, the complainant may file a written appeal for a hearing by the Superintendent of Schools within five (5) days.

The Superintendent of Schools shall represent the administration at Level Two of the grievance procedure. Within ten (10) days after receipt of the written appeal for a hearing by the Superintendent, the Superintendent shall meet with the complainant for the purpose of resolving the grievance. A full record of such hearing shall be kept by the Superintendent. The Superintendent shall within three (3) days of the hearing render the decision and the reasons therefore in writing to the complainant.

### **3. Level Three - Board of Education**

If the complainant is not satisfied with the disposition of the grievance at Level Two, or if no decision has been rendered within three (3) days after first meeting with the Superintendent, the person may file the grievance again with the Board of Education within five (5) days.

Within fifteen (15) days after receiving the written appeal, the Board shall meet with the complainant for the purpose of resolving the grievance. The decision of the Board shall be rendered in writing within three (3) days.

### **General Provisions**

Decisions rendered at all levels of the formal grievance shall be in writing setting forth the decision and the reasons therefore.

All documents, communications and records dealing with the processing of a grievance shall be filed separately from the existing files of the participants.

Any person may also file a complaint of illegal discrimination with the Office for Civil Rights, Washington, D.C., at the same time he/she files the grievance during or after use of the grievance process, or without using the grievance process at all. If a complaint is filed with the Office for Civil Rights, it must be filed in writing no later than 180 days after the occurrence of the possible discrimination.

The Director of Human Resources is the Title VII, and Section 504 Coordinator and may be contacted at: [RStacy@WLPS.ORG](mailto:RStacy@WLPS.ORG)

Regulation Approved:

## Students

The Board of Education (Board) acknowledges that behavior management practices for students may sometimes include the use of exclusionary time out settings. A time out setting is an area for a student to safely deescalate, self-regulate, self-calm, regain control and prepare to meet expectations to return to his/her educational program. A time out setting shall only be used in conjunction with a behavior management program which teaches and reinforces acceptable behaviors, except where it is necessary to remove a student from a potentially dangerous situation or an unanticipated situation.

## Definitions

**Exclusionary time out** means a temporary, continuously monitored separation of a student from an ongoing activity in a non-locked setting, for the purpose of calming such student or deescalating such student's behavior.

**Seclusion** means the involuntary confinement of a student in a room, physically prevented from leaving. Seclusion does not include an exclusionary time out.

**Physical restraint** means any mechanical or personal restriction that immobilizes or reduces the free movement of a person's arms, legs or head, including, but not limited to, carrying or forcibly moving a person from one location to another. Excluded from this definition is briefly holding a person in order to calm or comfort the person; restraint involving the minimum contact necessary to safely escort a person from one area to another; medical devices including but not limited to, supports prescribed by a health care provider to achieve proper body position or balance; helmets or other protective gear used to protect a person from injuries due to a fall; helmets, mitts and similar devices used to prevent self-injury when the device is part of a documented treatment plan or individualized education program pursuant to Connecticut's special education laws or prescribed or recommended by a medical professional and is the least restrictive means to prevent such self-injury or an exclusionary timeout.

## Types of Time Out

A time-out is a behavioral support strategy in which a student temporarily separates from the learning activity or classroom, either by choice or by staff direction for the purpose of calming.

There are two kinds of time-out:

- Inclusionary - when a student is removed from positive reinforcement or full participation in the class while remaining in the class. The use of inclusionary time-out functions as a behavior support strategy while allowing the student to remain fully aware of the learning activities in the classroom.
- Exclusionary - when a student is separated from the rest of the class through complete visual separation or actual physical separation.

Time-out is used for calming an agitated student. Time-out is not used for punishment or discipline.

## Use of Exclusionary Time Out Setting/Space

If a time out setting/space is to be used, it must be used as a behavioral intervention strategy that is designed to teach and reinforce alternative appropriate behaviors in which a student is removed to a supervised area or room in order to facilitate self-control or when it is necessary to remove a student from a potentially dangerous situation and for unanticipated situations that pose an immediate concern for the physical safety of a student or others.

The Board has adopted and implemented the following policy and procedures governing school use of time out settings/spaces as part of its behavior management approach consistent with P.A. 18-51.

At a minimum, the use of exclusionary time out settings/spaces shall be governed by the following rules and standards:

1. The Board prohibits placing a student in a locked room or space or in a setting where the student cannot be continuously observed and supervised. The time out space shall be unlocked and the door must be able to be opened from the inside. The use of locked rooms or spaces for purposes of time out or emergency interventions is prohibited.

Staff shall continuously monitor the student in a time out setting. The staff must be able to see and hear the student at all times. At least one school employee must remain with the student or be immediately available to the student so that the student and the staff member can communicate verbally throughout the time out.

