

# WINDSOR LOCKS PUBLIC SCHOOLS



## BOARD OF EDUCATION MEETING

**Regular Meeting**

**November 16, 2023**

**6:00 p.m.**

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

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

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

**Windsor Locks Board of Education**

**Dennis Gagnolati, Chairman**

**Kylee Christianson, Vice Chairwoman**

**Jim McGowan**

**Lindsay Cutler**

**Alba Osorio**

**Superintendent of Schools**

**Shawn Parkhurst**

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

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

**Board of Education  
Town of Windsor Locks  
Regular Meeting - Agenda  
November 16, 2023 - 6:00 pm  
Windsor Locks High School - Library Media Center  
In Person Attendance Open  
Optional Public Attendance via Zoom, [Click Here to Register](#)**

- I. Call to Order
  - A. Roll Call
  - B. Pledge of Allegiance
- II. Election of Officers p. 4 Exhibit I
  - A. *In accordance with WLPS Bylaws of the Board 9120 - Organization – Board of Education The Board of Education (Board) shall be organized bi-annually at the first regular meeting following election during each odd numbered year. The meeting shall be called to order by the Chairperson of the Board for the preceding year, or by the Vice-Chairperson, in that order of priority. If none of the former officers is a member of the Board, the meeting shall be called to order by a temporary chairman. The person calling the meeting to order shall preside until a Chairperson is chosen. Election of officers shall require a majority vote of the members of the Board. The new officers shall take office upon election.*
    - a) Election of Board Chair
    - b) Election of Board Vice-Chair
- III. Student Board Representative
- IV. Board of Education and Superintendent Communications
- V. 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.*
- VI. Student Recognition p. 5 Exhibit II
  - A. Connecticut Association of Public School Superintendents' (CAPSS) Student Award Winners
- VII. Brief Recess
- VIII. Approval of Minutes: **Vote Needed** p. 9 Exhibit III

- October 23, 2023 Special Meeting
  - October 30, 2023 Special Meeting
  - November 2, 2023 Special Meeting
- IX. Personnel Report
- A. Human Resource Director Appointment: **Vote Needed**
- X. Bargaining Unit Contract Approval: UE Local 222, CILU/CIPU, CILU #4 - Para-Educators: **Vote Needed** p. 19 Exhibit IV
- XI. Business Office Report: p. 20 Exhibit V
- A. Review of FY24 Expenditures Year to Date
  - B. Bank Account Closeout: **Vote Needed**
  - C. Appointment of Board of Education Member to Transportation RFP: **Vote Needed**
  - D. HVAC Grant Application: **Vote Needed**
  - E. Discussion of FY25 Budget Preparations and Board Expectations
- XII. Policy p. 24 Exhibit VI
- A. Policy Review: **First Read:**
    - 4118.237/4218.237/5141.8 Face Masks/Coverings - **Rescind** p. 25
    - 4121 Substitute Teachers - **New** p. 29
    - 5134 Students Marital or Parental Status - **Revised** p. 31
    - 5145.53 Transgender and Gender Non-Conforming Youth - **New** p. 33
    - 6146 - Graduation Requirements - **Rescind** p. 39
    - 6146A - Graduation Requirements for the Class of 2023-  
**Revise and Renumber to 6146** p. 40
    - 6148 FAFSA Completion - **Revised** p. 49
    - 7230.2 Indoor Air Quality/Heating, Ventilation, and  
Air Conditioning - **New** p. 51
- XIII. Facilities Update p. 56 Exhibit VII
- XIV. Weather Related Early Dismissal Schedule  
Discussion: **Vote Needed** p. 60 Exhibit VIII
- XV. Board and Superintendent Comment
- XVI. Public Audience (General)
- A. *In Accordance with BOE Policy 1100 - The Windsor Locks Board of Education (Board) Chairperson shall recognize speakers, request proper identification and maintain proper order. The Board shall hear only concerns, views and opinions on topics within the jurisdiction of the Board. The appropriateness of the subject being presented, the suitability of the time for such presentation, the number of speakers, and the time to be allowed for public comment will be determined by the Chairperson. The public is advised that any discussion of specific employees will not be allowed at meetings and should be addressed to the employee's immediate supervisor or the Superintendent.*
- XVII. Adjourn Meeting

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

MEMORANDUM TO: MEMBERS OF THE BOARD OF EDUCATION  
FROM: SHAWN L. PARKHURST, SUPERINTENDENT  
DATE: NOVEMBER 16, 2023  
RE: ELECTION OF OFFICERS

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

**9120**

## **Bylaws of the Board**

### **Officers**

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

### **How Elected**

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

(cf. 9221 - Filling Vacancies)

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

Legal Reference: Connecticut General Statutes  
10-218 Officers. Meetings  
City Charter  
Chapter IX, Department of Education, Section 2: Organization

Bylaw Adopted: June 14, 2012  
Revised: November 2019

MEMORANDUM TO: MEMBERS OF THE BOARD OF EDUCATION

FROM: SHAWN L. PARKHURST, SUPERINTENDENT

DATE: NOVEMBER 16, 2023

RE: CONNECTICUT ASSOCIATION OF PUBLIC SCHOOL  
SUPERINTENDENTS' AWARDS WINNERS

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

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

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

## **South Elementary**

### **Aaditya Jhaveri**

Aaditya is an exceptional student who embodies the South Elementary School Code of Character in everything he does. Aaditya is kind, considerate, and a great friend to those around him. He has integrity and shows empathy to both his peers and the adults around him. He always makes sure that he and his peers are getting what they need in class. Aaditya is always ready to help where needed and does so with a positive attitude. Aaditya demonstrates innate leadership skills both in and out of the classroom and he always strives for excellence. He gives his all to everything he does. He is self-directed and has a passion and curiosity for learning. Aaditya is a wonderful example for his peers, and he is deserving of this award.

### **Jessie Terra**

Jessie is simply one of most respectful and hard-working students her teachers have ever had the pleasure to teach. Jessie is insightful and contributes thoughtful and engaging discussion points in ELA that encourage others to think more deeply. She is adored by her classmates and teachers. Jessie embodies the five character traits of South Elementary School, especially her level of integrity. In school, Jessie goes above and beyond what is expected each and every day. She is always focused and eager to learn and demonstrates so much kindness and empathy towards her peers and teachers. It is an honor to teach Jessie and we are so proud to call her a South student.

## **Middle School**

### **Owen Kraiza**

Owen is a strong student. He tends to be quiet in class but is a leader. Teachers note that his work is consistent and good quality. Owen takes the time to do his best and makes revisions to his work. Owen is a good team member, contributing his ideas and listening to what others have to say. He has strong skills when discussing what he has learned. Owen works well with others. He is kind and helpful in class. Owen is confident when he participates in class. He takes part in and leads discussions. He is a responsible member of the school community.

Owen plays in the band and has for three years. He is currently playing the french horn. His favorite subjects are Math and History. Owen participates in Cross Country for school and has played flag football as a club. Owen is interested in being a Chef when he gets older. He would like to study food science and cooking. When he is relaxing he likes to play with his dog and ride his bike.

Owen has been a Boy Scout for eight years. He enjoys camping and outdoor activities. As a troop, the Boy Scouts have cleaned up Old County Road. They also sort and return bottles and cans. They are able to use the money to fund activities.

### **Maty Diene**

Maty is both well spoken and kind. It is not unusual to hear her encouraging her classmates and telling them they did a good job. She is a strong student. Maty loves Math and Science. She is currently taking Algebra. Maty participates in Cross Country as well as Chorus, She is currently in Honors Choir, Maty works hard to not only master, but to exceed standards. She is consistent and produces quality work.

Maty's teachers note that she participates in class discussions and engages her peers "by adding her insight, humor and perspective". Maty asks questions that in turn trigger a discussion or debate. Maty is interested in studying to be a Veterinarian. She has always enjoyed animals and even likes snakes! She likes both large and small animals. Her mom is a biologist which may be where she has found her interest in animals.

## **High School**

### **Isabella Canon**

Isabella has consistently achieved first honors every semester throughout her high school years. Her commitment to academic excellence and community service is evident in her scholastic record, which includes the University of Rochester, George Eastman, Young Leaders Book Award she received her junior year, as well as being inducted into the Leander Jackson Chapter of the National Honor Society. She thrives in subjects such as math and science, where her enthusiasm for problem-solving truly shines. Her grades are a testament to her dedication and hard work.

Isabella is a natural born leader and has taken on significant leadership roles within her school community. She has served as the Class of 2024 Vice President for all four years of high school, illustrating her ability to organize and lead a team effectively. Furthermore, she has demonstrated her leadership abilities on the athletic field, where she captained the varsity softball team both her junior and senior year. This experience has showcased Isabella's strength with her teamwork and communication skills.

After completing her studies at WLHS, Isabella aspires to study in the *Field of Law* to pursue her interest in *Criminal Justice*. With her leadership skills, determination, and commitment to community service, Isabella will continue to make a positive impact on all of those around her.

### **Michael Passaro**

Michael has received a variety of awards and honors that underscore his talent and commitment. He received the Brown University Book Award as well as high honors for habits of scholarship and high honors for academic's during his freshman, sophomore and junior year. In regards to athletics and activities, Michael was named the most valuable player for the varsity soccer team and was promoted to "crew head" of stage crew for our annual musical theater performance. These accolades not only reflect his scholastic and athletic prowess but also his dedication to the school and community involvement.

In addition to his outstanding achievements, Michael has been actively engaged in numerous school-related activities, demonstrating his leadership skills and dedication. He was a class officer for the Class of 2024, played four consecutive years as a varsity soccer player, and competed in many events for the indoor and outdoor track teams. In addition, Michael maintains employment at Sparetime and volunteers his time at non-profit organizations. He is a student who can balance a demanding schedule and responsibilities efficiently, all while taking on leadership roles while contributing to the betterment of his community.

Michael's post-secondary plan and academic focus is to go into the *Medical Field of Nursing* with a long term goal of becoming a *Nurse Anesthetist*. Given Michael's accomplishments and dedication to his academic and extracurricular pursuits, he will excel within the medical field and strive to make a significant impact within the medical profession.



**EXHIBIT III**

MEMORANDUM TO: MEMBERS OF THE BOARD OF EDUCATION  
FROM: SHAWN L. PARKHURST, SUPERINTENDENT  
DATE: NOVEMBER 16, 2023  
RE: APPROVAL OF MINUTES

October 23, 2023	Special Meeting
October 30, 2023	Special Meeting
November 2, 2023	Special Meeting

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

**MINUTES OF THE SPECIAL MEETING,  
October 23, 2023 at 6:00 p.m.**

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

Members Present:	D. Gragnolati, K. Christianson, M. Byrne, J. McGowan and J. Tria
Members Absent:	None
Administrators:	S. Parkhurst, R. Bissonnette, J. Robinson, G. Testani, M. Parrette and G. Weigert
Student Representatives:	None
Students:	None
Staff:	D. Bole and P. Sibila
Others:	A few others
Press:	None

**I. Call to Order**

Chairman Mr. Dennis Gragnolati called the Special Meeting to Order at 6:01 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.

**C. Student Board Representative**

Mr. Parkhurst noted Miss Emma Norris was at a soccer game and will not be attending the meeting.

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

Mr. Parkhurst noted this week in the district is spirit week. On Thursday, October 26, 2023, will be the Annual Trunk or Treat Event held on the high school campus. Homecoming Parade took place last Saturday, it was delayed due to the inclement weather. He thanked all who came out to participate. Senior night for the girls' soccer team was held last week and the boys' senior night will be held on October 30, 2023. On Friday, the PSAT College Board exams will be given to students. This is the second time around as the first time there were some computer glitches. He again thanked Board Member Mr. Joe Tria and Board Member Ms. Margaret Byrne for their service throughout the years as this was their last official meeting. Board Member Ms. Byrne thanked everyone for their well wishes and commented that she will miss everyone!

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

None both in-person and Zoom

## **III. Windsor Locks High School Field Trip**

Mr. Parkhurst wanted to give information about an upcoming field trip hosted by the Music Department, as this has been a long time in the making. The trip will be to see the Broadway Show, Hamilton in New York City on April 3, 2024 for Grades 9-12. This is only informational, and the Board will receive more information and a vote will be required at a future meeting.

