

WINDSOR LOCKS PUBLIC SCHOOLS



BOARD OF EDUCATION MEETING

Regular Meeting

June 13, 2024

6:00 p.m.

Windsor Locks High School - Library Media Center

In Person Attendance Open to All

Optional Public Attendance via Microsoft Teams

[Click Here for Teams Link](#)

Windsor Locks Board of Education

Kylee Christianson, Chairwoman

Dennis Gragnolati, Vice Chairman

Lindsay Cutler

Alba Osorio

Greg Guyette

Superintendent of Schools

Shawn Parkhurst

DISTRICT 2022-2025 (3) THREE YEAR VISION

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

Board of Education
Town of Windsor Locks
Regular Meeting - Agenda
June 13, 2024 - 6:00 pm
Windsor Locks High School - Library Media Center
In-Person Attendance Open
Optional Public Attendance via Microsoft Teams - [Click Here for Teams Link](#)

- I. Call to Order
 - A. Roll Call
 - B. Pledge of Allegiance
- II. Board of Education and Superintendent Communications
- III. 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.*
- IV. Student Recognition p. 4 Exhibit I
 - NCCC All-Conference Honors: Baseball and Softball
- V. Approval of Minutes: **Vote Needed** p. 5 Exhibit II
 - May 14, 2024 Special Meeting
 - May 22, 2024 Special Meeting
- VI. Personnel Report
 - A. Staff Service Recognition p. 21 Exhibit III A
 - B. Resignations: **Vote Needed** p. 26 Exhibit III B
 - C. Job Descriptions: **Vote Needed** p. 27 Exhibit III C
 - D. Director of Finance and Operations Search Update p. 44 Exhibit III D
- VII. Policy Priority List p. 46 Exhibit IV
 - A. Mandated Policy List
- VIII. Policy Review: p. 47 Exhibit V
 - A. Second Read/Approval: **Vote Possible**
 - 0200 Statement of Education Goals & Student Objectives *New* p. 48
 - 4112/4212 Appointment (of staff) *Revise 4112/New 4212* p. 51
 - B. First Read/Review

- | | | | | |
|--|----------|--------------------------|-----------------|-------|
| | - 5142.4 | School Resource Officer | <i>Revision</i> | p. 52 |
| | - 9170 | Distribution of Diplomas | <i>NEW</i> | p. 54 |
- IX. Special Education Tuition & Excess Cost Grant
Out-of-District Status p. 55 Exhibit VI
- X. K-2 Reading Instructional Strategies Presentation p. 56 Exhibit VII
- XI. Board and Superintendent Comment
- XII. 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.*
- XIII. Executive Session: To adjourn the meeting to Executive Session as permitted by Connecticut General Statutes Section 1-225(a) for the following purposes as allowed by Section 1-200(6), that is:
- A. Discussion of United Public Service Employees Union (UPSEU) Local 424 - Unit 119 Custodial/Maintenance Employees Bargaining Unit Negotiations
- That attendance in the Executive Session shall be limited to:
- Members of the Board of Education
 - Superintendent
 - Director of Human Resources
 - Others as Requested to Attend
- B. Superintendent Goals & Contract Discussion
- That attendance in the Executive Session shall be limited to:
1. Members of the Board of Education
 2. Superintendent of Schools
 3. Others as Requested to Attend
- XIV. Action, if any, on Executive Session Items: **Vote Possible**
- XV. 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: JUNE 13, 2024
RE: STUDENT RECOGNITION

This evening we celebrate and recognize two of our student athletes that were recently honored at the NCCC Conference Tournament in Suffield.

Congratulations to the following WLHS Student Athletes:

Alisha Burns - NCCC All Conference Honors Softball

Xavier Angel - NCCC All Conference Honors Baseball

MEMORANDUM TO: MEMBERS OF THE BOARD OF EDUCATION
FROM: SHAWN L. PARKHURST, SUPERINTENDENT
DATE: JUNE 13, 2024
RE: APPROVAL OF MINUTES

May 14, 2024 Special Meeting

May 22, 2024 Special Meeting

Board Motion:

Move that the Board of Education approve the minutes of the May 14, 2024 Special Meeting and the May 22, 2024 Special Meeting.”

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

**MINUTES OF THE SPECIAL MEETING
May 14, 2024 at 6:00 p.m.**

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

Members Present: K. Christianson, D. Gagnolati, L. Cutler, A. Osorio, and G. Guyette
Members Absent: None
Administrators: S. Parkhurst, R. Stacy, M. Briggs, G. Testani, K. Krupa, C. Domler,
and A. Goodwin
Student Representatives: None
Students: None
Staff: D. Bole, P. Sibila and T. Jones
Others: A few others and some participating on Microsoft Teams
Press: None

I. Call to Order

Chairperson Ms. Kylee Christianson called the Special Meeting to Order at 6:01 p.m. held at the Windsor Locks High School Media Center and via Microsoft Teams.

A. Roll Call for Quorum

All Board Members were present.

B. Pledge of Allegiance

All stood up and pledged allegiance to the flag.

