

# WINDSOR LOCKS PUBLIC SCHOOLS



## BOARD OF EDUCATION MEETING

**Special Meeting**

**April 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**  
**Special Meeting - Agenda**  
**April 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. Approval of Minutes: **Vote Needed** p. 4 Exhibit I
  - March 25, 2024 Special Meeting
  - March 25, 2024 Special Meeting
- V. Personnel Report
  - A. Job Description Updates: **Vote Needed** p. 17 Exhibit II A
- VI. Increasing Educator Diversity Plan Submission: **Vote Needed** p. 25 Exhibit III
- VII. Business Office Report:
  - A. Review of FY24 Expenditures Year to Date p. 31 Exhibit IV A
- VIII. Policy Priority List p. 34 Exhibit V
- IX. Policy Review p. 35 Exhibit VI
  - A. **Resubmitted as First Read/Review:**
    - 3541.5 Reporting of Transportation Safety Complaints - *NEW* p. 36
    - 3542.22 Food Services Personnel Code of Conduct - *NEW* p. 37
    - 3542.41 Food Services Personnel Professional Standards - *NEW* p. 41
    - 3542.43 Charging Policy Food Services - *NEW* p. 43
  - B. **First Read/Review:**
    - 4111.3 Increasing Educator Diversity - *NEW* p. 49
    - 6115.2 School Ceremonies and Observances (Pledge of Allegiance) - *NEW* p. 51
    - 6142.104 Play Based Learning - *NEW* p. 53
    - 6171.2 Preschool Students with Disabilities - *NEW* p. 55
    - 6172 Title I Parent Involvement - *REVISE: New Policy #* p. 58
    - 6172 Alternative Education Programs (PMA) - *NEW* p. 60
- X. FY25 Budget Appeal: **Vote Possible** p. 62 Exhibit VII
- XI. Board and Superintendent Comment
- XII. 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.*

XIII. 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: APRIL 22, 2024  
RE: APPROVAL OF MINUTES

- March 25, 2024 Special Meetings (2)

**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  
March 25, 2024 at 4:00 p.m.**

Members Present: K. Christianson, D. Gragnolati, L. Cutler, A. Osorio  
and G. Guyette  
Members Absent: None  
Administrators: S. Parkhurst, R. Bissonnette, and K. Krupa  
Staff: None  
Students: None  
Others: None

**I. Call to Order**

Chairperson Kylee Christianson called the Special Meeting to Order at 4:07 p.m., in the Windsor Locks Public Schools Professional Development Room.

**II. Roll Call**

All Board Members were present.

**III. Pledge of Allegiance**

Everyone present stood and pledged allegiance to the flag.

**IV. Executive Session**

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

Chairperson Ms. Christianson asked all persons in attendance to identify themselves for the record:

Board of Education Members:

Mr. Greg Guyette

Ms. Alba Osorio  
Mr. Dennis Gagnolati  
Ms. Kylee Christianson  
Ms. Lindsay Cutler

Others:

Mr. Shawn Parkhurst, Superintendent of Windsor Locks Public School  
Dr. Rebecca Bissonnette, Principal of Windsor Locks High School  
Ms. Kirsten Krupa, Assistant Principal of Windsor Locks High School  
Mrs. Denise Piotrowicz, Recording Secretary, Windsor Locks Board of Education

Witnesses were sworn in by Chairperson Ms. Christianson.

**V. Action Regarding Expulsion**

Testimony regarding the offense and penalty phase was given by Mr. Shawn Parkhurst, Dr. Rebecca Bissonnette and Ms. Kirsten Krupa followed by questions from the Board of Education Members.  
Board entered into public session at 4:17 p.m.

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

It was **MOVED** (Guyette) and **SECONDED** (Cutler) and **PASSED** (U) that the Board of Education reconvenes in Executive Session to conduct a student expulsion hearing and to protect the confidential student records and that the same persons who were previously invited to attend the Executive Session are invited to attend at 4:18 p.m.

**VI. Action Regarding Expulsion**

Testimony regarding the penalty phase of the expulsion was given by Mr. Shawn Parkhurst, Dr. Rebecca Bissonnette, and Ms. Kirsten Krupa followed by questions from the Board of Education Members.  
Board Recessed at 4:30 p.m.  
Board Reconvened at 4:37 p.m.

Board reconvened into public session at 4:37 p.m.

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

a consequence of said conduct, Student D shall be expelled in accordance with the terms and conditions of the administrative recommendations dated March 25, 2024, as presented.

**VII. Adjournment**

It was **MOVED** (Gragnotati) and **SECONDED** (Guyette) and **PASSED** (U) that the Board of Education adjourns the March 25, 2024 Special Meeting at 4:45 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  
March 25, 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, A. Goodwin, R. March,  
Student Representatives: E. Norris and N. Gooden  
Students: K. Mori, M. DiPoppo, H. Klvana, N. Santanella, K. Goff, and L. Quagliaroli  
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. Board of Education Appreciation and Recognition**

Mr. Shawn Parkhurst, Superintendent of Schools stated that the Board of Education was recognized for the work they do for the children of Windsor Locks. March is Board of Appreciation month. The following administrators addressed the Board and explained their school's gift to the Board Members.

- Ms. Giovanna Testani Principal of North Street School
- Ms. Monica Briggs, Principal of South Elementary School
- Mr. Matt Warner, Principal of Windsor Locks Middle School
- Dr. Rebecca Bissonnette, Principal of Windsor Locks High School
- Mr. Josh Robinson, Director of Special Services

**III. Student Board Representatives Report**



Miss Emma Norris, Student Representative, addressed the Board. She thanked everyone for the gifts she received. She announced spring sports beginning practice getting ready for the upcoming season. She also noted the Robotics Team won their last completion and are ranked No. 1 in New England and No. 6 in the World. \

Mr. Nicardo Gooden, Student Representative, addressed the Board. He also spoke about the spring sports beginning and the upcoming SAT testing for the juniors on Wednesday. He wished everyone well!

#### **IV. Board of Education and Superintendent Communications**

Board Member Mr. Guyette noted he attend the Robotics Meet at the high school and he was very impressed with the students on the team.

Board Member Ms. Osorio commented on the recent performance of the Windsor Locks Theater Club, *Mean Girls*. She thought it was an awesome job!

Chairperson Ms. Christianson echoed Ms. Osorio's comments about the play.

Mr. Shawn Parkhurst, Superintendent of Schools, addressed the Board. He thanked Board Members Mr. Guyette and Mr. Gragnolati for attending recent school events. He spoke about the math carnival that took place at North Street School and Read Across American that took place at the high school who hosted students from North Street School. He mentioned Ms. Briggs and her staff at South Elementary School and two fourth grade students who lead a meeting with the entire school. He noted spring sports are beginning. He congratulated the Theater Club, Mr. Sibila and Mr. Garcia for the amazing performance of Mean Girls. Lastly, he noted that the Windsor Locks Middle School Honor Choir song at the Wolfpack game this past Saturday.

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

None.

#### **VI. Student Recognition**

Mr. Parkhurst announced he was recognizing and celebrating Windsor Locks High School Students for their recent accomplishments.

- Ms. Karissa Mori was recognized for her musical talents, she has been active for three years in the plan, theater club, chorus and a cast member of the recent performance of Mean Girls. She will participate in the Northern Regional Musical Festival on April 4 through April 6, 2024.
- Mr. Jack Scholefield, Connecticut All-State Band, he was not in attendance and will be recognized at an upcoming meeting.

- The Suffield Windsor Locks Granby Wildcat Hockey team recently won the Conference Championship and played in the Division III State Tournament, reaching the Final Four. Three members of Windsor Locks High School, who are members of the SWLG Wildcats Hockey Team will be honored and celebrated for their 23-24 accomplishments'. Those students are Mr. Matthew DiPoppo, Mr. Henry Klvana and Mr. Nicolas Santanella.

## **VII. Approval of Donations**

Mr. Parkhurst explained the District was recently gifted with three generous donations that need Board of Education approval.

- *In a Heartbeat Foundation*, located in Wallingford Connecticut, donated a Zoll semi-automatic AED worth approximately \$1,400 to benefit South Elementary School. The founder Mike Papale suffered a cardiac event as a high school athlete and has since worked to donate and train schools and businesses in CPR and AED use.

- The Windsor Locks Raiders Booster Club received a generous donation from *USA Hauling and Recycling* for the purpose of temporary lighting for team use to have several night football games. Due to unforeseen circumstances the Booster Club was unable to use the donation for the lights, and given the recent Windsor Football tragedy, they wished to use the funds to purchase two new AED's for the High School Athletic programs. With the donation of two AED's to the High School Athletic programs, they could then send one of their existing AEDs to the Middle School for use in their Athletic Programs. With the recommendation of Nursing Supervisor Lisa Ciaffaglione, the Windsor Locks Raiders Booster Club purchased two Zoll AED Plus units for a total cost of \$2,800.00. The Windsor Lock Raiders Booster Club would like to thank USA Hauling and Recycling for their support of our football team, First Selectman Paul Harrington for helping facilitate this donation, and Nursing Supervisor Lisa Ciaffaglione for her expertise and assistance in the selection of the AED equipment.

It was **MOVED** (Cutler) and **SECONDED** (Osorio) and **PASSED** (U) that the Board of Education approves the generous donations of 3 Zoll AEDs totaling approximately \$4,200, with gratitude to In a Heartbeat Foundation, the Windsor Locks Raiders Booster Club, and USA Hauling and Recycling.

## **VIII. Request for Early Graduation**

Mr. Parkhurst introduced to the Board, Miss Alessia Moulton, a student in eleventh grade. Miss Moulton addressed the Board. She gave a presentation discussing that she is on target to earn twenty-five credits by June 7, 2024. She has utilized Edgenuity Online courses, participated in internship programs, and completed quarterly exhibition projects to advance her studies with the goal to graduate early. Miss Moulton explained she is planning on pursuing the Cosmetology and Nail Tech program at Asnuntuck Community College.

A brief discussion was held.

It was **MOVED** (Osorio) and **SECONDED** (Cutler) and **PASSED** (U) that the Board of Education accepts the request from Miss Alessia Moulton for early graduation.

### **IX. Windsor Locks Overnight Trips**

Ms. Kirsten Krupa, Assistant Principal of Windsor Locks High School addressed the Board. She informed the Board that the program Shattered Dreams is scheduled to take place at the Windsor Locks High School on April 25, 2024 and April 26, 2024. event. The event is a staged car accident in which teenagers are involved in which was caused either by drinking and driving, texting or drugs. There will be many students who will be involved in the staged accident by playing the part of victims of the car accident or the driver of the car. The students will re-enact all aspects of the tragedy, including, ambulance transport, hospital emergency room, notification of parents of the victims, police involvement and funeral. This event happens every four years and usually around prom season. A retreat will be held for those students acting in the event. The school will end the event after the second day with an assembly of all students with speakers which will include the students who participated in the exercise.

A brief discussion was held.

It was **MOVED** (Guyette) and **SECONDED** (Gragnolati) and **PASSED** (U) that the Board of Education approves Shattered Dreams Retreat overnight field trip from 4/25/2024 - 4/26/2024 as presented.

Ms. Sjodin-Niziolek, history teacher at Windsor Locks High School along with Miss Katelyn Goff and Miss Lia Quagliaroli presented to the Board the high school's request for an EF Tours field trip to London, Paris, Florence and Rome in April of 2025 for ten days. The trip will be open to all students at the high school. Twelve students will be needed in order for the trip to take place. Ms. Sjodin-Niziolek noted there is interest for the trip and is confident there will be enough students attending.

A brief discussion was held.

It was **MOVED** (Guyette) and **SECONDED** (Gragnolati) and **PASSED** (U) that the Board of Education approves the EF Tours field trip to London, Paris, Florence and Rome in April of 2025 as presented.