## **IV. Approval of Minutes**

- **September 28, 2023 Regular Meeting**
- **October 10, 2023 Special Meeting**

There was an error noted in the Minutes of September 28, 2023, in the heading in which listed inadvertently as a “Special Meeting”; however, it should have been listed as a “Regular Meeting”. The amendment is as follows:

“MINUTES OF SPECIAL MEETING”

to

“MINUTES OF REGULAR MEETING”

It was **MOVED** (Christianson) and **SECONDED** (McGowan) and **PASSED** (U) that the Board of Education approves the Minutes of Regular Meeting of September 28, 2023, as amended and Minutes of Special Meeting of October 10, 2023, as presented.

## **V. Business Office Report**

Ms. Alison Pierce, Director of Operations and Finance addressed the Board. She gave an update of the September financials, which included September encumbrances of \$2,784,604.33; year to date \$4,140,085.18; remaining encumbrances for 2024 \$20,850,674.83, which leaves a budget balance of \$8,035,077.99 or 24% of the FY 24 budget is remaining. She indicated the district is in good shape.

## **VI. Facilities Report and Update**

Mr. Parkhurst explained that beginning this month and once a month throughout the 2023-2024 school year, a report and update on facilities, including ongoing

maintenance costs will be provided. He introduced Mr. Greg Weigert to give the update to the Board. Mr. Weigert began discussing North Street School and the current project, including the HVAC upgrade; main office/principal office blackout shades have been installed; and, playground repairs. South Elementary School he discussed the flex program window replacements and office blackout shades. The middle school hot water heater has failed and currently the school is using the boiler for hot water. The first quote received was \$21,000 he is hoping for a few more quotes before a final decision is made. He noted that the boiler is providing the hot water needed at the school. Pine Meadow Academy the teacher's/storage room expansion is completed. He thanked Dave Carlson for his work in completing the project. The high school projects are vestibule and classroom window tinting; classroom/office transitions; tree removal will take place on or about October 12, 2023 and six trees will be planted; and, athletic field drainage will take place after the season.

A brief discussion was held regarding spaces at each school for the SRO offices.

## **VII. Policy**

### **A. Policy Review: First Read:**

- 4118.237/4218.237/5141.8 Face Masks/Coverings - Rescind
- 4121 Substitute Teachers - New
- 5145.53 Transgender and Gender Non-Conforming Youth - New
- 6146 - Graduation Requirements – Rescind
- 6146A - Graduation Requirements for the Class of 2023- Revise and Renumber to 6146
- 6148 FAFSA Completion - Revised
- 7230.2 Indoor Air Quality/Heating, Ventilation, and Air Conditioning - New

A brief discussion was held. It was ultimately the general consensus that the first read should be carried over to the next meeting as the new Board Members will be able to read the policies before they vote on same.

### **B. Policy Review - Second Read/Possible Approval:**

- 5111/5112 Admission and Placement - Revision
- 5131.911 Bullying Interventions: Regulation - Revision
- 5141.21 Administering Medication - Revision
- 6145.1 Extracurricular Activities - Eligibility to Participate - Revision
- 6146.1 Grading and Reporting System - Revision
- 6159 Individualized Education Program/Special Education Program - Revision.

A brief discussion was held.

It was **MOVED** (Christianson) and **SECONDED** (Tria) and **PASSED** (U) that the Board of Education approves revisions to the following Policies as presented: 5111/5112 Admission and Placement, 5131.911 Bullying Interventions (Regulation), 5141.21 Administering Medication, 6145.1 Extracurricular Activities - Eligibility to Participate, 6146.1 Grading and Reporting System, and 6159 Individualized Education Program/Special Education Program as presented.

### **VIII. Math Presentation and Workshop**

Mr. Parkhurst introduced Ms. Megan Parrett, Director of Curriculum, to give a presentation on Mathematics in Windsor Locks Public Schools. She had a PowerPoint slideshow along with Mr. Parkhurst. They explained the current state of the math curriculum, the district benchmark assessments via iReady; Alliance District Performance; personalized pathways via iReady; Smarter Balance Assessment Student Tasks; and correlation of Smarter Balance and Benchmark Assessment via iReady. She showed examples of math problems students using in different levels.

A brief discussion was held.

### **IX. Board and Superintendent Comments**

Board Member Ms. Margaret Bryne wished the Board good luck and to keep moving the progression forward.

Board Member Mr. Joe Tria thanked everyone for being so patient over the last 8 years.

Chairman Mr. Dennis Gragnolati thanked Mr. Tria and Ms. Byrne for their time and effort over the years.

### **X. Adjournment**

It was **MOVED** (Christianson) and **SECONDED** (Tria) and **PASSED** (U) that the Board of Education adjourn the Special Meeting of October 23, 2023 at 6:42 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,  
October 30, 2023 6:00 pm**

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

Members Present: D. Gragnolati, K. Christianson, M. Byrne, J. McGowan, and J. Tria

Members Absent: None

Administrators: S. Parkhurst

**I. Call to Order & Roll Call**

Chairman Dennis Gragnolati called the Special Meeting to Order at 6:01 p.m. held at the Windsor Locks High School Professional Development Room. All Board members were present. All stood up and pledged allegiance to the flag.

**II. Public Audience (Only on Agenda Items) in Accordance with BOE Policy 1100**

None

**III.** It was **MOVED** (Christianson) and **SECONDED** (Byrne) and **PASSED** (5-0) to enter into Executive Session for the following purposes as allowed by Section 1-200(6) that is:

- Discussion of Personnel Matter - Board of Education Member Jim McGowan. Those in attendance shall be limited to the Board of Education and the Superintendent of Schools.

Board entered into executive session at 6:03 pm.

Board Chair dismissed the Superintendent of Schools from Executive Session at 6:04 pm.

**IV. Adjourn to Public Session**

It was **MOVED** (Christianson) and **SECONDED** (Tria) and **PASSED 5-0** to adjourn to public session at 6:33 pm. Motion passed unanimously.

**V. Vote Possible**

It was **MOVED** (Byrne) and **SECONDED** (Tria) that the board accept the recommendation of counsel and there is no finding on the matter. **PASSED 5-0.**

**VI. Adjournment**

It was **MOVED** (Christianson) and **SECONDED** (Tria) and **PASSED** (U) that the Board of Education adjourns the Special Meeting of October 30, 2023 at 6:35 pm.

Respectfully Submitted,  
Shawn Parkhurst  
Superintendent of Schools

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

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

**MINUTES OF THE SPECIAL MEETING  
November 2, 2023 at 4:30 p.m.**

Members Present: D. Gragnolati, K. Christianson, J. Tria and J. McGowan (via telephone)

Members Absent: M. Byrne

Administrators: S. Parkhurst, R. Bissonnette and K. Krupa

Staff: None

Students: Student B

Others: Mother of Student B and support person

**I. Call to Order**

Chairman Dennis Gragnolati called the Special Meeting to Order at 4:40 p.m., in the Windsor Locks Public School's Professional Development Room.

**II. Roll Call**

All Board Members were present other than Ms. Margaret Byrne and Mr. Jim McGowan was present via telephone.

**III. Pledge of Allegiance**

Everyone present stood and pledged allegiance to the flag.

**IV. Executive Session**

It was MOVED (Christianson) and SECONDED (Tria) 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.

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

Board of Education Members:



Mr. Dennis Gragnolati  
Ms. Kylee Christianson  
Mr. Joe Tria  
Mr. Jim McGowan (via telephone)

Others:

Mother of Student B  
Student B  
Support person for Student B  
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 Chairman Mr. Gragnolati.

#### **V. Action Regarding Expulsion**

Testimony regarding the offense and penalty phase was given by Mr. Shawn Parkhurst and Dr. Rebecca Bissonnette followed by questions from the Board of Education Members.

Board Recessed at 4:47 p.m.

Board Reconvened at 4:56 p.m.

Board Member Mr. Jim McGowan entered the meeting in-person at 4:56 p.m.

It was MOVED (Christianson) and SECONDED (McGowan) and PASSED (U) that the Board of Education terminates Executive Session and reconvenes into public session at 4:56 p.m.

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

It was MOVED (McGowan) and SECONDED (Tria) 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 4:58 p.m.

#### **VI. Action Regarding Expulsion**

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

Board Recessed at 5:13 p.m.  
Board Reconvened at 5:39 p.m.

It was MOVED (McGowan) and SECONDED (Tria) and PASSED (U) that the Board of Education terminates Executive Session and reconvenes into public session at 5:39 p.m.

It was MOVED (Christianson) and SECONDED (McGowan) and PASSED (3-1)(In Favor: K. Christianson, J. McGowan, D. Gragnolati; Opposed: J. Tria; Abstain: None) 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 B 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 B shall be expelled in accordance with the terms and conditions of the Administrations Recommendations dated October 24, 2023 as presented.

## **VII. Adjournment**

It was MOVED (Christianson) and SECONDED (Tria) and PASSED (U) that the Board of Education adjourns the November 2, 2023 Special Meeting at 5:44 p.m.

Respectfully Submitted,

Denise M. Piotrowicz  
Recording Secretary

**EXHIBIT IV**

MEMORANDUM TO: MEMBERS OF THE BOARD OF EDUCATION  
FROM: SHAWN L. PARKHURST, SUPERINTENDENT  
DATE: NOVEMBER 16, 2023  
RE: PARAEDUCATORS' BARGAINING UNIT CONTRACT

Tonight the Board of Education will vote on the Windsor Locks UE Local 222, CILU/CIPU, CILU #4 - Para-Educators Bargaining Unit Contract for July 1, 2023 through June 30, 2026.

**Possible Board Motion:** “**MOVE** that the Board of Education approve the Windsor Locks UE Local 222, CILU/CIPU, CILU #4 - Para-Educators Bargaining Unit contract for July 1, 2023 through June 30, 2026.”

MEMORANDUM TO: MEMBERS OF THE BOARD OF EDUCATION

FROM: ALISON PIERCE, DIRECTOR OF OPERATIONS AND FINANCE

DATE: NOVEMBER 16, 2023

RE: BUSINESS OFFICE REPORT

**FY24 Q1 Financials (July - September, 2023)**

FY24 GL Budget	\$33,025,838.00
Range to Date (July 1, 2023 - September 30, 2023)	\$ 4,140,085.18
YTD through September 2023	\$ 4,140,085.18
FY24 Encumbrances	\$21,064,624.06
FY24 Budget Balance	\$ 7,821,128.76
FY24 % of Budget Remaining	23.68%

**FY24 Financials**

FY24 GL Budget	\$33,025,838.00
Range to Date (October 2023 only)	\$ 3,060,229.99
YTD through October 2023	\$ 7,200,315.17
FY24 Encumbrances	\$20,745,808.57
FY24 Budget Balance	\$ 5,079,714.26
FY24 % of Budget Remaining	15.38%

**Bank Account CloseOut - Vote Needed**

Adult Ed Consortium Program (Windsor Locks, East Granby, Enfield, Granby, Somers and Suffield). Windsor Locks' portion is \$44,632 with \$30,127 funded by WLPS and \$14,505 funded by Adult Education Grant.

Requesting to close old bank account at Webster Bank, "Windsor Locks Adult Education" ending in xx-5435, in the amount of \$2,159.21 and submit funds as a reverse expenditure against account # 010.DS.130.2300.591.600 ADULT ED - OUTSIDE SERVICES, reducing WLPS liability to \$27,967.79 for FY24.

## **Transportation RFP Board Member Selection - Vote Needed**

Spring RFP (March/April); approximately 10-20 hours of review and selection. BOE Member requested as part of RFP Review Committee.

## **HVAC Grant Application - Vote Needed**

In order to apply for the State HVAC Grant, which is due on December 31, 2023, the following conditions must be met for a district/school to apply:

### **☐ Local Funding Authorization Letter**

The Local Funding Authorization Letter is documentation showing approval by the local authorizing body of the local share amount for the purpose of this project. Regardless of the source of the funds, applicants must submit a Local Funding Authorization Letter with supporting documentation (i.e., referendum, capital improvement budget, meeting minutes). The Local Funding Authorization Letter must be signed, dated and certified by the Town Clerk.