Under no circumstances shall a time out setting/space in a school program be used for seclusion of the student, where the term "seclusion" is interpreted to mean placing a student in a locked room or space or in a room where the student is not continuously observed and supervised.

2. Factors which may precipitate the use of the time out setting/space:
  - a. Student fails to respond to less severe interventions (behavior that cannot be controlled through interventions short of isolation in the designated time out space or room)
  - b. Behavior that is severely disruptive
  - c. Dangerous behavior that presents a risk of injury or harm to that student or to others
  - d. Behavior that is dangerous or presents a risk of significant property damage.

*The designated time out setting/space shall not be used for punitive purposes, for staff convenience or to control minor misbehavior.*

3. Time limitations for the use of the time out setting/space:

A student should remain in the designated time out setting/space only for the time necessary for the student to compose him/herself sufficiently to return to the classroom with minimal risk that the behavior will quickly reoccur, in the opinion of school staff monitoring the intervention. The time should normally not exceed 30 minutes. (A suggested time-legislation does not specify time limits)

School staff shall not keep a student in the designated time out setting/space for more than one hour. If the student continues to present dangerous behaviors after this period of time, the placement in that space may be continued only with written authorization of the building Principal or designee. In that event, the student's parent/guardian should also be called for the purpose of taking the student home for the remainder of that school day.



If, at any point during the student's stay in the designated time out space, the building Principal or his/her designee believes that the student cannot be maintained safely even in that setting, the building Principal/designee shall call the student's parent/guardian to come pick up the student, and may also call other emergency personnel for the purpose of taking custody of the student and ensuring the student's safety.

Further, a student's IEP shall specify when a behavioral intervention plan includes the use of a time out setting for a student with a disability, including the maximum amount of time a student will need to be in a time out setting as a behavioral consequence as determined on an individual basis in consideration of the student's age and individual needs.

School administration or other personnel shall be notified in the event a student is placed in a time out setting for excessive amounts of time; and such information shall be considered when determining the effectiveness of the student's behavioral intervention plan and the use of the time out setting for the student. Whether the student requires a debriefing following the use of a time out setting shall be left to the staff knowledgeable about the individual student.

When it is decided through the program planning process to use a time out setting as a behavioral intervention, it should be clearly articulated in the planning what will be done if the student refuses to comply with the request to move to a time out setting or if the use of this strategy is not successful in managing the student's behavior. Should staff be required to physically remove the student to the time out setting, it is important that non-violent crisis techniques be used. Consideration must be given to the procedures pertaining to use of physical restraint and/or seclusion as defined in policy [5144.1](#).

4. Staff training on the policies and procedures related to the use of time out setting/space shall include, but not be limited to, the following measures:
  - a. The Director of Special Education shall be responsible to the Superintendent for establishing administrative practices and procedures for training all District personnel responsible for use of time out.
  - b. Specific Training Activities and Programs:

Staff members working with students who have the use of the time out space will:

- Receive full training in the policy and procedures for the use of a time out setting.
  - Participate in work sessions to review each student's Behavior Intervention Plan and receive specific instruction in the implementation of the plan. The work sessions will include teachers, teaching assistants, monitors, building administrators and the Director of Pupil Personnel Services.
5. Data collection to monitor the effectiveness of the use of time out settings/spaces:

The District shall establish and implement procedures to document the use of time out space, including information to monitor the effectiveness of the use of the time out space to decrease specified behaviors. Such data may be subject to review by the State Education Department (SED) upon request.

Such data collection should appropriately include, but is not limited to, the following information:

- a. A record for each student showing the date and time of each use of the time out setting;

- b. A detailed account of the antecedent conditions/specific behavior that led to the use of the time out setting;
  - c. The amount of time that the student was in the time out setting; and
  - d. Information to monitor the effectiveness of the use of the time out setting to decrease specified behaviors which resulted in the student being placed in the setting.
6. Information to be provided to parents:

The School District shall inform the student's parents prior to the initiation of a behavioral intervention plan that will incorporate the use of a time out setting for a student, and shall give the parent the opportunity to see the physical space that will be used as a time out setting and provide the parent with a copy of the school's policy on the use of time out settings/spaces.

Additionally, parents should be notified if their child was placed in a time out setting. Minimally, whenever a time out setting is used as an emergency intervention the parent shall be notified of the emergency intervention. Such notification will be provided the same day whenever possible. The use of a time out setting must be included on the student's IEP.

Parent reports of alleged inappropriate interventions used in a time out setting should be directed to school administrators.