II. Student Board of Representatives Report

Mr. Parkhurst noted the Student Representatives are busy with their end of year activities and unable to attend the meeting.

III. Board of Education and Superintendent Communications

Board Member Mr. Greg Guyette commented that last Friday he toured the middle school with Mr. Deming. He enjoyed meeting the teachers and spending time at the Windsor Locks Middle School Café.

Mr. Shawn Parkhurst, Superintendent of Schools, addressed the Board. He noted last week was staff appreciation week. East building principal in the district, planned events and celebrated their staff for all of the hard work they perform throughout the entire year. Mr. Parkhurst thanked the principals for planning such events and

thanked the staff for their dedication to the district.

He mentioned other year ending events, including Dollars for Scholars on May 16, 2024 at the high school, National Honor Society Induction Ceremony last week and Second Annual Civic Leadership, in which the Superintendent, First Selectman, Principals of the Windsor Locks High School and Windsor Locks Middle School, had a student shadow them during their work day. He mentioned various senior nights including the Prom on Friday and spring sports senior nights beginning on Wednesday. He reminded everyone about the Town Vote for the budget on May 21, 2024. He commented about the district's website which is a work in progress. He thanked Mr. Andrew Goodwin in updating the website to make it easier for parents and students to navigate. In conclusion, he noted with the help of Mr. Andrew Goodwin and Ms. Donna Bole, this is the first meeting in which the district is using Microsoft Teams.

IV. Approval of Minutes

- **April 15, 2024 Special Meeting**
- **April 22, 2024 Special Meeting**

It was **MOVED** (Cutler) and **SECONDED** (Osorio) and **PASSED** (U) that the Board of Education approves the April 15, 2024 Special Meeting Minutes and April 22, 2024 Special Meeting Minutes as presented.

V. Personnel Report

A. Resignations

Mr. Robert Stacy, Director of Human Resources, addressed the Board. He commented he has received six resignations, a total of 38 years of service to the district. Those resignations are as follows:

- Mr. Keith Burns, an Arts teacher at North Street School, will resign effective June 30, 2024. Mr. Burns has served the students of Windsor Locks for one (1) year.
- Ms. Jennifer Hofmann, a Social Studies teacher at Windsor Locks Middle School, will resign effective June 30, 2024. Ms. Hoffman has served the students of Windsor Locks for seventh (17) years.
- Ms. Bridget Kayan, a Language Arts teacher at Windsor Locks Middle School, will resign effective June 30, 2024. Ms. Kayan has served the students of Windsor Locks for three (3) years.
- Ms. Rachel Kohl, a Language Arts teacher at Windsor Locks Middle School, will resign effective June 30, 2024. Ms. Kohn has served the students of Windsor Locks for one (1) year.

- Ms. Sara St. Germain, an Elementary teacher at North Street School, will resign effective June 30, 2024. Ms. St. Germain has served the students of Windsor Locks for eight (8) years.
- Mr. Justin Waterman, an English teacher at Windsor Locks High School, will resign effective June 30, 2024. Mr. Waterman has served the students of Windsor Locks for eight (8) years.

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

B. Job Description Revision

Mr. Robert Stacy, Director of Human Resources, addressed the Board. He commented that over the course of the next few months, he will be updating job descriptions of the non-union staff members. He presented for a first read, which were: Director of Special Services.

A brief discussion was held and it was agreed to bring this job description back for a second read at the June 13, 2024 Regular Meeting.

VI. Business Office Report

A. Review of Expenditures Year to Date

Mr. Parkhurst noted the usual report that is given by Ms. Alison Pierce, Director of Operations and Finance He gave an update of the April financials, which included April encumbrances of \$ 3,573,980.11; year to date \$27,647,017.54; remaining encumbrances for 2024 \$4,348,421.54, which leaves a budget balance of \$1,030,421.64 or 3.12% of the FY 24 budget remaining.

Mr. Parkhurst mentioned open enrollment for medical, dental and vision insurance is from Thursday, May 2, 2024 – Friday, May 31, 2024. All eligible staff should submit forms on/before Friday, May 31, 2024, to the Business Office. Forms. Instructions were emailed to staff on Thursday, May 2, 2024. Forms are also available on the district's website under District Departments – Finance & Accounting – Business Office Forms.

VII. Policy Priority List

A list of priority list of policies to be reviewed was given to the Board Members for their review.

VIII. Policy Review

A. Second Read/Approval

- **3541.5 Reporting of Transportation Safety Complaints - NEW**
- **3542.22 Food Services Personnel Code of Conduct - NEW**
- **3542.41 Food Services Personnel Professional Standards - NEW**
- **3542.43 Charging Policy Food Services - NEW**
- **4111.3 Increasing Educator Diversity - NEW**
- **6115.2 School Ceremonies and Observances (Pledge of Allegiance) - NEW**
- **6142.104 Play Based Learning - NEW**
- **6171.2 Preschool Students with Disabilities - NEW**
- **6172 Title I Parent Involvement - REVISE: New Policy #**
- **6172 Alternative Education Programs (PMA) - NEW**

B. First Read/Review

- **0200 Statement of Education Goals & Student Objectives New**
- **1105 Advertising on School Grounds Revise**
- **1110.1 Parent Involvement New**
- **4112/4212 Appointment (of staff) Revise 4112/New 4212 Resubmitted as First**

Mr. Robert Stacy noted he was submitting ten second read policies for approval and as a first read/review of three new policies and two revisions. He gave a brief description of the policies. The policies are first read and will come back at the next meeting for a second read and possible approval.