## **X. Approval of Minutes**

### **· February 22, 2024 Special Meeting**

An error was noted in the minutes, Section I, Line 2 as follows:

“...Windsor Locks Public School’s Professional Development Room.”

to

“...Windsor Locks Public School Professional Development Room.”

An error was noted in the minutes, Section V, Paragraph 4, Lines 2-3 as follows:

“...the finds that Student C did engage in conduct that violated Board Policy and seriously disrupted...”

to

“...the Board finds that Student C did engage in conduct that violated Board Policy and was seriously disrupted...”

An error was noted in the minutes, Section IV., Paragraph 4, Line 7 as follows:

“...and conditions as the Administration’s Recommendations dated...”

to

“...and conditions as of the administrative recommendations dated...”

### **· February 22, 2024 Regular Meeting**

It was **MOVED** (Guyette) and **SECONDED** (Osorio) and **PASSED** (U) that the Board of Education approves the February 22, 2024 Special Meeting as amended and February 22, 2024 Regular Meeting, as presented.

## **XI. 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 presented two descriptions for a first read, which were: Director of Information Technology and School Nurse.

A brief discussion was held and it was the consensus to table the approval until the next meeting in April.

## **XII. Business Office Report**

Ms. Alison Pierce, Director of Operations and Finance addressed the Board. She gave an update of the February financials, which included February encumbrances of \$3,360,148.05; year to date \$20,759,125.02; remaining encumbrances for 2024 \$11,407,935.04, which leaves a budget balance of \$858,787.95 or 2.60% of the FY 24 budget remaining. Ms. Pierce gave an update on capital projects. She noted six active projects, which included projects from 2021 for district sprinkler upgrades, high school and middle school elevator upgrades and projections from 2023 including districtwide upgraded signage and high school auditorium upgrades. She discussed projects from FY19-24 that have been completed or not completed within timeframe were discussed and remaining balances of those projects in the amount of \$274,635.45 will be refunded back to the Town of Windsor Locks.

Ms. Pierce spoke about food services and the Healthy Food Certification. She noted the Healthy Food Certification (HFC) statute (C.G.S. Section 10-215f) requires that each local board of education or governing authority (BOE) for public schools participating in the National School Lunch Program (NSLP) each year must certify whether all food items sold to students (separately from reimbursable meals) will or will not meet the Connecticut Nutrition Standards (CNS).

It was **MOVED** (Gragnotati) and **SECONDED** (Cutler) and **PASSED** (U) that the Board of Education approves pursuant to C.G.S. Section 10-215f, the Windsor Locks Board of Education certifies that all food items offered for sale to students in the schools under its jurisdiction, and not exempted from the Connecticut Nutrition Standards published by the Connecticut State Department of Education, will comply with the Connecticut Nutrition Standards during the period of July 1, 2024, through June 30, 2025. This certification shall include all food offered for sale to students separately from reimbursable meals at all times and from all sources, including but not limited to school stores, vending machines, school cafeterias, culinary programs, and any fundraising activities on school premises sponsored by the school or non-school organizations and groups.

It was **MOVED** (Gragnotati) and **SECONDED** (Cutler) and **PASSED** (U) that the Board of Education agrees The Windsor Locks Board of Education will allow the sale to students of food items that do not meet the Connecticut Nutrition Standards and beverages not listed in Section 10-221q of the Connecticut General Statutes provided that the following conditions are met:

- 1) the sale is in connection with an event occurring after the end of the regular school day or on the weekend;
- 2) the sale is at the location of the event; and
- 3) the food and beverage items are not sold from a vending machine or school store.

An “event” is an occurrence that involves more than just a regularly scheduled practice, meeting, or extracurricular activity. For example, soccer games, school plays, and interscholastic debates are events but soccer practices, play rehearsals, and debate team meetings are not. The “regular school day” is the period from midnight before to 30 minutes after the end of the official school day. “Location” means where the event is being held and must be the same place as the food and beverage sales.

### **XIII. Policy**

#### **Second Read**

- **0521 Nondiscrimination – New**
- **5144.2 Use of Exclusionary Time Out – New**

#### **First Read**

- **3541.5 Reporting of Transportation Safety Complaints**
- **3542.22 Food Services Personnel Code of Conduct**
- **3542.41 Food Services Personnel Professional Standards**
- **3542.43 Charging Policy Food Services**

Mr. Robert Stacy noted this was the second read of two policies. He gave a brief description of the policies.

He also presented four policies as a first read/review by the Board. Those policies were:

- 3541.5 Reporting of Transportation Safety Complaints
- 3542.22 Food Services Personnel Code of Conduct
- 3542.41 Food Services Personnel Professional Standards
- 3542.43 Charging Policy Food Services

A brief discussion was held.

It was **MOVED** (Guyette) and **SECONDED** (Cutler) and **PASSED** (U) that the Board of Education approves policies: 0521: Nondiscrimination, and 5144.2: Use of Exclusionary Time Out as presented.

### **XIV. Proposed 2024-2025 School Calendar**

Mr. Parkhurst presented the 2024-2025 School Calendar that was approved by the

Calendar Committee for final Board approval. The Calendar Committee was Comprised of a Board of Education Member, Members of the WLAA, WLTA, the ParaEducators' Bargaining Unit, the Director of Human Resources and was facilitated by the Superintendent.

A lengthy discussion was held discussing first day of school and parent-teacher conferences and student lead conferences scheduling.

It was **MOVED** (Osorio) and **SECONDED** (Cutler) and **PASSED** (3-1)(In Favor: A. Osorio, L. Cutler, and D. Gragnolati; Opposed: G. Guyette; and, Abstain: None) that the Board of Education approves the 2024-2025 school calendar as presented.

#### **XV. District K-5 Literacy Team Information**

Mr. Parkhurst introduced Ms. Giovanna Testani, Principal of North Street School and Ms. Megan Parrette, Director of STEAM Curriculum, Instruction and Assessment to the Board to discuss the District K-5 Literacy Team Information. Ms. Testani and Ms. Parrette discussed in order to align our literacy efforts to the Connecticut Literacy Model (CTLM), Windsor Locks Public School has created a K-5 District Literacy Team. The team is composed of district and school based administration along with representatives from both elementary schools.

- Director of Special Education: Josh Robinson
- Director of Curriculum: Megan Parrette
- EL Coordinator: Vita Beebe
- Union Rep: Aimee Carter
- Principals: Monica Briggs & Giovanna Testani
- Instructional Specialists: Tom Croyle & JoAnne Cutler
- Educators (General, SPED, EL): Sheri Parsons, Lisa Almada, Beth Belzek, Karen Snow, Danielle Nastri
- Family Coordinator: Ruth Sobolewski

The primary goal is to install systems and processes to support the implementation of a multi-tiered assessment and instructional framework through a District Literacy Plan. The District Literacy Plan establishes priority goals aligned to the key components of the Connecticut Literacy Model: Leadership, Assessment, Professional Learning, Family Engagement and Tiered Instruction. In collaboration with school based literacy teams, the district team will drive and monitor literacy initiatives across schools. This process will allow the district to create a clear continuum of literacy services aligned to the science of reading.

Connecticut's Literacy Model is based on a multi-tiered systems of support (MTSS) framework and is anchored to evidence-based literacy practices. It includes the following critical features:

- Commitment to K-3 reading as a top priority
- Comprehensive school-wide reading plan

- Strong literacy leadership
- High-quality classroom reading instruction
- Intensive reading interventions
- Assessments to inform instruction
- Ongoing coaching and professional development for teachers
- Strong family engagement

Connecticut’s Literacy Model is based on a flexible framework designed to help schools enhance the effectiveness of their current practices through building efficient and integrated tiered systems of support and increasing teacher knowledge of effective reading instruction.

Overall, the K-5 District Literacy Team plays a pivotal role in championing the Science of Reading initiative, driving systemic change in literacy instruction, and promoting equitable access to high-quality literacy education for all students.

#### **XVI. FY25 Budget Appeal**

Mr. Parkhurst announced the Board of Finance has temporarily approved the FY25 budget at \$33,025,838 which represents a 0% increase over the FY24 budget. The Board of Finance will fund \$2,500,000 from the Board of Education medical insurance line and \$63,800 from the technology line in the FY25 operating budget for student issued devices in the CIAC budget. This represents a deficit of the FY25 operating budget of \$2,846,021.

Mr. Parkhurst requested a discussion and determination to appeal to the Board of Finance and if so, what amount the FY25 budget to be appealed. Appeals will occur at Town Hall on April 16, 2024 at 5:30 pm.

A lengthy discussion was held.

It was **MOVED** (Gragnolati) and **SECONDED** (Osorio) and **PASSED** (U) that the Board of Education agrees to appeal to the Board of Finance the proposed budget.

#### **XVII. Board and Superintendent Comment**

None.

#### **XIV. Adjournment**

It was **MOVED** (Gragnolati) and **SECONDED** (Cutler) and **PASSED** (U) that the Board of Education adjourn the Special Meeting of March 25, 2024 at 7:54 p.m.

Respectfully submitted,

Denise M. Piotrowicz  
Recording Secretary



**EXHIBIT II A**

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

The job descriptions attached are presented for Board approval.

- Director of Information Technology
- School Nurse

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: ~~Network Systems Manager~~ Director of Information Technology  
Department: Technology  
Reports to: ~~Director of Curriculum, Instruction and Assessment~~ Superintendent of Schools  
Revised: 6/07 March 2024

1. BROAD FUNCTIONS:

To provide leadership in successfully maintaining and advancing the integrity and security of an internet based network infrastructure and its associated resources as well as assuring the smooth and efficient operation of the district network.

2. ESSENTIAL DUTIES, FUNCTIONS AND RESPONSIBILITIES:

A. TECHNOLOGY:

1. Coordinate the development, updating operation and maintenance of the district-wide voice, video, and data systems
2. Responsible for Microsoft Windows Servers, LAN/WAN administration, configuration and system level application support
3. Responsible for Network management/administration
4. Responsible for desktop/laptop troubleshooting, repairing, building, installing, and imaging
5. Responsible for server hardware and system capacity planning
6. Responsible for user account and email administration
7. Responsible for designing, implementing and supporting system backups
8. Ensures security by maintaining Spam and Internet content filtering
9. Makes recommendations after making sound decisions in the research and purchasing of technology
10. Develops documents, and implements a disaster recovery plan
11. Implements and monitors network security
12. Responsible for software licensing, administration and procurement
13. Documents and maintains hardware, software and network standards
14. Coordinates maintenance of equipment under warranty with outside vendors.
15. Develops and maintains an inventory of hardware, software licenses.
16. Serves as a ~~member~~ chair of the district's technology committee.
17. Continues to learn about technology advancements and keep up to date in the field, especially as they pertain to educational uses.

B. BUDGET OPERATIONS:

1. Collaborates, prepares and jointly manages annual technology budget

2. Recommends upkeep of all technology equipment through contracted services

C. COMMUNICATIONS:

1. Meets with administrators, ~~coordinator of instructional technology~~, and other staff members as needed to determine their needs and provides appropriate and professional customer service
2. Provides written communications with WLPS Staff as needed regularly
3. Maintains section of website that pertains to this position

D. MANAGEMENT:

1. Provides project management
2. Prioritizes workflow management for self and others)
3. Provides strategic planning for technology infrastructure
4. Participates in the development, administration and implementation of the district's technology plan.

Performs other duties as appropriate and required.

3. SUPERVISORY RESPONSIBILITIES:

Supervises Department staff, to include :Technology Technician

4. 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.

5. EDUCATION AND/OR EXPERIENCE:

Five (5) years' experience providing tier 2 network support as a network administrator or manager

Bachelors degree in computer science or related field and progressive technical training and experience in design, implementation, and support of district-wide computer and network systems preferred

Must be highly skilled in network operating system software including Microsoft Windows Server 2003

Must be highly skilled in the areas of routing and security, making routing changes and managing firewall configuration changes.