### **Physical Space Used as a Time Out Setting/Space**

The physical space used as a time out setting must meet certain standards:

- a. The area shall provide a means for continuous visual and auditory monitoring of the student. (Staff assigned to monitor the time out area must be able to see and hear the student at all times and be able to communicate verbally with the student throughout the time out.)
- b. The space or setting used for an exclusionary time out must be appropriate for calming or deescalating the student's behavior.
- c. The area shall be of adequate width, length and height to allow the student to move about and recline comfortably.
- d. Wall and floor coverings should be designed to prevent injury to the student, and there shall be adequate lighting and ventilation.
- e. The temperature of the area shall be within the normal comfort range and consistent with the rest of the building.
- f. The area shall be clean and free of objects and fixtures that could be potentially dangerous to a student and shall meet all local fire and safety codes.
- g. The setting must be unlocked and the door must be able to be opened from the inside at all times. The use of locked rooms or spaces for the purpose of time out is strictly prohibited.

(cf. [4148](#)/4248 - Employee Protection)

(cf. 5141.23 - Students with Special Health Care Needs)

(cf. [5144.1](#) - Physical Restraint/Seclusion/Exclusionary Time Out)

Legal Reference: Connecticut General Statutes

[10-76b](#) State supervision of special education programs and services.

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

[10-236b](#) Physical restraint and seclusion of students by school employees. (as amended by PA 17-220 and PA 18-51)

[46a-150](#) Definitions. (as amended by PA 07-147 and PA 15-141)

[46a-152](#) Physical restraint, seclusion and use of psychopharmacologic agents restricted. Monitoring and documentation required.

[46a-153](#) Recording of use of restraint and seclusion required. Review of records by state agencies. Reviewing state agency to report serious injury or death to Office of Protection and Advocacy for Persons with Disabilities and to Office of Child Advocate. (as amended by PA 12-88)

[53a-18](#) Use of reasonable physical force or deadly physical force generally.

[53a-19](#) Use of physical force in defense of person

[53a-20](#) Use of physical force in defense of premises.

[53a-21](#) Use of physical force in defense of property.

PA 15-141 An Act Concerning Seclusion and Restraint in Schools.

State Board of Education Regulations Sections [10-76b-5](#) through [10-76b-11](#).

**Policy Adopted:**

# Windsor Locks Public Schools Facilities and Maintenance Department



## Cost Analysis of Maintaining versus Replacing Infrastructure 2023 - 2024 Fiscal Year

### Analysis/Equipment Overview

Location	Equipment/Issue	Cost to Maintain	Cost to Replace	Priority Rating
North Street School	Leaking Kindergarten Wing Shingled Roof (Age)	\$12,202.00 proposed between Fiscal Years 2023-2024 and 2024-2025	\$825,000.00 to \$880,000.00	2 of 4
Windsor Locks Middle School	Faulty Main Office Rooftop Unit (Age)	\$2,480.00 during Fiscal Year 2023-2024 Outside of Normal Preventative Maintenance	\$65,874.00	4 of 4
Windsor Locks Middle School	Failed Boiler Room Hot Water Heater	\$37,500.00 projected between Fiscal Years 2023-2024 and 2024-2025	\$9,960.00	1 of 4
Windsor Locks High School	Faulty Media Center/Guidance Suite Rooftop Unit (Age)	\$4,358.77 during Fiscal Year 2023-2024 Outside of Normal Preventative Maintenance	\$98,811.00	3 of 4



## North Street School Leaking Kindergarten Wing Shingled Roof

### Maintenance Costs

Gutter and Downspout Repair - *The Garland Company*

- Budget: \$3,000.00
- Expected Life: Two Years

Failed Shingle Sections Repair - *The Garland Company*

- Budget: \$5,000.00
- Expected Life: Two Years

Moisture/Mold Assessment and Testing - *Eagle Environmental, Inc.*

- Budget: \$4,202.00
- Frequency: Biennial



## North Street School Leaking Kindergarten Wing Shingled Roof

### Replacement Costs and Information

- Budget: \$825,000.00 to \$880,000.00
- Square Footage: 15,800 sq. ft.
- Expected Life: 50 Years

### Overview

Replacing the failed, shingled sections of roof above the kindergarten wing with standing seam, tan metal, matching the remainder of the roof sections on North Street School. This would eliminate the shingles that were originally installed in 1996 and ensure that a sound, impenetrable system for decades.



## Windsor Locks Middle School Faulty Main Office Rooftop Unit



### Maintenance Costs

Operation Diagnostic and Repair - *F +F Mechanical Service, LLC*

- Budget: \$2,480.00
- Frequency: Bi-Annually

### Analysis

Provide factory trained service technician to diagnose unit through connecting laptop with manufacturer software, verify communication between the unit and building management system and document refrigerant pressures and inspect components (spring and fall). Daily morning turn off/on of the disconnect to ensure that the unit turns on by the custodial staff during cooling season (April through September).