#### **☐ Resolution 1 – Authorizes the application**

Applicants must provide the local resolution by the local authorizing body to authorize the Superintendent to apply for this grant. All Resolutions must include the school's name and the specific type of project and Project Name. All Resolutions MUST be signed, dated, and certified by the Town Clerk.

#### **☐ Resolution 2 – Creates a Project Building Committee**

Applicants must provide the local resolution by the local authorizing body to establish a building committee for the Project specified in this Application. All resolutions must include the school's name and the specific type of project and Project Name. All resolutions must be signed, dated, and certified by the Town Clerk.

#### **☐ Resolution 3 – Approves the preparation of drawings for the project**

Applicants must provide the local resolution by the local authorizing body to approve the preparation of schematic drawings and outline specifications. All resolutions must include the school's name and the specific type of project and Project Name. All resolutions should be signed, dated, and certified by the Town Clerk.

Given that these conditions need to be met, a discussion needs to take place with regard to how the Board would like to proceed.

**Windsor Locks Public Schools**

**BOE GF by Acct Area**

Fiscal Year: 2023-2024

From Date 7/1/2023

To Date 9/30/2023

- 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	\$36,977.72	\$36,977.72	\$466,961.28	\$73,707.87	\$393,253.41	76.04%
010.00.110.0000.000.000	Account Area: Central Administration - 110	\$1,416,473.63	\$347,373.56	\$347,373.56	\$1,069,100.07	\$943,319.43	\$125,780.64	8.89%
010.00.120.0000.000.000	Account Area: Capital Improv & Equip - 120	\$1,000.00	\$0.00	\$0.00	\$1,000.00	\$0.00	\$1,000.00	100.00%
010.00.130.0000.000.000	Account Area: Administrative Expenses - 130	\$224,984.15	\$58,757.56	\$58,757.56	\$166,226.59	\$111,809.73	\$54,616.86	24.28%
010.00.140.0000.000.000	Account Area: Tuition & Special Services - 140	\$2,409,354.00	\$122,130.15	\$122,130.15	\$2,287,223.85	\$276,796.35	\$2,010,427.50	63.44%
010.00.211.0000.000.000	Account Area: Principals - 211	\$1,074,718.01	\$240,829.20	\$240,829.20	\$833,888.81	\$706,735.42	\$37,153.39	3.46%
010.00.213.0000.000.000	Account Area: Instructional Staff - 213	\$14,942,693.10	\$1,300,768.67	\$1,300,768.67	\$13,641,824.43	\$13,242,977.29	\$398,947.14	2.67%
010.00.214.0000.000.000	Account Area: Support Staff - 214	\$2,521,531.16	\$219,790.11	\$219,790.11	\$2,301,741.05	\$1,979,699.36	\$322,041.69	12.77%
010.00.215.0000.000.000	Account Area: Secretarial Staff - 215	\$367,096.00	\$78,008.83	\$78,008.83	\$289,087.17	\$286,399.76	\$2,687.41	0.73%
010.00.220.0000.000.000	Account Area: Textbooks - 220	\$2,500.00	\$0.00	\$0.00	\$2,500.00	\$0.00	\$2,500.00	100.00%
010.00.230.0000.000.000	Account Area: Library - 230	\$25,833.97	\$4,005.17	\$4,005.17	\$21,828.80	\$1,378.14	\$20,450.66	79.16%
010.00.231.0000.000.000	Account Area: Technology - 231	\$222,125.00	\$89,247.63	\$89,247.63	\$132,677.37	\$37,751.88	\$95,125.49	42.83%
010.00.240.0000.000.000	Account Area: Teaching Supplies - 240	\$185,675.00	\$45,936.53	\$45,936.53	\$139,738.47	\$39,206.91	\$100,531.56	54.14%
010.00.250.0000.000.000	Account Area: Instructional Support - 250	\$61,646.43	\$6,151.43	\$6,151.43	\$55,495.00	\$6,565.06	\$48,929.94	79.37%
010.00.300.0000.000.000	Account Area: Health Care - 300	\$339,236.00	\$26,261.46	\$26,261.46	\$312,974.54	\$298,715.45	\$14,259.09	4.20%
010.00.520.0000.000.000	Account Area: Transportation - 520	\$1,881,834.14	\$26,938.02	\$26,938.02	\$1,854,896.12	\$239,479.70	\$1,615,416.42	85.84%
010.00.610.0000.000.000	Account Area: Custodial Staff - 610	\$1,394,591.91	\$249,620.87	\$249,620.87	\$1,144,971.04	\$1,072,246.21	\$72,724.83	5.21%
010.00.620.0000.000.000	Account Area: Contracted Service/Plant Op - 620	\$401,552.00	\$65,863.42	\$65,863.42	\$335,688.58	\$75,046.87	\$260,641.71	64.91%
010.00.640.0000.000.000	Account Area: Utilities - 640	\$993,445.00	\$131,402.49	\$131,402.49	\$862,042.51	\$802,011.53	\$60,030.98	6.04%
010.00.650.0000.000.000	Account Area: Custodial Supplies - 650	\$130,000.00	\$627.43	\$627.43	\$129,372.57	\$0.00	\$129,372.57	99.52%
010.00.720.0000.000.000	Account Area: Building & Grounds Repairs - 720	\$164,462.50	\$11,684.82	\$11,684.82	\$152,777.68	\$25,599.72	\$127,177.96	77.33%
010.00.721.0000.000.000	Account Area: Equip Repair & Rentel - 721	\$137,991.00	\$48,072.71	\$48,072.71	\$89,918.29	\$67,104.49	\$22,813.80	16.53%
010.00.729.0000.000.000	Account Area: Lease/Rental - 729	\$0.00	\$18,525.00	\$18,525.00	(\$18,525.00)	(\$9,110.23)	(\$9,414.77)	0.00%
010.00.810.0000.000.000	Account Area: Retire/Social Security - 810	\$1,558,983.00	\$235,857.53	\$235,857.53	\$1,323,125.47	\$115,141.39	\$1,207,984.08	77.49%
010.00.820.0000.000.000	Account Area: Insurance - 820	\$2,064,173.00	\$775,254.87	\$775,254.87	\$1,288,918.13	\$582,241.73	\$706,676.40	34.24%
	<b>Grand Total:</b>	<b>\$33,025,838.00</b>	<b>\$4,140,085.18</b>	<b>\$4,140,085.18</b>	<b>\$28,885,752.62</b>	<b>\$21,064,624.06</b>	<b>\$7,821,128.76</b>	<b>23.68%</b>

**Windsor Locks Public Schools**

**BOE GF by Acct Area**

Fiscal Year: 2023-2024

From Date: 10/1/2023

To Date: 10/31/2023

- 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	\$4,810.52	\$41,788.24	\$462,150.76	\$79,363.76	\$382,787.00	75.96%
010.00.110.0000.000.000	Account Area: Central Administration - 110	\$1,416,473.63	\$96,070.16	\$443,443.72	\$973,029.91	\$781,202.24	\$191,827.67	13.54%
010.00.120.0000.000.000	Account Area: Capital Improv & Equip - 120	\$1,000.00	\$798.00	\$798.00	\$202.00	\$0.00	\$202.00	20.20%
010.00.130.0000.000.000	Account Area: Administrative Expenses - 130	\$224,984.15	\$39,415.14	\$98,172.70	\$126,811.45	\$75,035.73	\$51,775.72	23.01%
010.00.140.0000.000.000	Account Area: Tuition & Special Services - 140	\$2,409,354.00	\$274,453.81	\$396,583.96	\$2,012,770.04	\$1,338,141.64	\$676,628.40	28.08%
010.00.211.0000.000.000	Account Area: Principals - 211	\$1,074,718.01	\$80,228.20	\$321,057.40	\$753,660.61	\$716,514.42	\$37,146.19	3.46%
010.00.213.0000.000.000	Account Area: Instructional Staff - 213	\$14,942,693.10	\$1,312,722.11	\$2,613,490.78	\$12,329,202.32	\$11,030,316.64	\$389,885.68	2.61%
010.00.214.0000.000.000	Account Area: Support Staff - 214	\$2,521,531.16	\$184,272.16	\$404,062.27	\$2,117,468.89	\$1,838,170.72	\$279,298.17	11.08%
010.00.215.0000.000.000	Account Area: Secretarial Staff - 215	\$367,096.00	\$29,313.42	\$107,322.25	\$259,773.75	\$258,771.24	\$1,002.51	0.27%
010.00.220.0000.000.000	Account Area: Textbooks - 220	\$2,500.00	\$0.00	\$0.00	\$2,500.00	\$0.00	\$2,500.00	100.00%
010.00.230.0000.000.000	Account Area: Library - 230	\$25,833.97	\$1,783.99	\$5,789.16	\$20,044.81	\$899.05	\$19,145.76	74.11%
010.00.231.0000.000.000	Account Area: Technology - 231	\$222,125.00	\$24,365.16	\$113,612.79	\$108,512.21	\$13,855.47	\$94,656.74	42.61%
010.00.240.0000.000.000	Account Area: Teaching Supplies - 240	\$185,675.00	\$18,125.13	\$64,061.66	\$121,613.34	\$31,894.85	\$89,718.49	48.32%
010.00.250.0000.000.000	Account Area: Instructional Support - 250	\$61,646.43	\$7,257.22	\$13,408.65	\$48,237.78	\$2,087.07	\$46,150.71	74.86%
010.00.300.0000.000.000	Account Area: Health Care - 300	\$339,236.00	\$30,389.64	\$56,631.10	\$282,604.90	\$269,159.17	\$13,445.73	3.96%
010.00.520.0000.000.000	Account Area: Transportation - 520	\$1,881,834.14	\$191,985.34	\$218,923.36	\$1,662,910.78	\$1,104,711.45	\$558,199.33	29.68%
010.00.610.0000.000.000	Account Area: Custodial Staff - 610	\$1,394,591.91	\$109,753.75	\$359,374.62	\$1,035,217.29	\$967,534.79	\$67,682.50	4.85%
010.00.620.0000.000.000	Account Area: Contracted Service/Plant Op - 620	\$401,552.00	\$20,603.20	\$86,466.62	\$315,085.38	\$77,448.48	\$237,636.90	59.18%
010.00.640.0000.000.000	Account Area: Utilities - 640	\$993,445.00	\$55,725.21	\$187,127.70	\$806,317.30	\$751,400.62	\$54,916.68	5.52%
010.00.650.0000.000.000	Account Area: Custodial Supplies - 650	\$130,000.00	\$19,747.97	\$20,375.40	\$109,624.60	\$1,118.65	\$108,505.95	83.47%
010.00.720.0000.000.000	Account Area: Building & Grounds Repairs - 720	\$164,462.50	\$7,771.05	\$19,455.87	\$145,006.63	\$27,758.06	\$117,248.57	71.29%
010.00.721.0000.000.000	Account Area: Equip Repair & Rental - 721	\$137,991.00	\$10,256.39	\$58,329.10	\$79,661.90	\$62,910.57	\$16,751.33	12.14%
010.00.729.0000.000.000	Account Area: Lease/Rental - 729	\$0.00	\$12,350.00	\$30,875.00	(\$30,875.00)	(\$30,875.00)	\$0.00	0.00%
010.00.810.0000.000.000	Account Area: Retire/Social Security - 810	\$1,558,983.00	\$115,141.39	\$350,998.92	\$1,207,984.08	\$57,974.72	\$1,150,009.36	73.77%
010.00.820.0000.000.000	Account Area: Insurance - 820	\$2,064,173.00	\$412,911.03	\$1,188,165.90	\$876,007.10	\$399,226.22	\$476,780.88	23.10%
<b>Grand Total:</b>		<b>\$33,025,838.00</b>	<b>\$3,060,229.99</b>	<b>\$7,200,315.17</b>	<b>\$25,825,522.83</b>	<b>\$20,761,710.46</b>	<b>\$5,063,812.37</b>	<b>15.33%</b>

**EXHIBIT VI**

MEMORANDUM TO: MEMBERS OF THE BOARD OF EDUCATION  
FROM: SHAWN L. PARKHURST, SUPERINTENDENT  
DATE: NOVEMBER 16, 2023  
RE: POLICY - FIRST READ

Tonight, the following policies are presented as a first read before the Board of Education:

- 4118.237/4218.237/5141.8 Face Masks/Coverings - *Rescind*
- 4121 Substitute Teachers - *New Policy*
- 5134 Students Marital or Parental Status - *Revise*
- 5145.53 Transgender and Gender Non-Conforming Youth - *New Policy*
- 6146 Graduation Requirements - *Rescind*
- 6146A Graduation Requirements for the Class of 2023 - *Revise and Renumber to Policy 6146*
- 6148 FAFSA Completion - *Revision*
- 7230.2 Indoor Air Quality/Heating, Ventilation, and Air Conditioning - *New Policy*



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

### **Students**

#### **Face Masks/Coverings**

This policy pertains to students, faculty, staff, and visitors. It has been developed to fulfill the guiding principles contained in the *Framework for Connecticut Schools*, specifically to safeguard the health and safety of students and staff and to allow all students the opportunity to return into classrooms full time.