Must be highly skilled in the area of managing messaging and collaboration services including Microsoft Exchange 2003.

Must have certification from one or more recognized programs in systems management – MCSA/MCSE/CCNA preferred.

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 complex technology 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.

While performing the duties of this job, the employee is frequently required to stand and talk or hear and sometimes walk and sit. While performing the duties of this job, the employee may push or lift up to 75 pounds such as boxes of computer equipment. The employee is directly responsible for safety, well-being or work output of other people. Specific vision abilities required by this job include close vision such as to read handwritten or typed material, and the ability to adjust focus. The position requires the individual to meet multiple demands from several people and interact with the public and other staff.

10. WORK ENVIRONMENT:

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

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

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

## WINDSOR LOCKS PUBLIC SCHOOLS POSITION DESCRIPTION

**Position Title:** School Nurse  
**Department:** Special Services  
**Reports to:** Director of Special Services  
**Revised:** (BOE Approved 11/13/02); March 2024

### **SUMMARY:**

Under the direction of the school nurse supervisor, the school nurse is responsible for providing nursing services to the Windsor Locks school system.

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

- Provides care to students who need emergency care due to injury or illness, or who present with an acute illness
- Documents on all visits to the health office to nursing standards.
- Within the nurse's scope of practice and state laws, trains and delegates to unlicensed school personnel medication administration and/or the delivery of health services as ordered by a licensed health care provider. Delegation to others involves initial assessment, training, and supervision.
- Assist faculty and staff in monitoring chronic health conditions.
- Develop an individual health plan (IHP) for children with chronic disease.
- Provides case management support as needed for acute and chronic illness and absences.
- Coordinates care and student emergency action plans, related to diabetes, seizures, asthma, allergies and use of emergency medications i.e. Epi-Pen, glucagon, diasat, naloxone.
- Obtain parental consent for health services.
- Serves on advisory committees/consultation for health accommodations necessary to support students individual education care plans (504 & IEP)
- Address potential health problems that are barriers to learning or symptoms of underlying medical conditions by coordinating and assisting with mandated screenings, i.e. vision, hearing, and scoliosis.
- Initiate referrals according to state and school policies.
- Provide staff with in-services related to health services and delegation of medication.
- Monitor and report communicable diseases as required by law
- Review immunization records for compliance to state laws and school policies
- Implements the policies and procedures regarding the receipt, storage, and administration of medication.

- Reviews all documentation pertaining to the administration of medications for students not less than once each month.
- Refers students to their private physician and arranges for students to be picked up by parent/guardian in incidents of illness or injury.
- Supports students personal health, hygiene and other matters as medically necessary.
- ~~Serves as needed on pupil study teams and at PPT conferences.~~
- Reviews orders or changes in orders and administers medications ~~at various schools~~ based on written orders from a physician or standing orders from the medical advisor.
- Carries out nursing responsibilities as requested by the school nurse supervisor.
- ~~Supervises school health aides as necessary.~~
- Develops reports, provides information and services as are customarily associated with position of school nurse and any related activities as may be necessary or requested by the school nurse supervisor.
- Performs other duties as appropriate and required.

### **SUPERVISORY RESPONSIBILITIES:**

~~School health aides~~

LPN, CNA, staff assigned to assist in health services of students under an IEP or 504

### **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:**

BSN degree preferred or graduation from an approved nursing program. License to practice nursing in Connecticut. R.N. and qualifications as a school nurse in accordance with state requirements.

### **LANGUAGE SKILLS:**

Ability to read, analyze, and interpret health periodicals, professional journals, technical procedures and governmental regulations. Ability to write reports, business correspondence, and health notes. Ability to effectively present information and respond to questions from staff and parents.

Multilingual (Spanish) preferred.

### **REASONING ABILITY:**

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

### **OTHER SKILLS AND ABILITIES:**

Must be considerate and sensitive to the needs of students. Must relate well to administrators and program participants from various agencies.

### **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, stand, walk and talk or hear. The employee is occasionally required to run, stoop and kneel. The employee must occasionally lift and/or move up to 50 pounds. The employee must occasionally push items of 50 pounds such as pushing children on a bike or moving/rearranging furniture. While performing the duties of the job, the employee occasionally may visit a child's home. Specific vision abilities required by this job include close vision, distance vision and depth perception.

### **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 may be loud and is a standard acceptable level for this environment. Is directly responsible for students safety, work output and well-being.

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: ROBERT STACY, DIRECTOR OF HUMAN RESOURCES

DATE: APRIL 22, 2024

RE: INCREASING EDUCATOR DIVERSITY PLAN SUBMISSION

The attached letter details the requirement that we submit our initial Increasing Educator Diversity Plan to the State Department of Education by April 23<sup>rd</sup>. As such, the initial plan requires Board approval at this meeting.

Plans were originally due in February 2024, but due to the delay in consulting support and the development of the submission format, extensions were granted. The SDE will either approve our plan by May 10, 2024, or provide feedback regarding necessary plan revisions.

The District Plan is also attached and will be reviewed tonight.

**BOARD MOTION:**

**“MOVE** that the Board of Education approve the District’s initial Increasing Educator Diversity Plan for submission to the State Department of Education, and delegates authority for any revisions to the Superintendent of Schools.”



STATE OF CONNECTICUT  
DEPARTMENT OF EDUCATION



**TO:** Windsor Locks School District  
**FROM:** Dr. Shuana K. Tucker, Chief Talent Officer  
**DATE:** March 7, 2024  
**SUBJECT:** Extension Request for Increasing Educator Diversity Plan Submission

This letter serves as the Connecticut State Department of Education's (CSDE) approval of Windsor Locks School District's request for an extension of time to submit its Increasing Educator Diversity Plan. Your initial Increasing Educator Diversity Plan must be submitted on the required [Increasing Educator Diversity Template](#) no later than **April 23, 2024**.

The plan must be formally approved by your school board or equivalent governing body prior to upload to the initial Increasing Educator Diversity Plan Submission Portal at:  
[https://sde.ct.gov/qualtrics.com/jfe/form/SV\\_0IJ4GfNUJNNuuaO](https://sde.ct.gov/qualtrics.com/jfe/form/SV_0IJ4GfNUJNNuuaO)

Please see the responses to the [Increasing Educator Diversity Plan FAQs \(revised February 2, 2024\)](#) Questions #11 and #12 for guidance regarding approval by a school board or equivalent governing body. The guidance regarding board approval also applies to an increasing educator diversity plan that requires revision and resubmission, unless the board has delegated authority for such revision to the Superintendent of Schools or equivalent school administrator as discussed in the February 2, 2024, FAQ responses to Questions #11 and #12.

By May 10, 2024, the CSDE will either approve your plan, or provide feedback regarding necessary plan revisions. Revised Increasing Educator Diversity Plans must be submitted to the CSDE **by May 31, 2024**, on the plan template and with the requisite board approval, unless the board has delegated authority for such revisions to the Superintendent of Schools or equivalent school administrator. Revised plans should be uploaded to the Revised Plan Submission Portal at  
[https://sde.ct.gov/qualtrics.com/jfe/form/SV\\_8wbUPnCMWRx0TmS](https://sde.ct.gov/qualtrics.com/jfe/form/SV_8wbUPnCMWRx0TmS)

If you have questions, please: (1) review the [Increasing Educator Diversity Plan FAQs \(revised February 2, 2024\)](#); (2) visit the [Increasing Educator Diversity Plan \(ct.gov\)](#) website where recorded webinars with accompanying PowerPoint slide decks are available along with other information and resources; or (3) email [SDE.IEDPlans@ct.gov](mailto:SDE.IEDPlans@ct.gov).

Cc: Charlene M. Russell-Tucker, Commissioner of Education  
Sinthia Sone-Moyano, Deputy Commissioner for Educational Supports and Wellness  
Michael P. McKeon, Director of Legal and Governmental Affairs  
Dr. Regina M. Hopkins, Education Consultant  
Dr. Jessica Ocasio, Associate Education Consultant

SKT: jgo

## Increasing Educator Diversity Plan Windsor Locks Public Schools

<b>COVER PAGE</b>	
<b>District:</b>	Windsor Locks Public Schools
<b>Vision:</b>	All Students will meet or exceed grade level standards because we want all students to feel a sense of accomplishment to pursue their passion
<b>Theory of Action</b>	If we focus on increasing educator diversity through recruitment and retention strategies we will diversify our workforce; reduce racial, ethnic and economic isolation; and provide improved outcomes for students.
<b>Team Lead:</b>	Robert A. Stacy, Director of Human Resources
<b>Team Members:</b>	Superintendent of Schools Shawn Parkhurst; Windsor Locks Public Schools Leadership Team; Members of Windsor Locks Education Association

## Increasing Educator Diversity Plan Windsor Locks Public Schools

<b>RECRUITMENT</b>								
<b>Goal</b>  (What are we trying to do?)	<b>Who Manages the Goal?</b>  (name, position)	<b>Strategies/Key Activities</b> (How are we going to do it?)			<b>Indicators of Progress</b>  (How will we know if we are on track for success?)	<b>Resources Required</b>  (What people, time, money, and technology will be needed?)	<b>Risks and Mitigation</b>  (What could go wrong? How will we make that less likely to happen?)	<b>Communication/Engagement Efforts</b>  (Who needs to be consulted/ engaged? What needs to be communicated? To whom?)
		<b>What?</b>	<b>Who Owns This?</b>	<b>By When?</b>				
Attract a candidate pool more representative of the racial, ethnic, cultural and linguistic diversity of the Windsor Locks Public Schools	Robert A. Stacy, Director of Human Resources	Establish partnerships with schools of education to connect with teacher candidates at the university campuses. Attend job and career fairs and meet with potential teachers prior to graduation	Human Resources in collaboration with District Leadership and Committee for Excellence in Staff Diversity members	Ongoing	We will see an increase year over year in the diversity of our leaders and educators of at least 1% annually	Human Resources Director; targeted district leaders depending on the event; Committee for Excellence in Staff Diversity Members; funding for recruitment materials; staff time; event registration fees	Strategies do not lead to an increase in diverse candidates. We are competing against every other district in CT for a small pool of diverse candidates	Regional colleges and universities, as well as local community partners to make Windsor Locks a destination of choice
Market Windsor Locks Public Schools as a destination of choice through social media and establishing community partnerships	Robert A. Stacy, Director of Human Resources	Update district website to support our commitment to increasing educator diversity. Expand recruitment through the use of a multitude of social media platforms, to include: LinkedIn; Indeed; Facebook; CT Reap.	Human Resources in collaboration with District Information Technology team and the Committee for Excellence in Staff Diversity members	Ongoing	We will see an increase year over year in the diversity of our leaders and educators of at least 1% annually	Human Resources Director; information technology staff; Committee for Excellence in Staff Diversity Members; funding for marketing materials; staff time; social media platform fees	Fail to attract a sufficiently diverse pool of applicants	Marketing needs to ensure Windsor Locks is recognized as a district of choice
Identify current non-teacher staff who have a Bachelors Degree and an interest in teaching and match them with teacher certification pathways.	Robert A. Stacy, Director of Human Resources	Conduct sensing sessions with staff to assess interested candidates. Reach out to District Leadership for recommendations on staff they feel would be a good fit to pursue alternate route programs.	Human Resources in collaboration with District Leadership and Committee for Excellence in Staff Diversity members	31-Oct-24	We will see 1 to 3 staff enroll in an alternate route to certification program.	Human Resources Director; District Leadership; Committee for Excellence in Staff Diversity Members; staff time; grants to support staff with their goals	Fail to attract a sufficiently diverse pool of applicants; fail to obtain grants or other sources of funding to support staff with the pursuit of certification	Engage community partners and grant opportunities