## Windsor Locks Middle School Faulty Main Office Rooftop Unit

### Replacement Costs and Information

- Budget: \$65,874.00
- Tonnage: 50 Tons
- Expected Life: 20 Years



### Overview

Replacing the faulty, main office rooftop unit that services the main office, administrative offices, conference rooms, guidance offices, nurses office, etc. at the front of the middle school. Daikin 460 volt, three-phase light commercial packaged unit offers energy efficiency heating and cooling performance in one self-contained unit. Heavy-gauge, galvanized steel cabinet with UV-resistant powder-paint finish withstands weather conditions and time. Five-year warranty after initial installation included.



## Windsor Locks Middle School Failed Boiler Room Hot Water Heater

### Maintenance Costs

Running of Boiler/Natural Gas mid-May through mid-September During Cooling Season to Heat Water throughout Building (Kitchens, Bathrooms, Hand-Wash Sinks, Custodial Slop Sinks)

- Budget: \$98,810.00
- Frequency: Split Between Fiscal Years 2023-2024 and 2024-2025

### Analysis

The running of the middle school boiler(s) costs approximately \$9,375.00 per month in natural gas between mid-September to mid-May. Continuing to run the boiler throughout the four late spring/summer months (half of May, June, July, August and half of September) would come at an approximate utility cost of \$37,500.00, due to there being no hot water heater to produce/store appropriate tempered water for a variety of areas throughout the building.



## Windsor Locks Middle School Failed Boiler Room Hot Water Heater

### Replacement Costs and Information

- Budget: \$9,960.00
- Storage Gallons: 80 gallons
- Expected Life: 9-12 Years

### Overview

Replacing the failed, boiler room hot water heater allows for the boilers to be shut down for the late spring and summer months, negating the use of natural gas (increased utility costs), and appropriate preventative maintenance/cleaning to be completed on the boilers during the offseason. Failure to have hot water in the building leads to building and health code violations. Replacement includes new flue pipe, water piping and electrical.





## Windsor Locks High School Faulty Media Center/Guidance Suite Rooftop Unit

### Maintenance Costs

Crane Work to Lift Equipment/Material to RTU for Replacement - *F+F Mechanical Service, LLC*

- Budget: \$3,658.77
- Frequency: Biennial

Re-Wiring of RTU VFD with New Motor through Chase - *Veteran Electrical Contractors*

- Budget: \$700.00
- Frequency: Biennial

### Analysis

The high school Media Center/Guidance Suite Rooftop Unit is decades old, eliciting the need for new motors and variable frequency drives (VFDs) to be installed due to the depreciation of the unit from age. The unit often goes down multiple times throughout the late spring/summer months, necessitating the relocation of meetings/events scheduled to take place in the Media Center.





## Windsor Locks High School Faulty Media Center/Guidance Suite Rooftop Unit

### Replacement Costs and Information


- Budget: \$98,811.00
- Tonnage: 75 Tons
- Expected Life: 20 Years



### Overview

Replacing the faulty Media Center/Guidance Suite rooftop unit with Daikin 460 volt, three-phase light commercial packaged unit offers energy efficiency heating and cooling performance in one self-contained unit. Heavy-gauge, galvanized steel cabinet with UV-resistant powder-paint finish withstands weather conditions and time. Five-year warranty after initial installation included.

Questions,  
Concerns and  
Feedback on  
Infrastructure  
Areas of Concern



MEMORANDUM TO: MEMBERS OF THE BOARD OF EDUCATION

FROM: SHAWN L. PARKHURST, SUPERINTENDENT

DATE: FEBRUARY 22, 2024

RE: FY25 CIAC ITEMS

A presentation of the WLPS CIAC Items will be provided for Board of Education review, discussion and potential approval.

The following capital items will be discussed:

- WLHS HVAC
- WLMS HVAC
- NSS Drop Off Area
- NSS PreK Roof
- SES Tractor
- WLMS Gator Utility Vehicle
- PMA/RISE Ford Transit Vans (2)
- Facilities F-350 Trucks (3)
- WLHS Town Track
- Facilities Salter/Sander
- WLMS Outdoor Basketball Court