The Windsor Locks Board of Education (Board) is implementing this masking requirement to promote the safest possible learning, teaching and work environment for students, faculty, staff and visitors during the COVID-19 pandemic. The first priority of the Board is the health and well-being of students and staff as the District prepares for and implements the safe reopening of schools.

The Center for Disease Control (CDC) and the Connecticut Department of Health (DPH) and the Connecticut State Department of Education, as outlined in *Adapt, Advance, Achieve: Connecticut's Plan to Learn and Grow Together* requires the wearing of face coverings for all students and staff when they are inside school buildings and while riding school transportation vehicles, with certain exceptions.

#### **Definitions**

**Face covering/mask** – a cloth, paper, or disposable face covering that covers the nose and mouth. It may or may not be medical grade. (*Evidence shows that the proper wearing of facial masks or coverings helps stop the spread of the virus, which is currently by droplets when an individual coughs, sneezes or talks.*)

**Face shield** – a clear, plastic shield that covers the forehead, extends below the chin and wraps around the sides of the face, protecting the eyes, nose and mouth from contamination from respiratory droplets, along with masks or respirators.

#### **Transportation**

Student passengers and bus drivers and any other adults present on a bus at any time, are required to wear a face mask or cloth face covering that completely covers the nose and mouth during transit. The student's face covering must be in place prior to boarding the bus, van or other vehicles and must be kept in place until they are completely off the bus or van. The Board shall provide back-up masks if students do not have face coverings when boarding a school bus or van.

## **School Buildings and Grounds**

All students, staff, and visitors are required to use face coverings that completely cover the nose and mouth, when they are inside the school building or on school grounds, even when social distancing is maintained. An individual shall be excused from this requirement for the following listed reasons, per CDC guidance.

The individual:

1. has trouble breathing;
2. is unconscious;
3. is incapacitated; or
4. cannot remove the mask or face covering without assistance.

In addition, masks or face coverings shall not be required for anyone who has a medical reason making it unsafe to wear a face mask or face covering. A written notification from a physician is required in order for the Board to permit a medical exemption. The note should state the medical reason for the requested exemption, such as, but not limited to, difficulty breathing.

Parents/guardians may not excuse their child from this face mask requirement, by signing a waiver, because such wearing is a mandated requirement that the Office of the Governor, the Connecticut State Department of Education, and/or the Connecticut State Department of Public Health have defined as necessary for school districts to comply with in order to open schools from the COVID-19 caused closure.

In addition to the wearing of face masks, the District will maximize social distancing between student's workstations and desks to the greatest extent possible. Space between the teacher and students is to be maximized to reduce the risk of increased droplets from teachers during instruction.

Transparent (clear) masks should be considered as an option for teachers and students in classes for deaf and hard of hearing students. Pre-K, Kindergarten and special education teachers should consider wearing clear masks.

Face shields may be an option for those students with medical, behavioral or other challenges who are unable to wear face masks or coverings. The Board recognizes that face shields are not as effective for source control and should be used only when other methods are not available or appropriate. Therefore, the use of face shields for those with medical conditions is done with the understanding of their limitations and a heightened need for strict adherence to social distancing.

## **School Buildings and Grounds**

The Board shall provide to any student, staff member or visitor a face mask if such individual does not have one. Training shall be provided as necessary regarding the proper use of face coverings. Information shall be provided to staff, students and students' families regarding the proper use, and removal.

### **Limited Exceptions to Use of Face Coverings**

When other and appropriate mitigating practices are in place, such as social distancing, students will not be required to wear face masks or coverings while eating, drinking, during physical education classes, or during scheduled, adult supervised masks breaks or when students are outside

and effectively practicing social distancing and any other possible mitigants. Exceptions may also be necessary for certain special education students or other special populations.

Face shields may be useful in situations where it is important for students to see how a teacher pronounces words (e.g. English Learners, early childhood, foreign language, etc.) and social distancing is maintained.

### **Mask Breaks**

Breaks from wearing masks shall be scheduled throughout the school day, by the teacher, provided that strict social distancing requirements are maintained and limitations are enforced regarding student and staff mobility and in accordance with district and school schedules and guidelines.

During time of eating, face masks or coverings may be removed. Masks are required in all cafeterias while entering and leaving or getting food and drinks. They may be removed at appropriately socially distanced tables in order to eat but must be replaced after eating.

When masks are removed during a mask break, the mask must be placed over one ear or on the individual's wrist to avoid any other high contact/high touch surface.

A recess period may be used as a break from wearing masks when no more than one class is outside at a time and social distancing requirements are maintained to the greatest degree possible.

### **Violations of this Policy**

Violations of this policy, whether by students or staff, shall be handled in the same manner as other violations of applicable Board policy. If a student refuses to wear a face mask or covering and does not fulfill any of the exemptions allowed by this policy, the building administrator or designee will meet with the student to educate them on why the mask is required for health and safety reasons. The parent/guardian shall be contacted. If a visitor refuses to wear a face covering, for non-medical reasons, entry to the school/district facility may be denied.

### **Community Outreach**

The District shall engage in community education programs including signage, mass and targeted communication, and positive reinforcement that will actively promote mask use consistent with CDC, DDH, CSDE and OSHA guidance. Community members will be reminded that mask use does not replace the need for social distancing, washing of hands and other preventative practices recommended by all appropriate authorities.

- The District shall maintain in each school a supply of disposable face coverings in the event that a staff member, student or visitor does not have one for use.
- Special attention must be given to putting on and removing face coverings for purposes such as eating. After use, the front of the face covering is considered contaminated and should not be touched during removal or replacement. Hand hygiene should be performed immediately after removing and after replacing the face covering/
- When medically appropriate, nurses shall substitute use of metered dose inhalers and spacers for students with respiratory issues.
- Face shields with face masks may be used by staff who support students with special healthcare needs such as those who are unable to wear masks and who may need assistance with activities of daily living, such as toileting and eating.
- Mask use will not be required by employees when they are alone in private offices. However, they are required to mask when anyone enters a private office space and are

required to wear a mask if their office space is physically shared with others and does not allow for 3-6 feet of physical distance or if the work area is frequented by others.

Until further notice the Board will require the wearing of masks as prescribed in this policy. The Board reserves the right to interpret the provisions of this policy and to modify any or all matters contained in this policy at any time, subject to applicable law.

- (cf. 5141.22 – Communicable/Infectious Diseases)
- (cf. 5141.6 – Crisis Management Plan)
- (cf. 6114 – Emergencies and Disaster Preparedness)
- (cf. 6114.6 – Emergency Closings)
- (cf. 6114.8 – Pandemic/Epidemic Emergencies)
- (cf. 6114.81 – Emergency Suspension of Policy During Pandemic)

Legal Reference: Connecticut General Statutes  
10-154a Professional communications between teacher or nurse and student.  
10-207 Duties of medical advisors.  
10-221 Boards of education to prescribe rules.  
19a-221 Quarantine of certain persons.  
52-557b Immunity from liability for emergency medical assistance, first aid or medication by injection. School personnel not required to administer or render.  
The Family Educational Rights and Privacy Act of 1974, (FERPA), 20 U.S.C. 1232g, 45 C.F.R. 99.  
Adapt, Advance, Achieve: Connecticut’s Plan to Learn and Grow Together  
Connecticut LEA School Reopening Template  
CDC Considerations for Schools  
CDC Symptoms of Coronavirus  
CDC Quarantine & Isolation  
CDC Use of Cloth Face Coverings to Help Slow the Spread of COVID-19  
CDC Interim Guidance for Administrators of US K-12 Schools and Child Care Programs  
CDC Schools Decision Tree for Schools Reopening

Policy adopted: August 13, 2020

## **Personnel -- Certified**

### **4121 - Substitute Teachers**

A substitute teacher shall be a person who has earned a Bachelor's Degree, is fully qualified to instruct in our schools and who is employed for short periods of time in the absence of the regular teacher. The Commissioner of Education may waive requirement for a Bachelor's Degree for good cause upon the request of the Superintendent of Schools.

The Board shall only hire applicants for substitute teaching positions who comply with the reference and background checks as detailed in Policy #4112.51/4212.51 and who comply with the required disclosure requirements

Suitable programs for training, assigning, orienting and evaluating the work of substitute teachers shall be provided by the certified staff under the direction of the Superintendent.

Rates of compensation for substitute teachers will be set by the Board of Education.

It will be the responsibility of the Principal or his/her designee to assign a substitute to fill any vacancy by the temporary absence of a regular staff member. The substitute teacher will be selected from a list of approved substitutes furnished by the Superintendent's office.

The Board of Education is permitted to employ a person who lacks substitute teacher authorizations as a substitute teacher in the same assignment for a period not to exceed 60 school days. Principals will make every effort to maintain as much continuity of instruction as possible by engaging only one substitute teacher for the full period of absence of one teacher and by calling back a substitute to serve in a classroom in which he/she/they performed successfully.

Substitute teachers will not participate in the health ~~and welfare~~ plans or other fringe benefits of the school system. However, substitute personnel hired to fill the position of an employee absent on an extended leave will be entitled to the privileges and benefits afforded regular professional employees, with the exception that the term of employment ordinarily will cease at the scheduled termination of the regular teacher's leave.

Retired teachers may be employed as substitute teachers without jeopardizing their retirement salary within the limits as prescribed by law.

It is the intent to use only certified teachers as substitutes, whenever possible.

If long-term substitutes are required (more than 10 consecutive days for one assignment), the substitute must meet certification requirements for that assignment. Long-term substitute teachers are those who are requested to serve more than 10 consecutive days for the same teacher. In such cases, following the 10<sup>th</sup> day, the rate of pay will be in the prorated daily rate of the beginning B.A. salary step in effect for that school year.

Daily substitute teachers are those who serve for a variety of teachers and/or in a non-consecutive manner.

Rates for daily substitutes and the first 10 days of long-term substitutes will be determined annually

during the budget process for the following year.

Cooperative, interdistrict and outside agency relationships and initiatives will be considered in order to meet the substitute need. In such cases, a rate may be set through the cooperative agreement.