## Increasing Educator Diversity Plan Windsor Locks Public Schools

<b>HIRING &amp; SELECTION</b>								
<b>Goal</b>  (What are we trying to do?)	<b>Who Manages the Goal?</b>  (name, position)	<b>Strategies/Key Activities</b> (How are we going to do it?)			<b>Indicators of Progress</b>  (How will we know if we are on track for success?)	<b>Resources Required</b>  (What people, time, money, and technology will be needed?)	<b>Risks and Mitigation</b>  (What could go wrong? How will we make that less likely to happen?)	<b>Communication/Engagement Efforts</b>  (Who needs to be consulted/ engaged? What needs to be communicated? To whom?)
		<b>What?</b>	<b>Who Owns This?</b>	<b>By When?</b>				
Increase educator diversity by ensuring hiring committees are represented by staff of color	Human Resources Director	Work with the Committee on Excellence in Staff Diversity to identify and train staff to participate in the hiring process	Human Resources	May-25	Formation of hiring committees that include at least two members that are racially, ethnically, culturally and/or linguistically diverse	HR Staff and time for the Committee on Excellence in Staff Diversity	We do not see results in the diversity of staff hired into positions.	Hiring Committees and District Leadership
Develop hiring procedures that ensure a focus on candidates who demonstrate high levels of cultural responsiveness	Human Resources Director with the Committee for Excellence in Staff Diversity	Develop standard interview questions and scenarios that focus on equity and cultural responsiveness	Human Resources, District Leadership and hiring committee members	May-25	Protocols, questions and scenarios are developed	Time to both research and develop the protocols, questions and scenarios	We do not see results in the diversity of staff hired into positions.	Human Resources, District Leadership and the Committee for Excellence in Staff Diversity

## Increasing Educator Diversity Plan Windsor Locks Public Schools

RETENTION								
Goal  (What are we trying to do? How will we sustain educators in ways that increase their retention?)	Who Manages the Goal?  (name, position)	Strategies/Key Activities (How are we going to do it?)			Indicators of Progress  (How will we know if we are on track for success?)	Resources Required  (What people, time, money, and technology will be needed?)	Risks and Mitigation  (What could go wrong? How will we make that less likely to happen?)	Communication/Engagement Efforts  (Who needs to be consulted/ engaged? What needs to be communicated? To whom?)
		What?	Who Owns This?	By When?				
Identify the drivers that impact retaining our teachers of color and creating incentives to stay in Windsor Locks Public Schools	Human Resources and the Committee for Excellence in Staff Diversity	Research best practices in other districts and assess the viability of implementation in Windsor Locks Public Schools. Conduct surveys and sensing sessions with current and departing staff to identify the drivers that will enhance retention	Human Resources and the Committee for Excellence in Staff Diversity	May-25	We will have completed research and developed and implemented surveys and sensing sessions. Data will be analyzed to assist in development of a comprehensive retention plan to be implemented by Fall of 2025. Future indicators will be based on analyzing increases in the diversity of staff as well as the retention of staff of color.	Professional development of the committee; technology to support surveys and data analysis; time	Strategies do not result in an increase in the diversity of staff over time due to loss of retention. Every district in CT will be competing for the same limited pool of candidates	District Leadership, Committee for Excellence in Staff Diversity, and community partners
Foster a district and school culture that promotes diversity and inclusion	Superintendent, Human Resources, District Leadership, and the Committee for Excellence in Staff Diversity	Recognize and celebrate staff and students through building and district based activities that promote a sense of belonging and connectivity among all staff.	Human Resources and the Committee for Excellence in Staff Diversity	Develop a plan by May of 2025 for implementation for the 2025-2026 fiscal year.	Increase in favorable responses on staff surveys; increased staff retention.	Human Resources, District Leadership and the Committee for Excellence in Staff Diversity	Strategies do not result in favorable responses and/or increases in staff retention	Communicate and engage all community stakeholders

**EXHIBIT IV A**

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

**FY24 FINANCIALS**

FY24 GL Budget	\$33,025,838.00
Range to Date (March 2024)	\$ 3,314,846.17
YTD through March 2024	\$24,073,971.19
FY24 Encumbrances	\$ 7,559,014.73
FY24 Budget Balance	\$ 1,392,852.08
FY24 % of Budget Remaining	4.22%

**FY24 Q3 FINANCIALS**

FY24 GL Budget	\$33,025,838.00
Range to Date (Q3: January, February, March)	\$10,200,850.74
YTD through March 31, 2024	\$24,073,971.19
FY24 Encumbrances	\$ 7,559,014.73
FY24 Budget Balance	\$ 1,392,852.08
FY24 % of Budget Remaining	4.22%

**Windsor Locks Public Schools**

**BOE GF by Acct Area**

Fiscal Year: 2023-2024

From Date: 3/1/2024

To 3/31/2024

Subtotal by Collapse Mask

Include pre encumbrance

Print accounts with zero balance

Filter Encumbrance Detail by Date Range

Exclude Inactive Accounts with zero balance

Account Number	Description	GL Budget	YTD	Balance	Encumbrance	Budget Balance	% Bud
010.00.100.0000.000.000	Account Area: Student Activity - 100	\$503,939.00	\$42,563.97	\$251,129.32	\$252,809.68	\$32,222.02	43.77%
010.00.110.0000.000.000	Account Area: Central Administration - 110	\$1,416,473.63	\$101,578.78	\$976,477.52	\$439,996.11	\$340,013.96	7.06%
010.00.120.0000.000.000	Account Area: Capital Improv & Equip - 120	\$1,000.00	\$0.00	\$4,697.00	(\$3,697.00)	\$0.00	-369.70%
010.00.130.0000.000.000	Account Area: Administrative Expenses - 130	\$224,984.15	\$7,071.59	\$154,555.52	\$70,428.63	\$72,361.12	-0.86%
010.00.140.0000.000.000	Account Area: Tuition & Special Services - 140	\$2,409,354.00	\$467,729.12	\$1,909,184.27	\$500,169.73	\$869,768.68	-15.34%
010.00.211.0000.000.000	Account Area: Principals - 211	\$1,074,718.01	\$83,465.31	\$762,993.29	\$311,724.72	\$323,222.22	-1.07%
010.00.213.0000.000.000	Account Area: Instructional Staff - 213	\$14,942,693.10	\$1,276,469.99	\$9,742,764.00	\$5,199,929.10	\$4,720,099.72	3.21%
010.00.214.0000.000.000	Account Area: Support Staff - 214	\$2,521,531.16	\$232,061.66	\$1,596,641.87	\$924,869.29	\$851,916.06	2.89%
010.00.215.0000.000.000	Account Area: Secretarial Staff - 215	\$367,096.00	\$28,811.24	\$264,509.47	\$102,586.53	\$98,882.28	1.01%
010.00.220.0000.000.000	Account Area: Textbooks - 220	\$2,500.00	\$997.71	\$997.71	\$1,502.29	\$591.10	36.45%
010.00.230.0000.000.000	Account Area: Library - 230	\$25,833.97	\$1,697.01	\$14,271.83	\$11,562.14	\$8,426.36	12.14%
010.00.231.0000.000.000	Account Area: Technology - 231	\$222,125.00	\$8,438.53	\$198,090.13	\$24,034.87	\$5,802.76	8.21%
010.00.240.0000.000.000	Account Area: Teaching Supplies - 240	\$185,675.00	\$12,473.80	\$107,005.70	\$78,669.30	\$41,123.16	20.22%
010.00.250.0000.000.000	Account Area: Instructional Support - 250	\$61,646.43	\$4,179.33	\$26,193.72	\$35,452.71	\$3,018.82	52.61%
010.00.300.0000.000.000	Account Area: Health Care - 300	\$339,236.00	\$28,539.49	\$218,896.11	\$120,339.89	\$84,173.46	10.66%
010.00.520.0000.000.000	Account Area: Transportation - 520	\$1,881,834.14	\$154,794.05	\$1,069,966.57	\$811,867.57	\$762,351.86	2.63%
010.00.610.0000.000.000	Account Area: Custodial Staff - 610	\$1,394,591.91	\$111,425.74	\$1,035,135.18	\$359,456.73	\$397,486.26	-2.73%
010.00.620.0000.000.000	Account Area: Contracted Service/Plant Op - 620	\$401,552.00	\$25,593.56	\$213,767.95	\$187,784.05	\$29,457.16	39.43%
010.00.640.0000.000.000	Account Area: Utilities - 640	\$993,445.00	\$93,051.79	\$610,122.49	\$383,322.51	\$301,903.93	8.20%
010.00.650.0000.000.000	Account Area: Custodial Supplies - 650	\$130,000.00	\$3,134.53	\$61,531.36	\$68,468.64	\$432.00	52.34%
010.00.720.0000.000.000	Account Area: Building & Grounds Repairs - 720	\$164,462.50	\$5,824.88	\$86,413.86	\$78,048.64	\$13,879.12	39.02%
010.00.721.0000.000.000	Account Area: Equip Repair & Rental - 721	\$137,991.00	\$9,765.01	\$99,397.27	\$38,593.73	\$31,359.39	5.24%
010.00.729.0000.000.000	Account Area: Lease/Rental - 729	\$0.00	\$1,296.75	\$56,871.75	(\$56,871.75)	(\$55,019.25)	0.00%
010.00.810.0000.000.000	Account Area: Retire/Social Security - 810	\$1,558,983.00	\$143,021.56	\$1,041,134.89	\$517,848.11	\$163.93	33.21%
010.00.820.0000.000.000	Account Area: Insurance - 820	\$2,064,173.00	\$470,860.77	\$3,571,222.41	(\$1,507,049.41)	(\$1,374,621.39)	-6.42%
	<b>Grand Total:</b>	<b>\$33,025,838.00</b>	<b>\$3,314,846.17</b>	<b>\$24,073,971.19</b>	<b>\$8,951,866.81</b>	<b>\$7,559,014.73</b>	<b>4.22%</b>