Priority Ranking	Source of Funds
<p><b>1) Mandated or Obligated:</b> Projects that the Town has already contracted or for those mandated by specific code, statute, or regulation.</p> <p><b>2) Health/Safety:</b> Projects which will eliminate conditions that imperil health or safety.</p>	<p>1) Current year's Capital Budget</p> <p>2) Financing (short or long term)</p>
<p><b>3) Critical Repair or Improvement:</b> Projects that are needed to replace unsatisfactory conditions or to provide essential services.</p>	<p>3) State or Federal Aid (grants)</p>
<p><b>4) Scheduled Repair or Improvement:</b> Projects which are planned and necessary but can wait until scheduled funds are available.</p>	<p>4) Special Assessments (i.e. sewer)</p>
<p><b>5) Deferrable:</b> Projects that are desirable for ideal operations but cannot be considered an immediate need.</p>	<p><i>Note: More than one source of funds may be applicable for a project.</i></p>

TOWN OF WINDSOR LOCKS CIAC - CAPITAL REQUEST FORMS  
 FISCAL YEAR ENDING 2024-25

Project Title: WLHS 2 <sup>nd</sup> Floor HVAC	Department: Windsor Locks High School	<u>PRIORITY</u> (see POLICY for criteria) Table 1 Priority Ranking: 1 & 2
Description of Project: Funding provides moving toward FY26 required air quality compliance by providing HVAC to the 2 <sup>nd</sup> Floor of Windsor Locks High School.		Projected purchase date / expected completion date of project: FY26

----- ESTIMATED EXPENDITURES BY FISCAL YEAR -----									
Estimated Project / Item Costs	Total Estimated Cost *	Accumulated Reserves Through FY 2024	FY 24-2025	FY 25-2026	FY 26-2027	FY 27-2028	FY 28-2029	Five-Year Total	Table 2 SOURCE OF FUNDS (see policy)
Engineering /Design/ Planning /Inspection				\$2,389,115					2 & 3
Site Acquisition/Cost									
Construction/Material & Labor/ Bldg Improvements									
Equipment & Furniture Purchases									
Other									
Contingency									
<b>TOTALS</b>				\$2,389,115					

\*Please note: Requests for 2025 and 2026 must be accompanied by a written cost estimate from an appropriate vendor.

Authorized Signature: *Shawn L. Pulvino*

Date: 1/26/24

TOWN OF WINDSOR LOCKS CIAC - CAPITAL REQUEST FORMS  
 FISCAL YEAR ENDING 2024-25

<b>Project Title:</b> WLMS 2 <sup>nd</sup> Floor HVAC	<b>Department:</b> Windsor Locks Middle School	<b>PRIORITY</b> (see POLICY for criteria) Table 1 Priority Ranking: 1 & 2
<b>Description of Project:</b> Funding provides moving toward FY26 required air quality compliance by providing HVAC to the 2 <sup>nd</sup> Floor of Windsor Locks Middle School.		<b>Projected purchase date / expected completion date of project:</b> FY26

Estimated Project / Item Costs	Total Estimated Cost *	Accumulated Reserves Through FY 2024	----- ESTIMATED EXPENDITURES BY FISCAL YEAR -----						Five-Year Total	Table 2 SOURCE OF FUNDS (see policy)
			FY 24-2025	FY 25-2026	FY 26-2027	FY 27-2028	FY 28-2029			
Engineering /Design/ Planning /Inspection				\$2,215,164					2 & 3	
Site Acquisition/Cost										
Construction/Material & Labor/ Bldg Improvements										
Equipment & Furniture Purchases										
Other										
Contingency										
<b>TOTALS</b>				\$2,215,164						

\*Please note: Requests for 2025 and 2026 must be accompanied by a written cost estimate from an appropriate vendor.

Authorized Signature: *Kevin J. Kulhant*

Date: 1/26/24

TOWN OF WINDSOR LOCKS CIAC - CAPITAL REQUEST FORMS  
 FISCAL YEAR ENDING 2024-25

Project Title: North Street School Parent/Student Drop Off Area	Department: North Street School Facilities Department	PRIORITY (see POLICY for criteria) Table 1 Priority Ranking: 2
Description of Project: This funding provides adjustments at North Street School, resulting from a previously funded student, to alleviate the significant traffic congestion and increase the health and safety for drivers and pedestrians.		Projected purchase date / expected completion date of project: FY25

Estimated Project / Item Costs	Total Estimated Cost *	Accumulated Reserves Through FY 2024	----- ESTIMATED EXPENDITURES BY FISCAL YEAR -----						Table 2 SOURCE OF FUNDS (see policy)
			FY 24-2025	FY 25-2026	FY 26-2027	FY 27-2028	FY 28-2029	Five-Year Total	
Engineering /Design/ Planning /Inspection			\$79,561.57						1
Site Acquisition/Cost									
Construction/Material & Labor/ Bldg Improvements									
Equipment & Furniture Purchases									
Other									
Contingency									
<b>TOTALS</b>			\$79,561.57						

\*Please note: Requests for 2025 and 2026 must be accompanied by a written cost estimate from an appropriate vendor.