(cf. 4112.51/4212.51 – Employment/Reference Checks)

Legal Reference: Connecticut General Statutes  
10-183v Reemployment of teachers.  
10-145a Certificates of qualification for teachers.  
June 19 Special Session, Public Act No. 09-1  
An Act Implementing the Provisions of the Budget Concerning Education, Authorizing State Grant Commitments for School Building Projects and Making Changes to the Statutes Concerning School building Projects and Other Education Statutes. (Section 48) Public Act No. 09-6 September Special Session  
10-221d Criminal history records checks of school personnel. Fingerprinting. Termination or dismissal. (as amended by PA 16-67)  
10-222c Hiring policy. (as amended by PA 16-67)  
PA 23-159 (Section 18)

Policy Adopted:

## Students

### Students Marital or Parental Status - Affirmative Action

~~The Board of Education affirms the right and need for every student to an education in preparation for a career, for a family life, and for citizenship. Provisions for all students shall be made thereby on a continuing and humanistic basis shall not discriminate against any married, parenting, or pregnant student or exclude such students from its education programs or activities based upon their status as a married, parenting, or pregnant student. The Board shall not apply any rule concerning a student's actual or potential parental, family, or married status, which treats students differently based on sex.~~

~~The Board will provide all pregnant and parenting students with the same educational instruction or its equivalent as other students. School administrators shall provide assistance and support to encourage pregnant and parenting students to remain enrolled in school and to graduate.~~

### Status Generally

~~The Board of Education shall not apply any rule concerning a student's actual or potential parental, family or marital status, which treats students differently on the basis of sex.~~

~~Pregnant students shall be permitted to remain in their regular school program and supportive services will be made part of the school program. Pregnant students may remain in their regular school program as long as their physical and emotional condition permits. Any variation from continuance in the regular school program shall be based upon a pregnant student's assessed needs. Pregnant students may request to voluntarily participate in a separate portion of the district's educational program or activity. A student who is both under the age of 17 and a mother may request permission from the Board to attend adult education classes. The Board may, by a majority vote of the members of the Board present and voting at a regular or special meeting of the Board called for such a purpose, assign such a student to adult education classes.~~

~~A student who is pregnant or has given birth and cannot attend school shall be provided with homebound instruction and other instruction as will enable the student to remain in school or otherwise have access to instruction and support services. The district shall consider the student's individualized needs and shall provide, as appropriate, services that may include, but need not be limited to, transportation, a shortened school day, counseling, modified assignments, or modified class schedule.~~

~~Homework and makeup work shall be made available to pregnant and parenting students to ensure that they have the opportunity to keep current with assignments and avoid losing course credit due to absences from school, and to the extent necessary, as described above, a homebound teacher will be assigned. Pregnant and parenting students shall be given excused absences from school for pregnancy and related conditions for the length of time the student's physician finds medically necessary. This includes absences due to illness or medical appointments during school hours for a child for whom the student is the custodial parent.~~

### Pregnancy and Related Conditions

~~The Board of Education shall not discriminate against any student, or exclude any student from its education program or activity, including any class or extracurricular activity, on the basis of such student's pregnancy, childbirth, false pregnancy, termination of pregnancy or recovery there from, unless the student requests voluntarily to participate in a separate portion of the program or activity.~~

~~For the student who elects to remain in the regular school program, the Board of Education requires such a student to obtain the certification of a physician that the student is physically and emotionally able to continue participation in the normal education program or activity.~~

~~The instructional program available to pregnant students, i.e., homebound instruction, is identical to the instructional service available to non-pregnant homebound students.~~

~~The Board of Education shall treat pregnancy, childbirth, false pregnancy, termination of pregnancy and recovery therefrom as a justification for a leave of absence for so long a period of time as is deemed medically necessary by the student's physician, at the conclusion of which the student shall be reinstated to the status which she held when the leave began.~~

Legal Reference: Connecticut General Statutes  
10-184 Duties of parents  
10-186 Duties of local and regional boards of education re school attendance  
[10-73d Request of certain students to attend adult education classes](#)  
State Board of Education Regulation  
~~10-76a-35 Definitions of exceptionalities~~  
10-76d-15 Homebound and hospitalized instruction (subsection b4)  
~~10-76d(e)(2) Duties and powers of boards of education to provide special programs and services~~

Policy adopted: March 28, 2013

WINDSOR LOCKS PUBLIC SCHOOLS  
Windsor Locks, Connecticut



## Students

### 5145.53 Transgender and Gender Non-Conforming Youth

#### Purpose

Federal and state law and District policy require that all programs, activities, and employment practices be free from discrimination based on sex, sexual orientation, or gender identity or expression. This policy is designed in keeping with these mandates to create a safe learning environment for all students and to ensure that every student has equal access to all school programs and activities.

This policy sets out guidelines for schools and District staff to address the needs of transgender and gender non-conforming students and clarifies how state law should be implemented in situations where questions may arise about how to protect the legal rights or safety of such students. This policy does not anticipate every situation that might occur with respect to transgender or gender non-conforming students and the needs of each transgender or gender non-conforming student must be assessed on a case-by-case basis. In all cases, the goal is to ensure the safety, comfort, and healthy development of the transgender or gender non-conforming student while maximizing the student's social integration and minimizing stigmatization of the student.

#### Definitions

The definitions provided here are not intended to label students but rather to assist in understanding this policy and the legal obligations of District staff. It is recognized that students might or might not use these terms to describe themselves.

**“Gender identity”** is a person's deeply held sense or psychological knowledge of their own gender, regardless of the gender they were assigned at birth. One's gender identity can be the same or different than the gender assigned at birth. Everyone has a gender identity.

**“Transgender”** describes people whose gender identity, expression or behavior is different from those typically associated with an assigned sex at birth.

**“Gender expression”** refers to the manner a person represents or expresses gender to others, often through behavior, clothing, hairstyles, activities, or mannerisms.

**“Gender non-conforming”** describes people whose gender expression differs from stereotypical expectations, such as “feminine” boys, “masculine” girls, and those who are perceived as androgynous. This includes people who identify outside traditional gender categories or identify both genders.

**“Sexual Orientation”** refers to a person's identity in relation to the gender or genders to which they are romantically, emotionally, or sexually attracted, including any identity that a person may have previously expressed or is perceived by another to hold.

**“Cisgender”** refers to individuals whose gender identity, expression, or behavior conforms with those typically associated with their sex assigned at birth.

**“Gender Fluid”** may be a form of both gender identity and gender expression. It generally

describes individuals who may not identify as the same gender all the time, and whose gender expression may change accordingly.

**“Gender Minority”** is an umbrella term referring to individuals not identifying as cisgender.

**“Gender Transition”** is the process in which a person changes their gender expression to better reflect their gender identity. In order to feel comfortable and to express their gender identity to other people, transgender people may take a variety of steps such as using a nickname or legally changing their name; choosing clothes and hairstyles to reflect their gender identity; and generally living and presenting themselves to others, consistently with their gender identity. Some, but not all, transgender people take hormones or undergo surgical procedures to change their bodies to better reflect their gender identity. Transitioning may or may not include changing identity documents (e.g., driver’s license, Social Security record) to reflect one’s gender identity.

**“Bullying”** means an act that is direct or indirect and severe, persistent or pervasive which:

- a. causes physical or emotional harm to an individual,
- b. places an individual in reasonable fear of physical or emotional harm, or
- c. infringes on the rights and opportunities of an individual at school.

Bullying shall include, but need not be limited to, a written, oral, or electronic communication or physical act or gesture based on any actual or perceived differentiating characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity or expression, socioeconomic status, academic status, physical appearance, or mental, physical, developmental or sensory disability, or by association with an individual or group who has or is perceived to have one or more of such characteristics.

**“Harassment”** means written, verbal or physical conduct that adversely affects the ability of one or more students to participate in or benefit from the school’s educational programs or activities because the conduct is so severe, persistent or pervasive. This includes conduct that is based on a student’s actual or perceived race, color, national origin, sex, disability, sexual orientation, sexual identity or expression, or religion. This also includes conduct that targets a student because of a characteristic of a friend, family member or other person or group with whom a student associates.

## **Privacy**

All persons, including students, have a right to privacy. This includes the right to keep private one’s transgender status or gender non-conforming presentation at school. Information about a student’s transgender status, legal name, or gender assigned at birth also may constitute confidential medical information. School personnel should not disclose information that may reveal a student’s transgender status or gender non-conforming presentation to others, including parents and other school personnel, unless legally required to do so or unless the student has authorized such disclosure. Transgender and gender non-conforming students have the right to discuss and express their gender identity and expression openly and to decide when, with whom, and how much to share private information.

When contacting the parent or guardian of a transgender or gender non-conforming student, school personnel should use the student’s legal name and the pronoun corresponding to the student’s gender assigned at birth unless the student, parent, or guardian has specified otherwise.

## Official Records

The District is required to maintain a mandatory permanent student record (“official record”) that includes a student’s legal name and legal gender. However, the District is not required to use a student’s legal name and gender on other school records or documents. The District will change a student’s official record to reflect a change in legal name or legal gender upon receipt of documentation that such change has been made pursuant to a court order. In situations where school staff or administrators are required by law to use or to report a transgender student’s legal name or gender, such as for purposes of standardized testing, school staff and administrators shall adopt practices to avoid the inadvertent disclosure of such confidential information.

**Note:** A review of Connecticut statutes and regulations and other legal resources has not provided a legal basis requiring a court order prior to changing a student’s official record to reflect a change in legal name or legal gender. It is a common practice to require documentation to change a student’s legal name or gender pursuant to a court order or through amendment of state or federally-issued identification. However, under FERPA\*, a school must consider the request of a minor student’s education records that is inaccurate, misleading, or in violation of the student’s privacy rights. Consider, therefore, the following language as an alternative to the above. \*(Family Educational Rights and Privacy Act)

The District recognizes, under FERPA, that a student has the right to request the school to change his/her name and gender on such student’s school records if the student or parent/guardian, if such a student is under 18 years of age, believe the records are incorrect, misleading, or violate a student’s privacy. (In general, a school should treat requests to change student records based on transgender status no differently than it would treat any other request for a change to student records.) Upon such a request, schools should correct student education records to accurately reflect the student’s chosen name and gender identity, regardless of whether the student has completed a legal name change.

## Names/Pronouns

A student has the right to be addressed by a name and pronoun that corresponds to the student’s gender identity. A court-ordered name or gender change is not required, and the student need not change his or her official records.

The intentional or persistent refusal to respect a student’s gender identity (for example, intentionally referring to the student by a name or pronoun that does not correspond to the student’s gender identity) is a violation of this policy.

## Gender-Segregated Activities

To the extent possible, schools should reduce or eliminate the practice of segregating students by gender. In situations where students are segregated by gender, such as for selected health education classes, students should be included in the group that corresponds to their gender identity.

## Student Information Systems

The District shall modify its student information system, as necessary, to prevent disclosure of confidential information and ensure that school personnel use a student’s preferred name and pronouns consistent with the student’s gender identity.

## **Restroom Accessibility**

Students shall have access to the restroom that corresponds to their gender identity consistently asserted at school. Any student who has a need or desire for increased privacy, regardless of the underlying reason, should be provided access to a single user restroom. However, no student shall be required to use such a restroom because they are transgender or gender non-conforming.

## **Locker Room Accessibility**

The use of locker rooms by transgender students shall be assessed on a case-by-case basis with the goals of maximizing the student's social integration and equal opportunity to participate in physical education classes and sports, ensuring the student's safety and comfort, and minimizing stigmatization of the student. In most cases, transgender students should have access to the locker room that corresponds to their gender identity consistently asserted at school, like all other students. Any student, transgender or not, who has a need or desire for increased privacy, regardless of the underlying reason, should be provided with a reasonable alternative changing area such as the use of a private area (e.g., a nearby restroom stall with a door, an area separated by a curtain, a P.E. instructor's office in the locker room, or a nearby health office restroom), or with a separate changing schedule (e.g., using the locker room that corresponds to their gender identity before or after other students).

Any alternative arrangement should be provided in a way that protects the student's ability to keep his or her transgender status confidential. In no case shall a transgender student be required to use a locker room that conflicts with the student's gender identity.

## **Physical Education Classes & Intramural Sports**

Transgender and gender non-conforming students shall be permitted to participate in physical education classes and intramural sports in a manner consistent with their gender identity.

## **Interscholastic Competitive Sports Teams**

Transgender and gender non-conforming students shall be permitted to participate in interscholastic athletics in a manner consistent with their gender identity and in compliance with the applicable regulations of the Connecticut Interscholastic Athletic Association (CIAC).

## **Dress Codes**

Transgender and gender non-conforming students have the right to dress in a manner consistent with their gender identity or gender expression. In general, District schools may not adopt dress codes that restrict students' clothing or appearance on the basis of gender.

## **Discrimination/Harassment**

It is the responsibility of each school and the District to ensure that transgender and gender non-conforming students have a safe school environment. This includes ensuring that any incident of discrimination, harassment, or violence is given immediate attention, including investigating the incident, taking appropriate corrective action, and providing students and staff with appropriate resources.