Windsor Locks Public Schools

BOE GF by Acct Area

From Date: 1/1/2024

To 3/31/2024

Fiscal Year: 2023-2024

Subtotal by Collapse Mask

Include pre encumbrance

Print accounts with zero balance

Filter Encumbrance Detail by Date Range

Exclude Inactive Accounts with zero balance

Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud
010.00.100.0000.000.000								
	Account Area: Student Activity - 100	\$503,939.00	\$89,822.22	\$251,129.32	\$252,809.68	\$32,222.02	\$220,587.66	43.77%
010.00.110.0000.000.000								
	Account Area: Central Administration - 110	\$1,416,473.63	\$303,496.08	\$976,477.52	\$439,996.11	\$340,013.96	\$99,982.15	7.06%
010.00.120.0000.000.000								
	Account Area: Capital Improv & Equip - 120	\$1,000.00	\$3,899.00	\$4,697.00	(\$3,697.00)	\$0.00	(\$3,697.00)	-369.70%
010.00.130.0000.000.000								
	Account Area: Administrative Expenses - 130	\$224,984.15	\$35,088.89	\$154,555.52	\$70,428.63	\$72,361.12	(\$1,932.49)	-0.86%
010.00.140.0000.000.000								
	Account Area: Tuition & Special Services - 140	\$2,409,354.00	\$1,478,432.06	\$1,909,184.27	\$500,169.73	\$869,768.68	(\$369,598.95)	-15.34%
010.00.211.0000.000.000								
	Account Area: Principals - 211	\$1,074,718.01	\$242,647.15	\$762,993.29	\$311,724.72	\$323,222.22	(\$11,497.50)	-1.07%
010.00.213.0000.000.000								
	Account Area: Instructional Staff - 213	\$14,942,693.10	\$3,833,734.70	\$9,742,764.00	\$5,199,929.10	\$4,720,099.72	\$479,829.38	3.21%
010.00.214.0000.000.000								
	Account Area: Support Staff - 214	\$2,521,531.16	\$626,496.34	\$1,596,641.87	\$924,889.29	\$851,916.06	\$72,973.23	2.89%
010.00.215.0000.000.000								
	Account Area: Secretarial Staff - 215	\$367,096.00	\$84,757.76	\$264,509.47	\$102,586.53	\$98,882.28	\$3,704.25	1.01%
010.00.220.0000.000.000								
	Account Area: Textbooks - 220	\$2,500.00	\$997.71	\$997.71	\$1,502.29	\$591.10	\$911.19	36.45%
010.00.230.0000.000.000								
	Account Area: Library - 230	\$25,833.97	\$6,248.48	\$14,271.83	\$11,562.14	\$8,426.36	\$3,135.78	12.14%
010.00.231.0000.000.000								
	Account Area: Technology - 231	\$222,125.00	\$39,313.84	\$198,090.13	\$24,034.87	\$5,802.76	\$18,232.11	8.21%
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	Account Area: Instructional Support - 250	\$61,646.43	\$9,538.71	\$26,193.72	\$35,452.71	\$3,018.82	\$32,433.89	52.61%
010.00.300.0000.000.000								
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	Account Area: Transportation - 520	\$1,881,834.14	\$635,571.53	\$1,069,966.57	\$811,867.57	\$762,351.86	\$49,515.71	2.63%
010.00.610.0000.000.000								
	Account Area: Custodial Staff - 610	\$1,394,591.91	\$385,072.70	\$1,035,135.18	\$359,456.73	\$397,486.26	(\$38,029.53)	-2.73%
010.00.620.0000.000.000								
	Account Area: Contracted Service/Plant Op - 620	\$401,552.00	\$72,615.38	\$213,767.95	\$187,784.05	\$29,457.16	\$158,326.89	39.43%
010.00.640.0000.000.000								
	Account Area: Utilities - 640	\$993,445.00	\$278,493.18	\$610,122.49	\$383,322.51	\$301,903.93	\$81,418.58	8.20%
010.00.650.0000.000.000								
	Account Area: Custodial Supplies - 650	\$130,000.00	\$22,648.03	\$61,531.36	\$68,468.64	\$432.00	\$68,036.64	52.34%
010.00.720.0000.000.000								
	Account Area: Building & Grounds Repairs - 720	\$164,462.50	\$27,253.04	\$86,413.86	\$78,048.64	\$13,879.12	\$64,169.52	39.02%
010.00.721.0000.000.000								
	Account Area: Equip Repair & Rental - 721	\$137,991.00	\$34,473.06	\$99,397.27	\$38,593.73	\$31,359.39	\$7,234.34	5.24%
010.00.729.0000.000.000								
	Account Area: Lease/Rental - 729	\$0.00	\$19,821.75	\$56,871.75	(\$56,871.75)	(\$55,019.25)	(\$1,852.50)	0.00%
010.00.810.0000.000.000								
	Account Area: Retire/Social Security - 810	\$1,558,983.00	\$374,451.96	\$1,041,134.89	\$517,848.11	\$163.93	\$517,684.18	33.21%
010.00.820.0000.000.000								
	Account Area: Insurance - 820	\$2,064,173.00	\$1,479,600.42	\$3,571,222.41	(\$1,507,049.41)	(\$1,374,621.39)	(\$132,428.02)	-6.42%
	<b>Grand Total:</b>	<b>\$33,025,838.00</b>	<b>\$10,200,850.74</b>	<b>\$24,073,971.19</b>	<b>\$8,951,866.81</b>	<b>\$7,559,014.73</b>	<b>\$1,392,852.08</b>	<b>4.22%</b>

## EXHIBIT V

MEMORANDUM TO: MEMBERS OF THE BOARD OF EDUCATION

FROM: ROBERT STACY, DIRECTOR OF HUMAN RESOURCES

DATE: APRIL 22, 2024

RE: POLICY PRIORITY LIST

April 22, 2024

### Resubmitted as First Reading

- 3541.5 Reporting of Transportation Safety Complaints - New
- 3542.22 Food Services Personnel Code of Conduct - New
- 3542.41 Food Services Personnel Professional Standards - New
- 3542.43 Charging Policy Food Services - New

### New for First Reading

- 4111.3 Increasing Educator Diversity - Revised
- 6115.2 School Ceremonies and Observances (Pledge of Allegiance) - New
- 6142.104 Play Based Learning - New
- 6171.2 Preschool Students with Disabilities - New
- 6172 Title I Parent Involvement - *REVISE* Policy #6172 to Policy # 6172.4
- 6172 Alternative Education Programs (PMA) - New

May 2, 2024

- 0200 Statement of Education Goals & Student Objectives
- 105 Advertising on School Grounds (Administrative Assistant Union request)
- 110.1 Parent Involvement
- 4112/4212 Appointment (of staff)
- 4115 Educator and Leader Evaluation and Support

May 23, 2024

- 4000 (look at mandated policies for the series and present any needed after review)
- 5121.3 Academic Dishonesty/Plagiarism
- 5131.911 School Climate
- 5142.4 School Resource Officer
- 6141.3273 Generative AI (Artificial Intelligence)
- Review any policies from CABE monthly recommended policy packet

June 13, 2024

- 6148 FAFSA Completion Program
- Review any policies from CABE monthly recommended policy packet

MEMORANDUM TO: MEMBERS OF THE BOARD OF EDUCATION

FROM: ROBERT STACY, DIRECTOR OF HUMAN RESOURCES

DATE: APRIL 22, 2024

RE: POLICY - SECOND READ AND APPROVAL

The following policies are being resubmitted to the Board as a **first read/review** due to revisions that were not previously presented.

- 3541.5 Reporting of Transportation Safety Complaints - *NEW*
- 3542.22 Food Services Personnel Code of Conduct - *NEW*
- 3542.41 Food Services Personnel Professional Standards - *NEW*
- 3542.43 Charging Policy Food Services - *NEW*

The following policies will be presented as a **first read/review** by the Board of Education:

- 4111.3 Increasing Educator Diversity - *REVISE*
- 6115.2 School Ceremonies and Observances (Pledge of Allegiance) - *NEW*
- 6142.104 Play Based Learning - *NEW*
- 6171.2 Preschool Students with Disabilities - *NEW*
- 6172 Title I Parent Involvement - *REVISE Policy # to 6172.4*
- 6172 Alternative Education Programs (PMA) - *NEW*

## **Business and Non Instructional Operations**

### **Safety Complaints/Records and Reports**

#### **Transportation Complaints**

All complaints concerning school transportation safety will be made to the ~~Transportation Coordinator~~ Director of Finance and Operations. The ~~Coordinator~~ Director will maintain a written record of all such complaints and will conduct appropriate investigations of the allegations.

The Superintendent of Schools ~~of each local or regional school district and the supervisory agent of each nonpublic school~~ shall make a written report of the circumstances of any accident within his jurisdiction and knowledge, involving a motor vehicle and any pedestrian who is a student, which occurs at a designated school bus stop or in the immediate vicinity thereof, to the Commissioner of Motor Vehicles within ten days thereafter on a form prescribed by the Commissioner.

The Superintendent will provide the Commissioner of Motor Vehicles with a copy of the written record of complaints within thirty (30) days of the end of the school year.

Legal Reference: Connecticut General Statutes

[10](#) 221c Development of policy for reporting complaints re school transportation safety. Reporting of accidents at school bus stops.

#### **Policy Adopted:**

## **Business and Non Instructional Operations**

### **Food Services**

#### **Food Service Personnel - Code of Conduct**

The following conduct is expected of all persons who are engaged in the award and administration of contracts supported by the Child Nutrition Program (CNP) funds. These programs include the National School Lunch Program, School Breakfast Program, Child and Adult Care Food Program, and Summer Food Service Program.

No employee, officer or agent of the Windsor Locks School District shall participate in selection or in the award or administration of a contract supported by program funds if a conflict of interest, real or apparent, would be involved.

To ensure objective contractor performance and eliminate unfair competitive advantage, a person that develops or drafts specifications, requirements, statements of work, invitations, for bids, requests for proposals, contract terms and conditions of other documents for use by the child nutrition program in conducting procurement shall be excluded from competing for such procurements. Such persons are ineligible for such procurements regardless of the procurement method used.

Conflicts of interest arise when a school district employee:

1. Has a financial or other interest in the firm selected for the award;
2. Is an employee, officer, or agent of the firm selected for the award;
3. Has a member of the immediate family who is an employee, officer or agent of the firm selected for the award;
4. Is about to be employed by the firm selected for the award; or
5. Has a member of the immediate family who is about to be employed by the firm selected for the award.

The Windsor Locks School District employees, officers or agents shall neither solicit nor accept gratuities, favors, or anything of material monetary value from contractors, potential contractors or parties to sub-agreements.

~~The purchase during the school day of any food or service from a contractor for individual use is prohibited.~~

Windsor Locks Board of Education employees, officers and agents shall be governed by the following rules:

1. The purchase during the school day of any food or service from a contractor for individual use is prohibited.

2. The removal of any food, supplies, equipment or school property, such as official records, recipe books, and the like is prohibited unless express permission of the Food Service Coordinator/Business Manager/Cafeteria Supervisor has been granted.
3. The outside sale of such items as used oil, empty cans and the like will be sold by contract between the Windsor Locks School District and the outside agency.
4. Individual sales by any school person to an outside agency or other school person are prohibited.

Failure of any employee to abide by this Code of Conduct could result in a fine, suspension or dismissal.

### **Resolution of Controversies**

Any actual or proposed supplier who is aggrieved in connection with a proposed purchase may protest to the Superintendent or his/her designee.

1. The protest shall be in writing.
2. The protest shall be delivered within 10 days of the action which is being aggrieved.
3. A hearing will be scheduled within 15 days of receipt of protest.
4. The proposed purchase will be delayed until the protest is resolved unless the delay will result in disruption of meal service to children. In the event it is determined that the purchase is necessary, an emergency shall be declared by the Superintendent/Assistant Superintendent for Business/purchasing agent and emergency purchase procedures will be followed until protest resolution.
5. The decision of the hearing officer shall be in writing and shall be delivered to the aggrieved supplier with proof of delivery required.
6. The aggrieved supplier shall be notified that an appeal of the hearing officer's decision is possible. The appeal request should be written and addressed to the Board of Education.

### **Public Access to Procurement Information**

1. Procurement information shall be a public record to the extent provided in Connecticut's Freedom of Information law.
2. All bid/offers shall be taken under advisement. Between the time an IFB/RFP is opened and awarded it may be viewed by any company or individual who entered a response, to the proposed intent to purchase.
  - a. Any supplier providing information, as a part of a proposal or offer shall stamp each page or sealed envelope, which they consider proprietary information, "not for public release."
  - b. Should the school district receive a request to release this marked information the supplier shall be notified within 24 hours and given 10 working days to obtain a court order to stop release.
  - c. In 10 working days the party requesting the information shall be provided a copy of the court order or instructions on when the information may be reviewed.

3. After acceptance, procurement information is available to the general public except as noted above.

(cf. [3320](#) - Purchasing Procedures)

(cf. [3323](#) - Soliciting Prices, Bids)

(cf. [3326](#) - Ordering Goods and Services, Paying for Goods and Services)

(cf. [3542](#) - School Lunch Service)

(cf. [3542.31](#) - Participation in the Nutritional School Lunch Program)

(cf. [3542.33](#) - Food Sales Other Than National School Lunch Program)

(cf. [3542.34](#) - Nutrition Program)

(cf. [4118.13/4218.13](#) - Conflict of Interest)

(cf. [6142.101](#) - Student Nutrition and Physical Wellness, School Wellness)

Legal Reference: Connecticut General Statutes

[10-215](#) Lunches, breakfasts and other feeding programs for public school children and employees.

[10-215a](#) Nonpublic school and nonprofit agency participation in feeding programs.