Authorized Signature: Shawn J. Paulhus

Date: 1/26/24

TOWN OF WINDSOR LOCKS CIAC - CAPITAL REQUEST FORMS  
 FISCAL YEAR ENDING 2024-25

Project Title: North Street School PreK Roof Repair	Department: North Street School Facilities Department	<u>PRIORITY</u> (see POLICY for criteria) Table 1 Priority Ranking: 2
Description of Project: This funding provides for replacement rather than ongoing repair work to the PreK roof area at North Street School.		Projected purchase date / expected completion date of project: <u>FY25</u>

Estimated Project / Item Costs	Total Estimated Cost *	Accumulated Reserves Through FY 2024	----- ESTIMATED EXPENDITURES BY FISCAL YEAR -----						Table 2 SOURCE OF FUNDS (see policy)
			FY 24-2025	FY 25-2026	FY 26-2027	FY 27-2028	FY 28-2029	Five-Year Total	
Engineering /Design/ Planning /Inspection			\$880,000						2
Site Acquisition/Cost									
Construction/Material & Labor/ Bldg Improvements									
Equipment & Furniture Purchases									
Other									
Contingency									
<b>TOTALS</b>			\$880,000						

\*Please note: Requests for 2025 and 2026 must be accompanied by a written cost estimate from an appropriate vendor.

Authorized Signature: *Kevin J. Schubert*

Date: 1/20/24

TOWN OF WINDSOR LOCKS CIAC - CAPITAL REQUEST FORMS  
 FISCAL YEAR ENDING 2024-25

Project Title: South Elementary School John Deer Tractor	Department: South Elementary School Facilities Department	<u>PRIORITY</u> (see POLICY for criteria) Table 1 Priority Ranking: 2
Description of Project: This funding provides the opportunity to replace the 20 year old John Deer Tractor at South Elementary School that is used for mowing and snow removal. Currently the parts for repair cannot be found or purchased due to the age of the equipment.		Projected purchase date / expected completion date of project: <u>FY25</u>

----- ESTIMATED EXPENDITURES BY FISCAL YEAR -----

Estimated Project / Item Costs	Total Estimated Cost *	Accumulated Reserves Through FY 2024	ESTIMATED EXPENDITURES BY FISCAL YEAR					Five-Year Total	Table 2 SOURCE OF FUNDS (see policy)
			FY 24-2025	FY 25-2026	FY 26-2027	FY 27-2028	FY 28-2029		
Engineering /Design/ Planning /Inspection									3
Site Acquisition/Cost									
Construction/Material & Labor/ Bldg Improvements			\$74,979.99						
Equipment & Furniture Purchases									
Other									
Contingency									
<b>TOTALS</b>			\$74,979.99						

\*Please note: Requests for 2025 and 2026 must be accompanied by a written cost estimate from an appropriate vendor.

Authorized Signature: *Shawn G. Paulhus*

Date: 1/26/24

TOWN OF WINDSOR LOCKS CIAC - CAPITAL REQUEST FORMS  
 FISCAL YEAR ENDING 2024-25

Project Title: WLMS Gator Utility Vehicle	Department: Windsor Locks Middle School Facilities Department	<u>PRIORITY</u> (see POLICY for criteria) Table 1 Priority Ranking: 3
Description of Project: This funding provides equipment at WLMS, which currently does not exist, for grounds maintenance for baseball, softball and soccer fields.		Projected purchase date / expected completion date of project: <u>FY27</u>

Estimated Project / Item Costs	Total Estimated Cost *	Accumulated Reserves Through FY 2024	----- ESTIMATED EXPENDITURES BY FISCAL YEAR -----					Five-Year Total	Table 2 SOURCE OF FUNDS (see policy)
			FY 24-2025	FY 25-2026	FY 26-2027	FY 27-2028	FY 28-2029		
Engineering /Design/ Planning /Inspection					\$18,483.18				3
Site Acquisition/Cost									
Construction/Material & Labor/ Bldg Improvements									
Equipment & Furniture Purchases									
Other									
Contingency									
<b>TOTALS</b>					\$18,483.18				

\*Please note: Requests for 2025 and 2026 must be accompanied by a written cost estimate from an appropriate vendor.