Complaints alleging discrimination or harassment based on a person's actual or perceived

transgender status or gender nonconformity are to be handled in the same manner as other discrimination or harassment complaints.

### **Transferring a Student to Another School (Opportunity Transfers)**

In general, schools should aim to keep transgender and gender non-conforming students at the original school site. Opportunity transfers should not be a school's first response to harassment and should be considered only when necessary for the protection or personal welfare of the transferred student, or when requested by the student or the student's parent/guardian. The student or the student's parent or guardian must consent to any such transfer.

### **Professional Development**

The Board of Education directs the Superintendent to provide for the training of District staff in transgender sensitivity, in what it means to treat all people respectfully and equally. Developmentally age-appropriate training shall also be provided for students.

- (cf. 0521 – Nondiscrimination)
- (cf. 4131 – Staff Development)
- (cf. 5114 – Suspension and Expulsion/Due Process)
- (cf. 5131 – Conduct)
- (cf. 5131.21 – Violent and Aggressive Behavior)
- (cf. 5131.8 – Out-of-School Misconduct)
- (cf. 5131.912 – Aggressive Behavior)
- (cf. 5131.913 – Cyberbullying)
- (cf. 5131.91 – Hazing)
- (cf. 5144 – Discipline/Punishment)
- (cf. 5145.4 – Nondiscrimination)
- (cf. 5145.5 – Sexual Harassment)
- (cf. 5145.51 – Peer Sexual Harassment)
- (cf. 5145.52 – Harassment)
- (cf. 5145.6 – Student Grievance Procedure)
- (cf. 6121 – Nondiscrimination)
- (cf. 6121.1 – Equal Educational Opportunity)

- Legal Reference: Connecticut General Statutes
- 1-1n “Gender identity or expression” defined.
  - 10-15c Discrimination in public school prohibited. (Amended by P.A. 97-247 to include “sexual orientation” and PA 11-55 to include “gender identity or expression”)
  - 10-222g Prevention and intervention strategy re bullying and teen dating violence as amended by P.A. 19-166
  - 46a-51 Definitions.
  - 46a-58(a) Deprivation of rights. Desecration of property. Placing of burning cross or noose on property. Penalty.
  - 46a-60 Discriminatory employment practices prohibited Federal Law.

46a-64(a)(1)(2) Discriminatory public accommodations practices prohibited. Penalty.

10-209 Records not to be public.

46a-60 Discriminatory employment practices prohibited.

Section 504 and the Federal Vocational Rehabilitation Act of 1973, 20 U.S.C. 706(7)(b).

Public Act 07-62 An Act Concerning the Deprivation of Rights on Account of Sexual Orientation.

Public Act 11-55 An Act Concerning Discrimination.

Title IX of the Education Amendments of 1972, 20 U.S.C. §1681(a).

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

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

*Burlington Industries, Inc. v. Ellerth*, No. 97-569, (U.S. Supreme Court, June 26, 1998).

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

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

Federal Family Educational Rights and Privacy Act of 1974, 20 U.S.C. 1232g

“Guidance on Civil Rights Protections and Supports for Transgender Students,” Connecticut State Department of Education, June 2017

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

PA 23-145 An Act Revising the State’s Antidiscrimination Statutes

Policy Adopted:

## Instruction

### Graduation Requirements

To ensure that all students graduate from our schools with the knowledge, skills, and work habits they will need in adult life, the Windsor Locks Public Schools has adopted a mastery-based system of teaching, learning, promotion, and graduation. Beginning with the Windsor Locks High School Class of 2020, all students will need to demonstrate achievement of all cross-curricular and content-area graduation standards before receiving a high school diploma. These new graduation requirements will ensure that each student provides evidence that they have achieved expected learning standards, and acquired the knowledge, skills, and work habits that will prepare them for postsecondary education and modern careers.

The District's standards-based diploma system also requires our schools and educators to provide the interventions, support systems, and personalized-learning pathways that each student needs to master the expected standards and graduate college, career and life ready.

Graduation from our public school implies (1) that they have satisfactorily demonstrated the District's performance standards, assessed in part by the statewide mastery examinations, and (2) that they have fulfilled the legally mandated number and distribution of credits.

### Definitions

***Mastery-Based Learning*** refers to approaches used in which students advance upon mastering skills and content according to an established set of rigorous standards. Students move ahead when they have demonstrated mastery of content, not when they have reached a certain birthday or completed required hours in a classroom.

A mastery-based learning environment consists of state standards and district-developed competencies that put the focus on students demonstrating what they know and are able to do through the compilation of a body of evidence. The competencies that students are expected to meet are clearly articulated.

***Content Graduation Standards*** are the final outcomes expected of students upon graduation from high school. They focus instruction on the most foundational, enduring and leveraged concepts and skills within each content area.

#### A. Communicating Graduation Requirements

To ensure that every student and family has the information and resources they need to appropriately plan and sequence the student's educational decisions, our schools, educators, and staff will clearly and consistently communicate prior to entering high school and throughout the student's educational career the graduation standards and diploma requirements that must be met to earn a high school diploma.

## **Instruction**

### **Graduation Requirements**

#### **Definitions**

##### **A. Communicating Graduation Requirements (continued)**

The Superintendent, through the high school principal or other designee, shall be responsible for ensuring that accurate, up-to-date information concerning all graduation standards and diploma requirements are (1) readily available to all incoming students and their families in the spring preceding the start of each school year, and (2) published on the district and high school websites. A detailed guide to graduation standards, academic expectations, and diploma requirements will be disseminated to all incoming ninth-grade students at the time of course selection. This policy will also be referenced in each edition of the high school student handbook and on the district and high school websites.

As soon as it is practical and feasible, the Board expects the Superintendent or designee to inform all students and their families of any modifications made to the District's graduation requirements, which extends to all applicable changes in relevant state law, rules, or regulations.

The Board has approved the following schedule of minimum requirements for graduation, which encompasses minimum graduation requirements specified by the state and described in relevant laws, rules, and regulations. The Board is aware that current law and regulations are subject to change.

##### **B. Academic Requirements for Graduation**

Commencing with the Windsor Locks High School graduating class of 2020, all students must master the following graduation requirements:

1. All students will demonstrate that they have achieved mastery in the content-area graduation standards based on Connecticut state requirements. As a transitional plan while the Connecticut State Legislature studies and ultimately makes a final decision about the use of the Carnegie Unit as the basis for earning "credits," students shall earn a minimum of 25 credits based on mastery of the graduation standards associated with the subject areas listed.
  - a. English Language Arts (4 credits)
  - b. Mathematics (3 credits)
  - c. Social Studies (3 credits)
  - d. Science (3 credits)
  - e. Health Education (1 credit) and Physical Education (1 credit)
  - f. Visual and Performing Arts (1 credit)
  - g. World Languages – through demonstration
  - h. Career and Technical Education (1 credit)
  - i. Advisory/Raider Block (1 credit)
  - j. Electives (7 credits)



## Instruction

### Graduation Requirements

#### Definitions

#### B. Academic Requirements for Graduation (continued)

The Windsor Locks Public School's administration, faculty, and staff will apply the set of standards and performance indicators that are aligned with the content-area standards of the State of Connecticut.

All students must satisfy graduation requirements utilizing personalized pathways through active engagement in mastery-based educational experiences in all the above content areas.

2. Windsor Locks High School graduates will demonstrate that they have achieved mastery in the cross-curricular standards:
  - a. A clear and effective communicator
  - b. A self-directed learner and collaborative worker
  - c. A creative and practical problem solver
  - d. A responsible citizen
  - e. An informed thinker
3. All students will design, document and defend a culminating project that demonstrates their mastery of content and cross curricular graduation standards.
4. All students will complete and submit at least one application to a postsecondary educational institution, training program, or other certified learning experience, such as the military, that will provide them with continued opportunities for academic, career, and personal growth.
5. While most students will satisfy graduation requirements over the course of a four-year academic program, students may also satisfy Windsor Locks High School's graduation requirements during a period of time that is either accelerated or lengthened, based on their distinct learning needs. This includes high school level coursework students may take at Windsor Locks Middle School, provided the same criteria is used to designate students' mastery of the standards required to earn the credit. Examples of these courses include but are not limited to Algebra 1, Spanish 1, Geometry, Algebra 2, etc. All students are expected to develop a Student Success Plan with assistance from counselors, teachers, and/or administrators that allows them to master expected standards at the pace and with the support they need.

## **Instruction**

### **Graduation Requirements**

#### **Definitions (continued)**

#### **C. Multiple Pathways**

Windsor Locks High School offers all students multiple learning options that allow students to demonstrate mastery of content and cross curricular standards, earn academic credit and satisfy graduation requirements. Windsor Locks High School also encourages its students to explore a broad range of personalized learning experiences.

To pursue personalized learning experiences, students must design a plan that documents and defends how the experience satisfies both graduation requirements and expected cross curricular and content area standards.

Learning options may include, but are not limited to, the following:

1. Academic courses offered by the school
2. Dual enrollment or early college courses
3. Career and technical education programming
4. Online or blended learning options
5. Alternative or at-risk programming
6. Extended learning opportunities, internships, field work, or exchange experiences
7. Independent studies or long-term projects

#### **D. Transfer and Home-School Students**

For students who transfer to Windsor Locks High School from another state, country, school, program, or home-schooling situation, including educational programs that are not aligned with Windsor Locks High School's cross curricular and content area graduation standards, the Principal shall evaluate the value of the student's prior educational experiences and determine to what degree the student has met the school's graduation requirements. After enrolling in Windsor Locks High School, these students will need to satisfy all assessment, proficiency, and graduation requirements in the appropriate subject areas, as determined by the Principal. The Superintendent will ultimately determine whether these students are eligible to receive a diploma. Home-schooled students must have attended Windsor Locks High School for a minimum of two (2) years or four (4) semesters to be eligible for a diploma.

#### **E. Students Receiving Special-Education Services**

Students who successfully meet Windsor Locks High School's cross-curricular and content-area graduation standards, as specified in the goals and objectives of their Individualized Education Plans (IEP), will be awarded diplomas.

## **Instruction**

### **Graduation Requirements**

#### **Definitions** (continued)

#### **F. Extended Study**

Students are eligible for extended years of study to complete the school's graduation requirements if they have not reached the age of 20. Students eligible for extended years of study may be referred to adult education or other programs and resources.

#### **G. Participation in Graduation Ceremony**

A student must complete all Board requirements for a high school diploma to participate in graduation exercises.

(cf. 5121 - Examination/Grading/Rating)

(cf. 6111 - School Calendar)

(cf. 6146.2 - Statewide Proficiency/Mastery Examinations)

(cf. 6172.6 - Virtual/On-line Courses)

#### **Legal Reference:**

Connecticut General Statutes

10-5c Board examination series pilot program. Issuance of certificate (as amended by P.A. 13-247)

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

10-16(l) Graduation exercises. (as amended by P.A. 96-26 An Act Concerning Graduation Requirements and Readmission and Placement of Older Students)

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

10-233(a) Promotion and graduation policies.

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

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

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

Policy adopted: June 9, 2016

WINDSOR LOCKS PUBLIC SCHOOLS  
Windsor Locks, Connecticut

## **Instruction**

### **Graduation Requirements ~~for the Class of 2023~~**

To ensure that all students graduate from our schools with the knowledge, skills, and work habits they will need in adult life, the Windsor Locks Public Schools have adopted a mastery-based system of teaching, learning, promotion, and graduation. Beginning with the Windsor Locks High School Class of 2020, all students will need to demonstrate achievement of all cross-curricular and content-area graduation standards before receiving a high school diploma. These new graduation requirements will ensure that each student provides evidence that they have achieved expected learning standards, and acquired the knowledge, skills, and work habits that will prepare them for postsecondary education and modern careers.

The District's standards-based diploma system also requires our schools and educators to provide the interventions, support systems, and personalized-learning pathways that each student needs to master the expected standards and graduate college, career, and life-ready.