[10-215b](#) Duties of State Board of Education re feeding programs.

[10-216](#) Payment of expenses.

State Board of Education Regulations

[10-215b-1](#) School lunch and nutrition programs.

[10-215b-11](#) Requirement for meals.

[10-215b-12](#) Reimbursement payments. (including free and reduced price meals)

Child Nutrition and WIC Reauthorization Act of 2004, 42 U.S.C. Section 1751.

School Lunch and Breakfast Programs 42 U.S.C. Section 1751 et seq.

National Food Service Programs, Title 7 Code of Federal Regulations, 7 CFR Part 210, Part 220, Part 215, Part 245.

42 U.S.C. Sec. 1758(h)/7 CFR Sect 210.13, 220.7 (School Food Safety Inspections).

Federal Register (74 Fed. Reg. 66213) amending federal regulations (7 CFR Part 210 and 220).

P.L. 111-296 Healthy, Hunger-Free Kids Act of 2010 (HHFKA), 42 U.S.C.  
1751

7 CFR Parts 210 & 220 - Nutrition Standards in the National School Lunch &  
School Breakfast Programs.

Nondiscrimination on the Basis of Handicap in Programs or Activities

Title 7 Chapter 11 of the Code of Federal Regulation Federal Management  
Circular A- 102, Attachment 0 FNS Instruction 796-1 Revision 2.

2 CFR 200.318 General Procurement Standards

Policy adopted:



## **Business/Non-Instructional Operations**

### **Food Service**

#### **School Lunch Service**

#### **Professional Standards for Food Service Personnel**

The Board of Education (Board) recognizes that students require adequate, nourishing food and beverages in order to grow, learn and maintain good health. Therefore the Board provides a food service program for 181 school breakfasts; 181 school lunches that meet the dietary specifications in accordance with the Healthy Hunger-Free Kids Act of 2010, as periodically amended, and applicable state laws and regulations.

This service shall be ~~under the supervision of~~ managed by the Food Services Director who shall be responsible to the ~~(-) Superintendent (-) Business Manager~~/Director of Finance and Operations ~~(-) Assistant Superintendent~~. The Food Services Director shall be hired under specific job specifications and approved by the Board.

The Board shall comply with the minimum professional standards for school nutrition personnel who manage and operate the National School Lunch and School Breakfast Programs which are contained in the regulations to the Healthy, Hunger-Free Kids Act of 2010 (HHFKA), Public Law 111-296. These regulations, effective July 1, 2015, as amended, effective April 30, 2019, establish hiring standards for the selection of State and local school nutrition program directors, and requires all personnel in the school nutrition programs to complete annual continuing education/training.

The Board believes that the fulfillment of these professional standards for food service personnel will result in consistent, national professional standards that strengthen the ability of school nutrition professionals and staff to perform their duties effectively and efficiently. Requiring proper qualifications to serve in the District's Child Nutrition Programs is expected to improve the quality of school meals, reduce errors, and enhance Program integrity.

Flexibility for districts with 2,499 students or less, subject to the prior approval of the Connecticut State Department of Education (CSDE), allows such districts to accept food service experience as a substitute for school nutrition experience when hiring new school nutrition program directors. This shall include volunteer or unpaid work as relevant food service experience.

The Superintendent is directed to develop administrative regulations which detail the required hiring standards and continuing education training for all District food service personnel.

- (cf. [3542.31](#) - Participation in the Nutritional School Lunch Program)
- (cf. [3542.33](#) - Food Sales Other Than National School Lunch Program)
- (cf. [3542.34](#) - Nutrition Program)
- (cf. [3542.43](#) - Charging Policy)
- (cf. [6142.101](#) - Student Nutrition and Physical Wellness, School Wellness)

Legal Reference: Connecticut General Statutes

[10-215](#) Lunches, breakfasts and other feeding programs for public school children and employees.

[10-215a](#) Nonpublic school and nonprofit agency participation in feeding programs.

[10-215b](#) Duties of State Board of Education re feeding programs.

[10-216](#) Payment of expenses.

[10-217](#) State Board of Education Regulations.

[10-215b-1](#) School lunch and nutrition programs.

[10-215b-11](#) Requirement for meals.

[10-215b-12](#) Reimbursement payments. (including free and reduced price meals)

Child Nutrition and WIC Reauthorization Act of 2004, 42 U.S.C. Section 1751.

School Lunch and Breakfast Programs 42 U.S.C. Section 1751 et seq.

National Food Service Programs, Title 7 Code of Federal Regulations, 7 CFR Part 210, Part 220, Part 215, Part 245.

42 U.S.C. Sec. 1758(h)/7 CFR Sect 210.13, 220.7 (School Food Safety Inspections).

Federal Register (74 Fed. Reg. 66213) amending federal regulations (7CFR Part 210 and 220).

Federal Register (80 Fed No 40) Professional Standards for State and Local Nutrition Programs Personnel as Required by the Healthy, Hunger-Free Kids Act of 2010, as amended effective 4/30/19.

P.L. 111-296 Healthy, Hunger-Free Kids Act of 2010 (HHFKA), 42 U.S.C. 1751.

7 CFR Parts 210 & 220 - Nutrition Standards in the National School Lunch & School Breakfast Programs.

Nondiscrimination on the Basis of Handicap in Programs or Activities Receiving Federal Assistance, 7 C.F.R. Part 15b (2001).

U.S. Department of Agriculture (USDA) Final Rule 84 FR6953

**Policy Adopted:**

## Business and Non-Instructional Operations

### Food Service

#### Charging Policy

The goal of the food service program is to provide students with nutritious and healthy foods, through the District's food services program, that will enhance learning. The school nutrition program is an essential part of the education system and by providing good-tasting, nutritious meals in pleasant surroundings; we are helping to teach students the value of good nutrition.

***Alternate language to consider:** Connecticut's school Child Nutrition Programs consist of the National School Lunch, School Breakfast, Special Milk, After School Snack and Fresh Fruit and Vegetable Programs. It is a local decision as to in which programs the District selects to participate. These programs are federally funded and are administered by the United States Department of Agriculture's Food and Nutrition Service. At the State level, the school Child Nutrition Programs are administered by the Connecticut State Department of Education, which operates the program through agreements with the local school food authorities.*

*The school nutrition program is an extension of the school's educational programs and it is the District's vision to have a partnership among students, staff, school family and the community in offering access to and providing nutritious meals, which are attractively presented at an affordable price.*

The Board of Education (Board) has an agreement with the Connecticut State Department of Education to participate in one or more school Child Nutrition Programs and accepts full responsibility for adhering to the federal and state guidelines and regulations pertaining to these school Child Nutrition Programs. The Board also accepts full responsibility for providing free or reduced price meals to eligible elementary and secondary students enrolled in the District's schools. Applicants for such meals are responsible to pay for meals until the application for the free or reduced price meals is completed and approved. All applications for free and reduced price lunch and any related information will be considered strictly confidential and not to be shared outside of the District's food services program. Meals are planned to meet the specified nutrient standards outlined by the United States Department of Agriculture for children based on their age or grade group.

***Note** At the discretion of the school food authority, schools participating in the National School Lunch Program and School Breakfast Program may offer meals at no cost to children who would otherwise qualify for reduced price benefits. This is a strategy to consider to prevent children eligible for reduced price meals from accruing unpaid meal charges.*

Although not required by law, because of the District's participation in the Child Nutrition Programs, the Board approves the establishment of a system to allow a student to charge a meal.

The Board realizes that funds from the non-profit school food service account, according to federal regulations, cannot be used to cover the cost of charged meals that have not been paid.

Moreover, federal funds are intended to subsidize the meals of children and may not be used to subsidize meals for adults (teachers, staff and visitors). Adults are not allowed to charge meals and shall pay for such meals at the time of service or through pre-paid accounts.

The Board prohibits the public identification or shaming of a child/student for any unpaid charges, including, but not limited to, the following:

- ~~• Delaying or refusing to serve a meal to such student,~~
- ~~• Designating a specific meal option for such student or otherwise taking any disciplinary action against such student.~~

~~A student needing to charge a meal will be informed of his/her right to purchase a meal, which may exclude a la carte items, for any school breakfast, lunch or other feeding.~~

~~In order to sustain the District's food services program, the District cannot permit the excessive charging of student meals. Therefore, any charging of meals must be consistent with this policy and any accompanying regulations. The Superintendent or his/her designee shall develop regulations designed to effectively and respectfully address family responsibility for unpaid meals.~~

~~Any parent/guardian who anticipates a problem with paying for meals is encouraged to contact the Food Services Manager/Director and/or the applicable school Principal for assistance. The Board encourages all families who may have a child eligible for free or reduced price lunch to apply.~~

## Definitions

**"Delinquent Debt"** are unpaid meal charges, like any other money owed to the nonprofit school food service account when payment is overdue, as defined by state or local policies.

**"Bad Debt"** are when unpaid meal charges are not collected and are considered a loss. Such debt must be written off as an operating loss, which cannot be absorbed by the nonprofit school food service account, but must be restored using nonfederal funds.

## Elementary Students (*Options to consider/choose*)

1. The District shall maintain a "no charging policy." The charge/no charge policy will be strictly enforced to eliminate unnecessary debt within the School Food Service Program.
2. ~~The District uses \_\_\_\_\_, an automated prepayment system, which allows parents/guardians to view their child's meal account balance and purchases, receive low balance notifications, as well as, make deposits, to their child's school meal account. Any student whose account has insufficient funds (i.e., is at the charging limit) and does not bring a meal from home may charge any combination of meals up to an amount not to exceed the cost of thirty (30) meals. Negative balance status can be avoided by making a payment in the form of cash, check, or by credit card to the \_\_\_\_\_ website.~~
3. ~~Students shall be allowed up to thirty (30) reimbursable meal charges. All other a la carte items shall not be charged. After thirty charges, the parents/guardians of such child will be referred to the District's homeless education liaison. The alternate meal shall consist of one or more of the examples listed above. When a charge is occurred, a written notification shall be sent home to parents. All credited meals must be repaid.~~

~~Communications with parents/guardians regarding collection of a child's unpaid meal charges shall include information on local food pantries, application for free or reduced price meals and the Department of Social Services' supplemental nutrition assistance program and a link to the District's website that lists any community services available to town/city residents.~~

~~4. No elementary or middle school student shall be deprived a reimbursable meal due to forgotten or lost meal money. The school Principal will be responsible for maintaining a fund of money to loan to students without meal money. The pool of money may be established from school or PTA/PTO funds. The Principal or his/her designee is responsible for collecting money that has been loaned to students. Students will be responsible for repaying all loaned money within an established timeframe. A note shall be given to the student to take home or mailed to the student's home to inform parents of the loan obligation. In situations in which a student is consistently without meal money, the Principal or his/her designee should encourage the parent/guardian to apply for free or reduced price meals.~~

~~Communications with parents/guardians regarding collection of a child's unpaid meal charges shall include information on local food pantries, application for free or reduced price meals and the Department of Social Services' supplemental nutrition assistance program and a link to the District's website that lists any community services available to town/city residents.~~

~~The Board will accept gifts, donations, or grants from any public or private sources for the purpose of paying off any unpaid charges for school meals.~~

~~5. The District strongly discourages meal charges, but understands that an occasional emergency makes it necessary at the elementary level. The District/school policy is as follows:~~

~~a. All charges must be paid in 10 days.~~

~~b. Students may not charge more than 5 reimbursable meals.~~

~~c. Parents will be notified and asked for prompt payment after 3 charges.~~

~~d. Communications with parents/guardians regarding collection of a child's unpaid meal charges shall include information on local food pantries, application for free or reduced price meals and the Department of Social Services' supplemental nutrition assistance program and a link to the District's website that lists any community services available to town/city residents.~~