Authorized Signature: *Shawn J. Parkhurst*

Date: 1/26/24



TOWN OF WINDSOR LOCKS CIAC - CAPITAL REQUEST FORMS  
 FISCAL YEAR ENDING 2024-25

<b>Project Title:</b> PMA/RISE FORD TRANSIT VANS (2)	<b>Department:</b> WLPS RISE/PMA PUPIL SERVICES	<b>PRIORITY</b> (see POLICY for criteria) Table 1 Priority Ranking: 3
<b>Description of Project:</b> Current vehicles are over 20 years old and in need of significant maintenance. Without the funding to purchase 2 vans the program will be without transportation.		<b>Projected purchase date / expected completion date of project:</b> FY25

Estimated Project / Item Costs	Total Estimated Cost *	Accumulated Reserves Through FY 2024	----- ESTIMATED EXPENDITURES BY FISCAL YEAR -----					Five-Year Total	Table 2 SOURCE OF FUNDS (see policy)
			FY 24-2025	FY 25-2026	FY 26-2027	FY 27-2028	FY 28-2029		
Engineering /Design/ Planning /Inspection			\$107,240						1
Site Acquisition/Cost									
Construction/Material & Labor/ Bldg Improvements									
Equipment & Furniture Purchases									
Other									
Contingency									
<b>TOTALS</b>			\$107,240						

\*Please note: Requests for 2025 and 2026 must be accompanied by a written cost estimate from an appropriate vendor.

Authorized Signature: *Kevin A. Parkhurst*

Date: 1/26/24

TOWN OF WINDSOR LOCKS CIAC - CAPITAL REQUEST FORMS  
 FISCAL YEAR ENDING 2024-25

<b>Project Title:</b> FACILITIES F350 TRUCKS (3)	<b>Department:</b> WLPS FACILITIES	<b>PRIORITY</b> (see POLICY for criteria) Table 1 Priority Ranking: 3
<b>Description of Project:</b> Current vehicles are over 20 years old and in need of significant maintenance. Without the funding to purchase 2 vans the program will be without transportation.		<b>Projected purchase date / expected completion date of project:</b> <u>FY25, FY26, FY27</u>

			----- ESTIMATED EXPENDITURES BY FISCAL YEAR -----						
Estimated Project / Item Costs	Total Estimated Cost *	Accumulated Reserves Through FY 2024	FY 24-2025	FY 25-2026	FY 26-2027	FY 27-2028	FY 28-2029	Five-Year Total	Table 2 SOURCE OF FUNDS (see policy)
Engineering /Design/ Planning /Inspection			\$46,015	\$46,015	\$46,015				1
Site Acquisition/Cost									
Construction/Material & Labor/ Bldg Improvements									
Equipment & Furniture Purchases									
Other									
Contingency									
<b>TOTALS</b>			\$46,015	\$46,015	\$46,015				

\*Please note: Requests for 2025 and 2026 must be accompanied by a written cost estimate from an appropriate vendor.

Authorized Signature: \_\_\_\_\_

*Sharon J. [Signature]*

Date: \_\_\_\_\_

*1/26/24*

TOWN OF WINDSOR LOCKS CIAC - CAPITAL REQUEST FORMS  
 FISCAL YEAR ENDING 2024-25

<b>Project Title:</b> WLHS TRACK	<b>Department:</b> WLPS FACILITIES WLHS Athletics	<b>PRIORITY</b> (see POLICY for criteria) Table 1 Priority Ranking: 2 & 3
<b>Description of Project:</b> The track is in need of replacement. Currently our team cannot have a meet as the track does not meet CIAC compliance. This is a staggered approach to become up to compliance over the next three years.		<b>Projected purchase date / expected completion date of project:</b> <u>FY25, FY26, FY27</u>

Estimated Project / Item Costs	Total Estimated Cost *	Accumulated Reserves Through FY 2024	----- ESTIMATED EXPENDITURES BY FISCAL YEAR -----					Five-Year Total	Table 2 SOURCE OF FUNDS (see policy)
			FY 24-2025	FY 25-2026	FY 26-2027	FY 27-2028	FY 28-2029		
Engineering /Design/ Planning /Inspection									1
Site Acquisition/Cost									
Construction/Material & Labor/ Bldg Improvements			\$5,000	\$5,000	\$5,000				
Equipment & Furniture Purchases									
Other									
Contingency									
<b>TOTALS</b>			\$5,000	\$5,000	\$5,000				

\*Please note: Requests for 2025 and 2026 must be accompanied by a written cost estimate from an appropriate vendor.