Graduation from our public school implies (1) that they have satisfactorily demonstrated the District's performance standards, assessed in part by the statewide mastery examinations, and (2) that they have fulfilled the legally mandated number and distribution of credits.

## **Definitions**

***Mastery-Based Learning*** refers to approaches used in which students advance upon mastering skills and content according to an established set of rigorous standards. Students move ahead when they have demonstrated mastery of content, not when they have reached a certain birthday or completed required hours in a classroom.

A mastery-based learning environment consists of state standards and district-developed competencies that put the focus on students demonstrating what they know and are able to do through the compilation of a body of evidence. The competencies that students are expected to meet are clearly articulated.

***Content Graduation Standards*** are the final outcomes expected of students upon graduation from high school. They focus instruction on the most foundational, enduring and leveraged concepts and skills within each content area.

### **A. Communicating Graduation Requirements**

To ensure that every student and family has the information and resources they need to appropriately plan and sequence the student's education decisions, our schools, educators, and staff will clearly and consistently communicate prior to entering high school and throughout the student's education career the graduation standards and diploma requirements that must be met to earn a high school diploma.

The Superintendent, through the high school principal or other designee, shall be responsible for ensuring that accurate, up-to-date information concerning all graduation standards and

diploma requirements are (1) readily available to all incoming students and their families in the spring preceding the start of each school year, and (2) published on the district and high school websites. A detailed guide to graduation standards, academic expectations, and diploma requirements will be disseminated to all incoming ninth-grade students at the time of course selection. This policy will also be referenced in each edition of the high school student handbook and on the district and high school websites.

As soon as it is practical and feasible, the Board expects the Superintendent or designee to inform all students and their families of any modifications made to the District's graduation requirements, which extends to all applicable changes in relevant state law, rules, or regulations.

The Board has approved the following schedule of minimum requirements for graduation, which encompasses minimum graduation requirements specified by the state and described in relevant laws, rules, and regulations. The Board is aware that current law and regulations are subject to change.

## **B. Academic Requirements for Graduation**

Commencing with the Windsor Locks High School graduating class of 2023, all students must master the following graduation requirements:

1. All students will demonstrate that they have achieved mastery in the content-area graduation standards based on Connecticut State requirements. As a transitional plan while the Connecticut State Legislature studies and ultimately makes a final decision about the use of the Carnegie Unit as the basis for earning "credits," students shall earn a minimum of 25 credits based on mastery of the graduation standards associated with the subject areas listed.
  - a. Humanities\* (which includes ELA) 9 credits including civics and the arts
  - b. STEM – 9 credits
  - c. Physical Education and Wellness – 1 credit
  - d. Health and Safety Education – 1 credit
  - e. World Languages – 1 credit
  - f. Mastery-based assessment – 1 credit
    - *Culminating project that demonstrates mastery of cross curricular standards:*
      - Clear and effective communicator
      - Self-directed learner and collaborative worker
      - Creative and practical problem solver
      - Responsible citizen
      - Informed thinker
  - g. Electives – 3 credits

\*The humanities are fields of learning that help us understand and appreciate human history, culture, values, and beliefs. Philosophy, literature, religion, art, music, history, and language have become part of the subjects collectively categorized as the humanities.

The Windsor Locks Public school's administration, faculty, and staff will apply the set of standards and performance indicators that are aligned with the content-area standards of the State of Connecticut.

All students must satisfy graduation requirements utilizing personalized pathways through active engagement in mastery-based educational experiences in all the above content areas.

2. Windsor Locks High School graduates will demonstrate that they have achieved mastery in the cross-curricular standards:
  - a. A clear and effective communicator
  - b. A self-directed learner and collaborative worker
  - c. A creative and practical problem solver
  - d. A responsible citizen
  - e. An informed thinker
3. All students will design, document and defend a culminating project that demonstrates their mastery of content and cross-curricular graduation standards – this will be the mastery-based diploma assessment.
- ~~4. All students will complete and submit at least one application to a postsecondary educational institution, training program, or other certified learning experience, such as the military, that will provide them with continued opportunities for academic, career, and personal growth.~~
4. Pursuant to sections 319 and 320 of Public Act 23-204, starting with the high school graduating class of 2025, a student will not be permitted to graduate from Windsor Locks High School unless the student has completed the FAFSA, other institutional financial aid application for those without legal immigration status, or a waiver developed by the CSDE. This waiver can be completed by the parent/guardian or the student (if 18 or older or an emancipated minor). On and after March 15, the principal, school counselor, teacher or other certified educator may complete such waiver on behalf of any student if they affirm that they have made a good faith effort to contact the parent/guardian or student on at least three (3) occasions about completing the FAFSA or other institutional aid form.
5. While most students will satisfy graduation requirements over the course of a four-year academic program, students may also satisfy Windsor Locks High School's graduation requirements during a period of time that is either accelerated or lengthened, based on their distinct learning needs. This includes high school level coursework students may take at Windsor Locks Middle School, provided the same criteria is used to designate students' mastery of the standards required to earn the credit. Examples of these courses include but are not limited to Algebra 1, Spanish 1, Geometry, Algebra 2, etc. All students are expected to develop a Student Success Plan with assistance from counselors, teachers, and/or administrators that allows them to master expected standards at the pace and with the support they need.

### C. Multiple Pathways

Windsor Locks High School offers all students multiple learning options that allow students to demonstrate mastery of content and cross-curricular standards, earn academic

credit and satisfy graduation requirements. Windsor Locks High School also encourages its students to explore a broad range of personalized learning experiences.

To pursue personalized learning experiences, students must design a plan that documents and defends how the experience satisfies both graduation requirements and expected cross-curricular and content area standards.

Learning options may include, but are not limited to the following:

1. Academic courses offered by the school
2. Dual enrollment or early college courses
3. Career and technical education programming
4. Online or blended learning options
5. Alternative or at-risk programming
6. Extended Learning opportunities, internships, fieldwork, or exchange experiences
7. Independent studies or long-term projects

#### **D. Transfer and Home-School Students**

For students who transfer to Windsor Locks High School from another state, country, school, program, or home-schooling situation, including educational programs that are not aligned with Windsor Locks High School's cross-curricular and content area graduation standards, the Principal shall evaluate the value of the student's prior education experiences and determine to what degree the student has met the school's graduation requirements. After enrolling in Windsor Locks High School, these students will need to satisfy all assessment, proficiency, and graduation requirements in the appropriate subject areas, as determined by the Principal. The Superintendent will ultimately determine whether these students are eligible to receive a diploma. Home-schooled students must have attended Windsor Locks High School for a minimum of two (2) years or four (4) semesters to be eligible for a diploma.

#### **E. Students Receiving Special-Education Services**

Students who successfully meet Windsor Locks High School's cross-curricular and content-area graduation standards, as specified in the goals and objectives of their Individualized Education Plans (IEP), will be awarded diplomas.

#### **F. Extended Study**

Students are eligible for extended years of study to complete the school's graduation requirements if they have not reached the age of 20. Students eligible for extended years of study may be referred to adult education or other programs and resources.

#### **G. Participation in Graduation Ceremony**

A student must complete all Board requirements for a high-school diploma to participate in graduation exercises.

(cf. 5121 - Examination/Grading/Rating)

(cf. 6111 - School Calendar)

(cf. 6146.2 - Statewide Proficiency/Mastery Examinations)

(cf. 6172.6 - Virtual/On-line Courses)

Legal Reference: Connecticut General Statutes  
10-5c Board examination series pilot program. Issuance of certificate (as amended by P.A. 13-247)  
10-14n State-wide mastery examination. Conditions for reexamination. Limitation on use of test results. (as amended by Section 115 of PA 14-217)  
10-16(l) Graduation exercises. (as amended by P.A. 96-26 An Act Concerning Graduation Requirements and Readmission and Placement of Older Students)  
10-221a High school graduation requirements. (as amended by P.A. 00-124, An Act Concerning High School Diplomas and Veterans of World War II, P.A. 00-156, An Act Requiring A Civics Course for High School Graduation and P.A. 08-138, An Act Concerning High School Credit for Private World Language Courses Other Subject Areas), P.A. 10-111, An Act Concerning Education Reform in Connecticut, P.A. 135, An Act Concerning Implementation Dates for Secondary School Reform, P.A.13-57, An Act Concerning Honorary Diplomas for Vietnam Veterans, P.A. 13-122, An Act Concerning Minor Revisions to the Education Statutes, P.A. 13-247, Budget Implementer Bill and P.A. 15-237 An Act Concerning High School Graduation.)  
10-233(a) Promotion and graduation policies.  
P.A. 13-108 An Act Unleashing Innovation in Connecticut Schools  
P.A. 13-247 An Act Implementing Provisions of the State Budget  
P.A. 15-237 An Act Concerning High School Graduation.

Policy adopted: June 13, 2019 WINDSOR LOCKS PUBLIC SCHOOLS  
Windsor Locks, Connecticut



## 6148 Instruction

### FAFSA Completion Program

The Board of Education (Board) recognizes that college, for many students, continues to be an important pathway that helps to provide students with the necessary skills for work and for lifelong learning. In addition, research has indicated the students who complete the Free Application for Federal Student Aid (FAFSA) are more likely to attend college with financial aid.

Many Connecticut students, eligible for college, fail to complete the FAFSA each year, resulting in the loss of funds that could help support their postsecondary education.

The Board acknowledges that Connecticut has, for eligible school districts, implemented a FAFSA Completion Challenge (Challenge). This Challenge is based on the premise that FAFSA completion is strongly associated with postsecondary enrollment and outcomes. Students who complete the FAFSA, in greater numbers, attend college directly from high school in comparison to non-completers.

~~**Note:**—The statewide FAFSA Challenge is a partnership between the State Department of Education (SDE) and the Connecticut College and Career Readiness Alliance. This partnership aims to strengthen postsecondary access and enrollment by raising FAFSA completion rates among high school seniors.~~

Pursuant to sections 319 and 320 of Public Act 23-204, starting with the high school graduating class of 2025, a student will not be permitted to graduate from Windsor Locks High School unless the student has completed the FAFSA, other institutional financial aid application for those without legal immigration status, or a waiver developed by the CSDE. This waiver can be completed by the parent/guardian or the student (if 18 or older or an emancipated minor). On and after March 15, the principal, school counselor, teacher or other certified educator may complete such waiver on behalf of any student if they affirm that they have made a good faith effort to contact the parent/guardian or student on at least three (3) occasions about completing the FAFSA or other institutional aid form.

Therefore, the Board, through this policy, sets as a goal a District initiative to improve the completion rates for FAFSA among grade 12 students or students in District adult education programs. This goal aims to strengthen District efforts to improve postsecondary enrollment and student outcomes and to make it easier for students to attend postsecondary education.

District efforts to meet this initiative should spark and support local creativity to increase FAFSA completion and postsecondary enrollment rates. The Board directs the administration to develop plans to pilot and initiate new strategies to increase yearly student FAFSA completion rates. The Board may accept gifts, grants, and donations, including in-kind donations, to implement this policy.

As required, the Board will publish and make available on the District website the annual FAFSA student completion rate for the graduating class of each high school within the District.

Legal Reference: Connecticut General Statutes  
P. A. 21-199 An Act Concerning Various Revisions and Additions to the  
Statutes Relating to Education and Workforce Development, Sect. 6, 7, 8.

Policy Adopted: March 2022

## **New Construction**

### **7230.2 Indoor Air Quality/Heating, Ventilation, and Air Conditioning (HVAC)**

The Board of Education recognizes that the maintenance of acceptable temperature, relative humidity and adequate fresh air ventilation in school buildings is a primary objective in the creation and maintenance of an optimal learning environment.

#### **Indoor Air Quality in Existing Facilities**

The Superintendent or his/her designee shall implement an indoor air quality program that provides for ongoing maintenance and facility reviews, in accordance with all applicable state statutes, necessary for the maintenance and improvement of the indoor air quality of all District facilities.

Starting on January 1, 2025, and annually thereafter, for all District facilities the Board of Education shall provide for a uniform inspection and evaluation program of indoor air quality complying with the Environmental Protection Agency's Tools for Indoor Air Quality for Schools Program. The results of the evaluation shall be made available for public inspection at a regularly scheduled Board of Education meeting and also posted on the District's website.