~~6. Students shall be allowed to charge up to thirty meals. The student will be given the same reimbursable meal that other children are provided. Parents of students who charge shall be notified by phone, after their child has received the meal. If a pattern of charging continues, attempts will be made to discuss the issue with the parents/guardians and encourage them to complete a free and reduced meal application. Communications with parents/guardians regarding collection of a child's unpaid meal charges shall include information on local food pantries, application for free or reduced price meals and the Department of Social Services' supplemental nutrition assistance program and a link to the District's website that lists any community services available to town/city residents.~~

### **Secondary Students (*Options to consider/choose*)**

1. A student shall not be allowed to purchase any reimbursable meal on credit.

2. The District uses \_\_\_\_\_, an automated prepayment system, which allows parents/guardians to view their child's meal account balance and purchases, receive low balance notifications, as well as, make deposits, to their child's school meal account. Any student whose account has insufficient funds (i.e., is at the charging limit) and does not bring a meal from home may charge any combination of meals up to a negative balance of \$6.00. No snacks or a la carte items may be charged. (*A source of funding needs to be established based upon the fact that the cost of this meal cannot come out of the school food service account.*) If a student with a

~~negative balance attempts to purchase a-la-carte items with cash, the money must first be applied to the negative balance.~~

~~3. Students may charge up to \_\_\_\_\_ meals at the middle school level and 2 meals at the high school level. (A source of funding needs to be established based upon the fact that the cost of this meal cannot come out of the school food service account.)~~

~~4. Students shall be allowed to charge up to two meals. The student will be given the same reimbursable meal that other children are provided. Parents of students who charge shall be notified by phone, after their child has received the meal. After charging four meals, the parents shall receive written notification. If a pattern of charging continues, attempts will be made to discuss the issue with the parents/guardians and encourage them to complete a free and reduced meal application.~~

### **District-Wide (Options to consider/choose)**

1. Parents are responsible for providing meals or meal money for their student(s). Borrowing or charging is for one meal only in an emergency. Repayment is expected without delay. Snack and a-la-carte purchases are cash only.

~~2. Although not required by law, because of the District's participation in the school Child Nutrition Programs, the Board of Education approves the establishment of a system to allow a student to charge a meal. The Board authorizes the Superintendent to develop rules which address:~~

~~a. What can be charged;~~

~~b. The limit on the number of charges per student;~~

~~c. The system used for identifying and recording charged meals;~~

~~d. The system used for collection of repayments; and~~

~~e. Ongoing communication of the policy to parents/guardians and students.~~

### **Delinquent Debt and Bad Debt**

The District's efforts to recover from households money owed due to the charging of meals must not have a negative impact on the children involved and shall focus primarily on the adults in the household responsible for providing funds for meal purchases. The school food authority is encouraged to consider whether the benefits of potential collections outweigh the costs which would be incurred to achieve those collections.

Money owed because of unpaid meal charges shall be considered "delinquent debt," as defined, as long as it is considered collectable and reasonable efforts are being made to collect it. Such debt must be paid by June 30, effective with the 2017-2018 school year.

After reasonable attempts are made to collect the delinquent debt, and it is determined that further collection efforts are useless or too costly, the debt must be reclassified as "bad debt." Such debt shall be written off as an operating loss not to be absorbed by the nonprofit school food service account but must be restored using non-federal funds.

### **Dissemination of Policy**

This policy shall be provided in writing to all households at the start of each school year and to households transferring to the school or school district during the school year.

This policy shall be included in student/parent handbooks, on online portals that households use to access student accounts, placed on the District's website, on the website of each school, and published at the beginning of each school year at the time information is distributed regarding free and reduced price meals and again to the household the first time the policy is applied to a specific child.

This policy shall be provided to all school staff and/or school food authority staff responsible for its enforcement. In addition, school social workers, nurses, the homeless liaison, and other staff members assisting children in need or who may be contacted by families with unpaid meal charges also should be informed of this policy.

The District's school food authority shall maintain, as required, documentation of the methods used to communicate this policy to households and school or school food authority-level staff responsible for policy enforcement.

(cf. [3542](#) - Food Service)

(cf. [3542.31](#) - Free or Reduced Price Lunch Program)

Legal Reference: Connecticut General Statutes

[10-215](#) Lunches, breakfasts and other feeding programs for public school children and employees. (as amended by PA 21-46)

[10-215a](#) Nonpublic school and nonprofit agency participation in feeding programs.

[10-215b](#) Duties of State Board of Education re feeding programs.

State Board of Education Regulations

State of Connecticut, Bureau of Health/Nutrition, Family Services and Adult Education Operational Memorandum No. 4-17, "Guidance on Unpaid Meal Charges and Collection of Delinquent Meal Payments," Nov. 2, 2016

Operational Memorandum #19-10, State of Connecticut, Bureau of Health/Nutrition, Family Services and Adult Education "Unallowable Charges to No-profit School Food Service Accounts and the Serving of Meals to Non-paying Full and Reduced Price Students"

National School Lunch Program and School Breakfast Program; Competitive Foods. (7 CFR Parts 210 and 220, Federal Register, Vol 45 No. 20, Tuesday, January 29, 1980, pp 6758-6772

USDA Guidance:

- SP 46-2016, "Unpaid Meal Charges: Local Meal Charge Policies"
- SP 47-2016, "Unpaid Meal Charges: Clarification on Collection of Delinquent Meal Payment"
- SP 57-2016 "Unpaid Meal Charges: Guidance and Q and A"

- SP 58-2016 "2016 Edition: Overcoming the Unpaid Meal Challenge: Proven Strategies from Our Nation's Schools"

**Policy adopted:**



## Personnel — Certified

### 4111.3 - Minority Recruitment Plan Increasing Educator Diversity

The Windsor Locks Public Schools Board of Education recognizes the importance of diversity among its educators. It is committed to ensuring effective strategies are implemented to recruit and retain a diverse pool of highly qualified and effective educators who reflect the demographics of our student population and those diverse communities extending beyond our schools' walls.

In accordance with Public Act 23-167, Section 10, the Board directs the Superintendent to develop and submit an Increasing Educator Diversity Plan (the Plan) to the Connecticut State Department of Education (CSDE) on or before March 15, 2024, and comply with all CSDE procedures related to the Public Act. Upon completion of the Plan and prior to its submission, the Board shall approve it. The day, month, and year on which the Plan receives Board approval is required to complete the application.

The Board recognizes the complexity of sustaining the critical efforts to increase educator diversity. To that end, the Board will work within its authority to support planning and implementation tasks, including but not limited to planning team responsibilities, administrator and staff training, recruitment efforts, and data collection.

The Board directs the Superintendent to draft regulations referencing resources available on CSDE's Talent Office Homepage.

~~The Board of Education (Board) recognizes that the increasing diversity of individuals and cultures is a growing characteristic of our state and nation which should have a significant bearing on the activities of the school district. Further, the State of Connecticut has determined that the educational interests of the state require efforts by each school district to provide educational opportunities for its students to interact with teachers from other racial, ethnic and economic backgrounds in order to reduce racial, ethnic and economic isolation.~~

~~To this end, the Board believes that the importance of diversity of individuals and cultures should be recognized in the recruitment and assignment of personnel in order to help promote an intellectually and culturally dynamic environment that enables all students to gain an increased awareness and appreciation of the diverse world in which all are connected.~~

~~Accordingly, the Superintendent of Schools shall develop and maintain a written plan for minority staff recruitment as approved by the Board and shall report to the Board annually on implementation of the plan. Consistent with the Board's policies on Affirmative Action (4111.1) and Nondiscrimination (4118.11), said plan for minority staff recruitment shall provide for an energetic effort to attract talented minority educators and other minority personnel to serve in available positions within the District with the long range goal of achieving staffing of the school district and of each school which is broadly representative of the populations of the regional and state communities of which the District is a part.~~

(cf. [4111](#) - Recruitment and Selection)

(cf. [4111.1/4211.1](#) - Affirmative Action: Equal Employment Opportunity)

Legal Reference: Connecticut General Statutes

[10-4a](#) (3) Educational interests of state identified.

[10-151](#) Employment of teachers. Notice and hearing on termination of contract.

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

[10-220\(a\)](#) Duties of Boards of Education. (as amended by PA 18-34)

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

PA 16-41 An Act Concerning the Recommendations of the Minority Teacher Recruitment Task Force.

PA 18-34 An Act Concerning Minority Teacher Recruitment and Retention.

PA 19-74 An Act Concerning Minority Teacher Recruitment and Retention.

PA 21-2 June Special Session, Sections 378 & 379.

PA 23-27 An Act Concerning Transparency in Education, Section 10

Policy adopted: March 1999

Revised: November 2001, October 2018

## **Instruction**

### **Ceremonies and Observances**

The Board of Education supports the following activities as they adhere to relevant Court rulings and legislation. The following types of school activities are permitted so long as they do not take on the character of religious devotions:

1. Writing or analyzing literature on religious subjects
2. Playing, singing and presentation of music which is religious in its inspiration or origin
3. Performance of drama which deals with religious history or which is religious in its content
4. Production or exhibition of art work dealing with religious themes
5. Recognition of significant religious holidays by declaring school vacations or by sponsoring activities which acknowledge the importance of these holidays in our cultural life
6. Comparative studies of religion
7. Analyses of the Bible, and other religious books, as part of the study of religions
8. Studies of the contribution made by religion to civilization
9. Study of the Bible for its historic significance
10. Study of the Bible for its literary importance
11. Recitations or study of historical documents that contain references to God
12. Singing of official anthems which contain references to God

The Superintendent will ensure that the staff, parents/guardians and students are made aware of the parameters of acceptable religious speech and actions. The Superintendent will also distribute guidelines to each school concerning religion in the schools, after such guidelines/regulations have been approved by the Board attorney and reviewed by the Board.

### **United States Flag**

The Flag of the United States of America shall be raised above each schoolhouse and at other appropriate places during all school sessions, weather permitting, and on the inside of the schoolhouse on other school days. The Flag shall be raised before the opening of school and taken down at its close every day.

The United States Flag shall be displayed in each schoolroom each day school is in session.

### **Holidays and Special Events**

Holidays and special events may be recognized in our schools so long as such recognition respects the rights and feelings of minorities and is consistent with law.

Songs and customs from the various ethnic and racial segments of our population may be used to broaden the awareness of our students to the contributions which each such segment has made to American culture.

No public funds may be used in any way to benefit sectarianism in our public schools.

Legal Reference: Connecticut General Statutes

[10-16a](#) Silent meditation.

[10-29a](#) Certain days to be proclaimed by governor. Distribution and number of proclamations

[10-230](#) Flags for schoolrooms and schools

PA 02-119, An Act Concerning Bullying Behavior in Schools and Concerning the Pledge of Allegiance

Policy Adopted:

## **Instruction**

### **Play-Based Learning**

Play is a fundamental aspect of childhood and a powerful tool for learning, development, and well-being. The Windsor Locks Board of Education recognizes the importance of play in the educational process and is committed to supporting and promoting play as an integral component for engaging students in all areas of the district’s curricula. Strategically aligning play-based learning with curriculum standards can help meet the Board’s goal to realize increased academic gains while improving executive function or self-regulation among all students.

Along with supporting the Board’s recognition of the educational value of play-based learning, the purpose of this policy is to ensure compliance with a law passed in 2023 requiring schools to provide play-based learning for kindergarten and preschool students and to permit a teacher to utilize play-based learning for grades one to five.

Teachers are permitted to utilize play-based learning during the instructional time of a regular school day for all students in grades one to five. The teacher’s role in play-based learning is to create an appropriate learning environment, ask questions, set up investigations and challenges, offer ideas, and provide feedback. While children engage in play-based learning, teachers are expected to observe, document, assess learning, and plan for the next day’s experience.

Beginning in the 2024-25 school year, play-based learning must be incorporated into annual professional development programming for pre-K through grade five teachers.