Authorized Signature: Shawn J. Paulhus Date: 1/26/24

TOWN OF WINDSOR LOCKS CIAC - CAPITAL REQUEST FORMS  
 FISCAL YEAR ENDING 2024-25

Project Title: <b>FACILITIES SALTER AND SANDER</b>	Department: <b>WLPS FACILITIES</b>	<b>PRIORITY</b> (see POLICY for criteria) Table 1 Priority Ranking: 3
Description of Project: This funding provides additional salter and sander for the district. Currently there is only one for all district locations which limits the timeliness of cleanup in the event of storm which then hinders the start time for schools due to inclement weather.		Projected purchase date / expected completion date of project: <u>FY25</u>

Estimated Project / Item Costs	Total Estimated Cost *	Accumulated Reserves Through FY 2024	----- ESTIMATED EXPENDITURES BY FISCAL YEAR -----					Five-Year Total	Table 2 SOURCE OF FUNDS (see policy)
			FY 24-2025	FY 25-2026	FY 26-2027	FY 27-2028	FY 28-2029		
Engineering /Design/ Planning /Inspection			\$8,990						1
Site Acquisition/Cost									
Construction/Material & Labor/ Bldg Improvements									
Equipment & Furniture Purchases									
Other									
Contingency									
<b>TOTALS</b>			\$8,990						

\*Please note: Requests for 2025 and 2026 must be accompanied by a written cost estimate from an appropriate vendor.

Authorized Signature: *Shawn G. Paulk*

Date: 1/24/24

TOWN OF WINDSOR LOCKS CIAC - CAPITAL REQUEST FORMS  
 FISCAL YEAR ENDING 2024-25

Project Title: <b>WLMS OUTDOOR BASKETBALL COURT</b>	Department: Windsor Locks Middle School	<u>PRIORITY</u> (see POLICY for criteria) Table 1 Priority Ranking: 4
Description of Project: This funding provides added areas for WLMS students for outdoor movement and well-being. This would provide an outdoor basketball court for all students.		Projected purchase date / expected completion date of project: <u>FY28</u>

Estimated Project / Item Costs	Total Estimated Cost *	Accumulated Reserves Through FY 2024	ESTIMATED EXPENDITURES BY FISCAL YEAR					Five-Year Total	Table 2 SOURCE OF FUNDS (see policy)
			FY 24-2025	FY 25-2026	FY 26-2027	FY 27-2028	FY 28-2029		
Engineering /Design/ Planning /Inspection									1
Site Acquisition/Cost									
Construction/Material & Labor/ Bldg Improvements						\$84,613.73			
Equipment & Furniture Purchases									
Other									
Contingency									
<b>TOTALS</b>						\$84,613.73			

\*Please note: Requests for 2025 and 2026 must be accompanied by a written cost estimate from an appropriate vendor.

Authorized Signature: Shawn D. Parkin Date: 1/26/24

**EXHIBIT VII**

MEMORANDUM TO: MEMBERS OF THE BOARD OF EDUCATION  
FROM: SHAWN L. PARKHURST, SUPERINTENDENT  
DATE: FEBRUARY 22, 2024  
RE: FY 24-25 BUDGET

FY24 Budget	\$33,025,838
FY25 Superintendent Budget	\$38,436,158
Increase \$	\$5,410,320
Increase %	16.38%

**Windsor Locks Public Schools**

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

**Educational Leadership**

**Shawn Parkhurst**

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

[sparkhurst@wlps.org](mailto:sparkhurst@wlps.org)

**Giovanna Testani, Principal**

North Street School 860-292-5027

[gtestani@wlps.org](mailto:gtestani@wlps.org)

**Monica Briggs, Principal**

South Elementary School 860-292-5021

[mbriggs@wlps.org](mailto:mbriggs@wlps.org)

**Matthew Warner, Principal, Christine Domler, Assistant Principal**

Windsor Locks Middle School 860-292-5012

[mwarner@wlps.org](mailto:mwarner@wlps.org) [cdomler@wlps.org](mailto:cdomler@wlps.org)

**Rebecca Bissonnette, Principal, Kirsten Krupa, Assistant Principal**

Windsor Locks High School 860-292-5032

[rbissonnette@wlps.org](mailto:rbissonnette@wlps.org) [kkrupa@wlps.org](mailto:kkrupa@wlps.org)

\*\*\*\*\*

**Matt Sigall, President**

Windsor Locks Teachers' Association 860-292-5032

[msigall@wlps.org](mailto:msigall@wlps.org)

\*\*\*\*\*

**Central Office**

**Megan Parrette**

Director of Curriculum, Instruction, and Assessment

[mparrette@wlps.org](mailto:mparrette@wlps.org)

**Robert Stacy**

Director of Human Resources 860-292-5744

[rstacy@wlps.org](mailto:rstacy@wlps.org)

**Joshua Robinson**

Director of Pupil Services 860-292-5707

[jvrobinson@wlps.org](mailto:jvrobinson@wlps.org)

**Rachel March**

Coordinator of Alternative Programs

[rmarch@wlps.org](mailto:rmarch@wlps.org)

**Alison Pierce**

Director of Operations & Finance 860-292-5709

[apierce@wlps.org](mailto:apierce@wlps.org)