The District shall report biennially, in a manner as required, to the Commissioner of Education on the condition of its facilities, its long-range facilities program, its air quality program, and green cleaning program. The Board must utilize standard reporting forms to conduct and report on both IAQ and HVAC inspections and must provide The Department of Administrative Services (DAS) the completed forms for each school. The forms and/or reports must be made available at a regularly scheduled Board of Education meeting and on the Board of Education/individual school website.

The inspection and evaluation program shall include, but not be limited to, a review, inspection or evaluation of the following:

1. the heating, ventilating, and air conditioning (HVAC) systems;
2. radon levels in the air and water;
3. potential for exposure to microbiological airborne particles, including fungi, mold, and bacteria;
4. chemical compounds of concern to indoor air quality, including volatile organic compounds;
5. pest infestation, including insects and rodents;
6. pesticide usage;
7. the presence and plans for removal of certain hazardous substances identified under federal law;
8. ventilation systems;
9. plumbing, including water distribution systems, drainage systems, and fixtures;
10. moisture incursion (leaks);
11. the facilities' overall cleanliness;
12. building structural elements, including roofing, basements, and slabs;

13. the use of space, particularly in areas designed to be unoccupied; and
14. the provision of indoor air quality maintenance training for building staff.

### **Heating, Ventilation, and Air Conditioning (HVAC)**

Heating, ventilation, and air conditioning systems shall be maintained in accordance with the prevailing maintenance systems, such as Standard 62. The Board direct the Superintendent or his/her designee to ensure that such systems shall be operated continuously during the hours in which students or school personnel occupy school facilities except during periods of scheduled maintenance or emergency repairs or at other times when it can be demonstrated that the air supply system meets the Standards 62 requirements for air changes per hour.

Records shall be maintained on the maintenance of the District's heating, ventilation, and air conditioning systems for a period of not less than five years. Such records shall be available to the public upon request.

Prior to January 1, 2025, and every five years thereafter, the local or regional Board of Education shall provide for a uniform inspection and evaluation of the heating, ventilation and air conditioning system within each school building under its jurisdiction. Such inspection and evaluation shall be performed by a certified testing, adjusting and balancing technician, an industrial hygienist certified by the American Board of Industrial Hygiene or the Board for Global EHS Credentialing, or a mechanical engineer. Such heating, ventilation and air conditioning systems inspection and evaluation shall include, but need not be limited to:

1. Testing for maximum filter efficiency
2. Physical measurements of outside air delivery rate
3. Verification of the appropriate condition and operation of ventilation components
4. Measurement of air distribution through all system inlets and outlets
5. Verification of unit operation and that required maintenance has been performed in accordance with the most recent indoor ventilation standards promulgated by the American Society of Heating, Refrigerating and Air-Conditioning Engineers
6. Verification of control sequences
7. Verification of carbon dioxide sensors and acceptable carbon dioxide concentrations indoors, and
8. Collection of field data for the installation of mechanical ventilation if none exist.

The ventilation systems inspection and evaluation shall identify to what extent each school's current ventilation system components, including any existing central or non-central mechanical ventilation system, are operating in such a manner as to provide appropriate ventilation to the school building in accordance with most recent indoor ventilation standards promulgated by the American Society of Heating, Refrigerating and Air-Conditioning Engineers. The inspection and evaluation shall result in a written report, and such report shall include any corrective actions necessary to be performed to the mechanical ventilation system or the heating, ventilation and air conditioning infrastructure, including installation of filters meeting the most optimal level of filtration available for a given heating, ventilation and air conditioning system, installation of carbon dioxide sensors and additional maintenance, repairs, upgrades or replacement. Any such corrective actions shall be performed, where appropriate, by a contractor, who is licensed in accordance with chapter 393. The local or regional Board of Education conducting an inspection and evaluations pursuant to this subsection shall make available for public inspection the results of such inspection and evaluation at a regularly scheduled meeting of such Board and on the Internet website of such Board and on the Internet website, if any, of each individual school. The local or regional Board of Education shall not be required to provide for a uniform inspection and evaluation under this subdivision for any school building that will cease to be used as a school building within the three years from when such inspection and evaluation is to be performed.

### **Indoor Air Quality in New or Renovated Facilities**

In order to secure appropriate indoor air quality in District schools, the Board of Education believes that when new facilities are constructed and when existing facilities are renovated, the following requirements shall be specified to the architect or design professional responsible for the construction project:

1. Adhere to the requirements defining minimum air circulation contained in the State Building Code which apply only when constructing new space.
2. The building/space meets or exceeds the ASHRAE (American Society of Heating, Ventilating and Air Conditioning Engineers) 62-1999 standard, "Ventilation for Acceptable Indoor Air Quality," which considers chemical, physical and biological contaminants that can effect air quality as referenced by the State Code adopted pursuant to C.G.S. 29-252.
3. Utilizing the ASHRAE 62-1999 standard, achieve a minimum ventilation rate per occupant of 15 cubic feet per minute (cfm) of outdoor air.
4. Design and placement of air handling equipment needs to be done in a manner where it is accessible to inspect and maintain the equipment; therefore, mechanical rooms are desirable versus exposed rooftop units or units hung above suspended ceilings.
5. With increased air flow requirements, attention must be given to the potential of air velocity noise within ductwork.
6. Fresh air intakes must be located, whenever possible, away from all types of vents and exhausts on roofs.
7. Air intakes and ventilation windows must be sufficiently distant from bus loops and loading docks.
8. Radon mitigation systems to provide a vapor barrier and protection from under-slab humidity should be a part of new school construction.

9. Attention must be given to the selection of carpeting, carpet adhesives and synthetic materials which may emit odorous and irritating volatile organic vapors degrading indoor air quality.
10. Reduce the potential of moisture intrusion through appropriately designed pitched roofs wherever possible.
11. Consider the economic feasibility of achieving dehumidification through air conditioning.
12. Install temperature control systems, which monitor temperature and other factors helpful in monitoring and diagnosing heating, ventilating and air conditioning (HVAC) systems.
13. When renovating an occupied building provide for the mechanical control of airborne pollutants associated with the construction process.

Legal Reference: Connecticut General Statutes  
10-220 Duties of boards of education  
10-231(f) Indoor air quality committees  
10-282(19) Definitions  
10-283 Applications for grants for school building projects  
10-286 (a)(9) Computation of school building project grants  
10-291 Approval of plans and site. Expense limit  
10-292 Review of final plans by Commissioner of Education. Exceptions;  
role of local officials  
10-231g Green Cleaning Program at schools: Definitions, Implementation,  
Notice  
PA 22-118 An Act Concerning the State Budget for the Biennium Ending  
June 30, 2023  
PA 23-167 An Act Concerning Transparency in Education

Policy Adopted:

**Additional Resources**

*For more information on asthma contact:*

***U.S. Environmental Protection Agency***

[www.epa.gov/iaq/schools](http://www.epa.gov/iaq/schools)

Download the IAQ Tools for Schools Kit from EPA's website.

[www.epa.gov/asthma](http://www.epa.gov/asthma)

Find more asthma resources on EPA's website

[www.epa.gov/cleanschoolbus](http://www.epa.gov/cleanschoolbus)

Learn about EPA's clean school bus initiative on EPA's website

***U.S. EPA Indoor Air Quality Information Clearinghouse (IAQ INFO)***

(800) 438-4318

(703) 356-5386 Fax

Call to request the IAQ Tools for Schools Kit

***Allergy and Asthma Network/Mothers of Asthmatics, Inc.***

(800) 878-4403

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

Ask about obtaining their School Information Packet

***American Lung Association***

(800) LUNG-USA

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

Ask about the *Open Airways for Schools* program and the Asthma-Friendly Schools Toolkit.

***Asthma and Allergy Foundation of America***

(800) 7-ASTHMA

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

Ask about AAFA's *Asthma Management at School* presentation for parents and school personnel. Also available are additional school-based child and teen education materials.

***Center for Disease Control and Prevention***

(888) 232-6789

[www.cdc.gov/asthma](http://www.cdc.gov/asthma)

Find out more information on the Asthma Prevention Program by visiting this website.

**EXHIBIT VII**

MEMORANDUM TO: MEMBERS OF THE BOARD OF EDUCATION  
FROM: GREGORY WEIGERT, DIRECTOR OF FACILITIES  
DATE: NOVEMBER 16, 2023  
RE: FACILITIES UPDATE

Tonight, the Director of Facilities will provide an update on the district facilities.



# Windsor Locks Public Schools Facilities and Maintenance Department



Board of Education Meeting Monthly Update  
November 16th, 2023

## Project Overview

Location	Action	Contractor/Vendor	Cost	Project Status
North Street School	Fence in new H.V.A.C. Condensing Units in Pre-K Courtyard	Arrow Fence	\$10,979.52	On Order - Expected Installation November 2023
North Street School	Commissioning/Startup on H.V.A.C. Upgrade Zones 1 through 3	Resource Lighting + Energy	---	Main Distribution Panel on Order - Expected Arrival January 2024
South Street Elementary School	Replace Failed Hartford Loop in Boiler Room	F + F Mechanical	\$4,298.00	On Order - Expected Installation November 2023
South Street Elementary School	Removal of Existing Spider Web Playground	In-House Custodial Staff/ Rolocut Construction	\$600.00	Completed



Location	Action	Contractor/Vendor	Cost	Project Status
Flex Program (South Street Elementary School)	Blackout Tinting of Window Replacements	Mr. Tint	\$700.00	Completed
Windsor Locks Middle School	Installation of Blackout Shades in Courtyard Windows	Bartholomew Contract Interiors	\$18,509.38	On Order - Expected Installation December 2023
Windsor Locks Middle School	Install Acoustical Panels on Gymnasium Ceiling	Central Connecticut Acoustics	\$157,277.00	On Order - Partial Materials Received. Expected Installation February/March 2024
Windsor Locks High School	Tree/Stump Removal	In-House Custodial Staff/Evergreen Tree Service	\$1,250.00	Completed
Windsor Locks High School	Tree Planting	Northern Nurseries/In-House Custodial Staff	\$3,100.00	Completed



MEMORANDUM TO: MEMBERS OF THE BOARD OF EDUCATION  
 FROM: SHAWN L. PARKHURST, SUPERINTENDENT  
 DATE: NOVEMBER 16, 2023  
 RE: WEATHER RELATED EARLY DISMISSAL SCHEDULE

**2023-2024 Weather Related Emergency  
 Early Dismissal & Delayed Opening**

School	Early Dismissal - Weather Related	Delayed Opening (2 hour) Weather Related
North PreK	8:30 am - 10:00 am	No am PreK 12:15 pm - 2:45 pm PM PreK
North K-2	8:40 am - 12:15 pm	10:40 AM - 3:25 PM
South Gr.3-5	8:10 am - 11:45 am	10:10 am - 2:55 pm
WLMS Gr.6-8	7:40 am - 11:15 am	9:40 am - 2:25 pm
WLHS Gr. 9-12	7:30 am - 11:01 am	9:30 am - 2:15 pm
PMA	8:45 am - 11:45 am	10:45 am - 2:45 pm
RISE	8:00 am - 11:01 am	10:00 am - 2:15 pm

**Possible Board Motion:** “**MOVE** that the Board of Education approve the weather related emergency early dismissal & delayed opening plan as presented.”

**Windsor Locks Public Schools**

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

**Educational Leadership**

**Shawn Parkhurst**

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

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

**Giovanna Testani, Principal**

North Street School 860-292-5027

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

**Monica Briggs, Principal**

South Elementary School 860-292-5021

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

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

Windsor Locks Middle School 860-292-5012

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

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

Windsor Locks High School 860-292-5032

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

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**Matt Sigall, President**

Windsor Locks Teachers' Association 860-292-5032

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

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**Central Office**

**Megan Parrette**

Director of Secondary Math Curriculum, Instruction, and Assessment

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**Vacant**

Director of Human Resources 860-292-5744

**Joshua Robinson**

Director of Pupil Services 860-292-5707

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**Alison Pierce**

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