### **Definitions**

**“Play-Based Learning”** means a pedagogical approach that emphasizes play in promoting learning and includes developmentally appropriate strategies that can be integrated with existing learning standards. “Play-based learning” does not mean time spent in recess or as part of a physical education course or instruction.

**“Free Play”** means unstructured, voluntary, child-initiated activities that are performed by a child for self-amusement and have behavioral, social and psychomotor rewards except “free play” may be structured to promote activities that are child-directed, joyful and spontaneous.

**“Guided Play”** means learning experiences that combine the child-directed nature of free play with a focus on learning outcomes and adult guidance.

**“Recess”** means the time during the regular school day for each student enrolled in elementary school that is devoted to physical exercise or not less than twenty minutes in total pursuant to section 10-221o of the general statutes.

**“Mobile Electronic Device”** has the same meaning as provided in section 10-222d of the general statutes.

**“Instructional Time”** means the time of actual school work during a regular school day.

## **Instruction**

### **Play-Based Learning** (continued)

#### **Guidance for Pre-K and Kindergarten**

Play-based learning during the instructional time of each regular school day for all students in kindergarten and any preschool program offered by the board *shall be provided*. Such play-based learning must be incorporated and integrated into daily practice, allow for the needs of such students to be met through free play, guided play and games, and be predominantly free of the use of mobile electronics.

#### **Guidance for Grades 1-5**

*Teachers are permitted* to utilize play-based learning during the instructional time of a regular school day for all students in grades one to five, inclusive. Such play-based learning may be incorporated and integrated into daily practice, shall allow for the needs of such students to be met through free play, guided play and games, and shall be predominantly free of the use of mobile electronic devices.

Any play-based learning utilized under this policy must comply with the individualized educational program (IEP) or plan pursuant to Section 504 of the Rehabilitation Act of 1973, as amended from time to time, for any student.

A school employee may only prevent or otherwise restrict a student's participation in play-based learning if such prevention or restriction is in accordance with this policy pursuant to section 10-221 of the general statutes.

Legal Reference:      Public Act 23-101 (An Act Concerning the Mental, Physical, and Emotional Wellness of Children), § 20  
                                 Public Act 23-159 (An Act Concerning Teachers and Paraeducators), §§ 4-5

Policy adopted:

## **Instruction**

### **Special Education**

#### **Pre-School Special Education**

The Board of Education (Board) recognizes the value of special education and its responsibility in ensuring that all resident preschool children with disabilities have the opportunity to participate in special programs and services from which they may benefit. The Board shall maintain an early intervention program for preschool-aged children identified through the "Birth to Age Three" screening process under regulations imposed by the Individuals with Disabilities Act (IDEA) which identifies children with special education needs or developmental delays.

The District's program shall be based upon the inclusion model which maintains a significant number of non-disabled (regular education) students who serve as role models for the students with identified special needs. The Pre-K Coordinator under the direction of the Director of Pupil Services is responsible to coordinate and evaluate the program annually in order to make recommendation to the Superintendent of Schools or his/her designee.

The Board authorizes the Superintendent of Schools to establish administrative practices and procedures to carry out this responsibility. Such administrative practices and procedures shall include:

1. Locating and identifying all preschool children, between the ages of three and five, with disabilities pursuant to the relevant provisions of the Individuals with Disabilities Act (IDEA). The register of children eligible to receive preschool special education services is to be maintained and revised annually by the Pre-K Coordinator under the direction of the Director of Pupil Services;
2. Ensuring that the parents of preschool age children with disabilities have received and understand the request for consent for evaluation of their child;
3. Developing an individualized education program (IEP) for each preschool age child with a disability requiring services;
4. Appointing and training appropriately qualified personnel;
5. Providing transportation to students enrolled in the program;
6. Maintaining lists as required by the State Education Department pertaining to the number of children with disabilities who are being served, as well as those identified disabled students not served; and
7. Reporting as required to the State Education Department; and
8. Ensuring the smooth transition from infant to preschool programs.

The Planning and Placement Team's responsibilities will include the evaluation and recommendation for placement in appropriate approved programs and the provision of

appropriate special education programs and services for each preschool child with a disability. Children recommended for an educational program may enter at various points throughout the school year.

It is ultimately the responsibility of the Board to provide the appropriate approved preschool program and services for the District children. Should the PPT's determination and recommendations differ from parent or guardian preference, placement may be appealed by a parent or guardian through the procedures outlined in IDEA.

If the PPT determines that a child is ineligible for participation in a preschool special education program, a screening for developmental and social-emotional delays using validated assessment tools, such as the Ages and Stages Questionnaire and the Ages and Stages Social-Emotional Questionnaire, or their equivalents, shall take place for such child. Additionally, each child will be rescreened every six months. The Board directs the Superintendent or his/her designee to ensure that the District considers that adequate and appropriate space and personnel are made available for such programs and services.

Legal Reference: Connecticut General Statutes

[10 76a](#) Definitions.

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

[10 76c](#) Receipt and use of money and personal property.

[10 76d](#) Duties and powers of boards of education to provide special education programs and services. (as amended by PA 97-114)

[10 76e](#) School construction grant for cooperative regional special education facilities.

[10 76f](#) Definition of terms used in formula for state aid for special education.

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

[10 76h](#) Special education hearing and review procedure. Mediation of disputes.

[10 76i](#) Advisory council for special education.

[10 76j](#) Five year plan for special education.

[10 76k](#) Development of experimental educational programs.

State Board of Education Regulations.

[10 76m](#) Auditing claims for special education assistance.

[10 76a 1 et seq.](#) Definitions.

[10 76b 1 through 10 76b 4](#) Supervision and administration.

[10 76d 1 through 10 76d 19](#) Conditions of instruction.

[10 76h 1 through 10 76h 2](#) Due process.



[10](#) 761 1 Program Evaluation.

[10](#) 145a 24 through [10](#) 145a 31 Special Education (re teacher certification).

34 C.F.R. 3000 Assistance to States for Education for Handicapped Children.

American with Disabilities Act, 42 U.S.C. §12101 et seq.

Individuals with Disabilities Education Act, 20 U.S.C. §1400 et seq. as amended by P.L. 105-17.

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

**Policy Adopted:**

## **Instruction**

### **Title 1 Parent Involvement - District**

The Windsor Locks Board of Education endorses the parent involvement goals of Title I and encourages the regular participation by parents of Title I eligible children in all aspects of the program. The education of children is viewed as a cooperative effort among the parents, school and community. In this policy, the word “parent” also includes guardians and other family members involved in supervising the child’s schooling.

Pursuant to federal law, the District will develop jointly with, agree on with and distribute to parents of children participating in the Title I program a written parent involvement policy.

At the required annual meeting of Title I parents, parents will have opportunities to participate in the design, development, operation and evaluation of the program for the next school year. Proposed activities shall be presented to fulfill the requirements necessary to address the requirements of parental involvement.

In addition to the required annual meeting, at least three additional meetings shall be held, at various times of the day and/or evenings, for parents of children participating in the Title I program. These meetings shall be used to provide parents with:

1. Information about programs provided under Title I;
2. A description and explanation of the curriculum in use, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet;
3. Opportunities to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children; and
4. The opportunity to bring parent concerns, if they are dissatisfied with the school’s Title I program to the district level.

Title I funding, if sufficient, may be used to facilitate parent attendance at meetings through payment of transportation and child care costs.

The parents of children identified to participate in Title I programs shall receive from the school Principal and Title I staff an explanation of the reasons supporting each child’s selection for the program, a set of objectives to be addressed, and a description of the services to be provided. Opportunities will be provided for the parents to meet with the classroom and Title I teachers to discuss their child’s progress. Parents will also receive guidance as to how they can assist in the education of their children at home.

Each school in the District receiving Title I funds shall jointly develop with parents of children served in the program a “School-Parent Compact” outlining the manner in which parents, school staff and students share the responsibility for improved student academic achievement in meeting State standards.

The “School-Parent Compact” shall:

1. Describe the school’s responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment enabling children in the Title I program to meet the Connecticut’s academic achievement standards;
2. Indicate the ways in which each parent will be responsible for supporting their children’s learning, such as monitoring attendance, homework completion, monitoring television watching, volunteering in the classroom, and participating, as appropriate, in decisions related to their child’s education and positive use of extra-curricular time; and
3. Address the importance of parent-teacher communication on an on-going basis, with at a minimum, parent-teacher conferences, frequent reports to parents, and reasonable access to staff.

Legal Reference: Improving America’s Schools Act, P.L. No. 103-382, Sec. 1112 Local Education Agency Plans.

Improving America’s Schools Act (IASA), P.L. 103-382.

PL 107-110, “No Child Left Behind Act Of 2001,” title I-Improving the Academic Achievement of the Disadvantaged, Sec. 1118.

**Policy Adopted: December 10, 2003**

## **Instruction**

### **Alternative Education Programs**

The purpose of this policy is to recognize the need for alternative education programs for some District students.

The Board of Education (Board) is dedicated to providing educational options for all students within available financial constraints. It is recognized there will be students in the District whose needs and interests are best served by participation in an alternative education program.

"Alternative education" means a school or program maintained and operated by the Board that is offered to students in a nontraditional educational setting and addresses the social, emotional, behavioral, and academic needs of such students.

The Board may provide alternative education to students in accordance with the guidelines established by the State Board of Education. Such guidelines shall include, but not be limited to, a description of the purpose and expectation of alternative education, criteria for student eligibility, and criteria for how and when a student may enter or exit alternative education.

In providing alternative education to students, the Board may use space in an existing school or establish a new school. Students enrolled in alternative education benefit from the same academic standards for all students in Connecticut within a different or unique setting, which addresses barriers found in traditional settings. Alternative education settings may be responsive to student needs by providing unique programming, nontraditional hours, or hybrid experiences for students. (Guidelines for Alternative Education Settings, CSDE; page 6) Such programs must comply with state laws pertaining to the number of school days in an academic year and shall be subject to all other federal and state laws governing public schools.

The Board, as required, will post on its website information about any alternative education offered, including purpose, location, contact information, staff directory and enrollment criteria. In addition, the Board recognizes its responsibility to give all children in the District who receive alternative education as nearly equal advantages as may be practicable compared to other children in the District. In addition, the Board shall annually submit to the Commissioner of Education a strategic school profile report for each alternative school or program under its jurisdiction.

Alternative education programs implemented by the District are to maintain learning options that are flexible with regard to environment, structure and pedagogy. Such programs include, but are not limited to, a separate school, tutorial instruction, small group instruction, large group instruction, counseling and guidance, computer-assisted instruction, cooperative work experience, supervised community service activities, and supervised independent study.

Students, upon parent request, may be placed in an alternative education program within available financial resources if the District determines that the placement serves the student's educational needs and interests and assists the student in achieving district and state academic content standards.

(cf. 6172.11 - Relations with Charter Schools)

(cf. 6172.12 - Magnet Schools)

(cf. 6172.41 - Title I Program)

(cf. [6172.6](#) - Virtual/Online Courses)

Legal Reference Connecticut General Statutes

[10-4p\(b\)](#) Implementation plan to achieve resource equity and equality of opportunity. Assessment. Reports. (as amended by PA 15-133)

[10-15](#) Towns to maintain schools.

[10-16](#) Length of school year.

[10-158a](#) Cooperative arrangements among towns. School building projects. Student transportation.

[10-220](#) Duties of boards of education (as amended by PA 15-133)

[10-223h\(c\)](#) Commissioner's network of schools. Turnaround committees. Operations and instructional audit. Turnaround plans. Report. (as amended by PA 15-133)

PA 15-133 An Act Concerning Alternative Education

**Policy Adopted:**

**EXHIBIT VII**

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

This evening the Board of Education will review the FY25 Budget Appeal which will take place on Tuesday, April 23, 2024 at 6:30 pm at Town Hall.

**Windsor Locks Public Schools**

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

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