A brief discussion was held.

It was **MOVED** (Cutler) and **SECONDED** (Guyette) and **PASSED** (U) that the Board of Education approves the following policies as submitted:

- 3541.5 Reporting of Transportation Safety Complaints
- 3542.22 Food Services Personnel Code of Conduct
- 3542.41 Food Services Personnel Professional Standards
- 3542.43 Charging Policy Food Services
- 4111.3 Increasing Educator Diversity
- 6115.2 School Ceremonies and Observances (Pledge of Allegiance)
- 6142.104 Play Based Learning
- 6171.2 Preschool Students with Disabilities
- 6172 Title I Parent Involvement - New Policy #
- 6172 Alternative Education Programs (PMA)

Mr. Stacy gave an update on the Increasing Educator Diversity Plan to the State Department of Education which was due by April 23, 2024. The district was to receive feedback on May 2; however, on May 10, 2024, the State pushed the timeline back to October 1, 2024.

IX. FY 25 Budget

Mr. Parkhurst announced the Board of Finance has temporarily approved the FY25 budget at \$34,051, 186. Mr. Parkhurst reviewed the recommended reductions to reach the temporarily approved Board of Finance Budget. The following is a consensus leadership recommendation to the Board of Education on the recommended reductions to the FY25 budget. This would allow to continue to move forward in the district despite the summary of positions reduced which are: 11 teaching positions; 3 teaching layoffs, 3.5 requested new positions; 1 administrative assistant position; and 1 administrative layoff. Mr. Parkhurst gave a sheet entitled listing all the FY25 reductions to the Board to review, which was as follows:

	Department	Line Item Narrative	FY25 Reduction
1	District	Medical Line Reductions (15% to 10%)	\$125,000
2	District	Medical Line Funding by BOF	\$2,500,000
3	District	Supplies & Uniforms	\$77,151
4	District	NEW .5 Business Office Clerical	\$21,294
5	District	NEW - Assistant Superintendent	\$190,000
6	District	Vacant Director of Curriculum	\$149,587
7	District	NEW Technology Specialist	\$44,000
8	Facilities	Vacant - Reduction of 5.0 Seasonal Housekeepers	\$16,475

9	High School	1.0 World Language Teacher	\$70,591
10	High School	1.0 PE Teacher	\$54,463
11	High School	Art Replacement Savings	\$29,767
12	High School	1.0 English Replacement Savings	\$5,990
13	High School	Shifting Funding Source for ECE and AP Programs	\$18,727
14	Middle	2.0 ELA Interventionists	\$147,233
15	Middle	1.0 Math Interventionist	\$95,812
17	Middle	1.0 Social Studies Replacement Savings	\$39,601
18	North/South	1.0 Librarian (NSS/SES Share)	\$95,812
19	North/South	1.0 Art Teacher (NSS/SES Share)	\$95,812
20	North/South	Reduction of 1.0 SRO (NSS/SES Share)	\$97,334
21	North	1.0 Flex General Ed Teacher	\$81,888
22	South	1.0 Flex General Ed Teacher	\$61,404
23	Sped	1.0 Job Coach at RISE	\$38,196
24	Sped	1.0 Tutor Pine Meadow	\$34,971
25	Sped	Reduce Contracted Services	\$103,000
26	Sped	1.0 Administrative Assistant in Special Services	\$63,843
27	Sped	504 Services - Reallocation of Funding Source	\$12,000
28	Technology	Student Issued Technology funded by BOF Capital	\$63,800
29	Technology	Technology Reductions	\$51,221

Mr. Parkhurst discussed each of the twenty-nine (29) reductions that were listed on the sheet in great detail.

A lengthy discussion was held among the Board Members, Ms. Briggs, Ms. Testoni, Ms. Krupa, Ms. Domler, and Mr. Parkhurst.

It was **MOVED** (Osorio) and **SECONDED** (Guyette) and **PASSED** (4-1) (In Favor: K. Christianson, L. Cutler, A. Osorio and G. Guyette; Opposed: None; Abstain: D. Gragnolati) that the Board of Education table the discussion and/or vote on the budget, Agenda Item No. IX FY25 Budget.

X. Public Audience (only on Agenda Items)

Ms. Jennifer Long, an art teacher at South Elementary School, addressed the Board. She thanked the Board for all of their work that they do for the district. She wanted to

speaking in hopes of having the Board reconsider staffing cuts as they will negatively impact teaching a high quality education for students and the students will not be properly prepared. Visual arts in 2024 are taking a backward trend; however, the arts fulfill the needs of younger children as the arts helps develop a child's creativity and critical personal development. Year after year, it is not right not to support education in Windsor Locks in all areas of academics. Staffing cuts will impact families and children, not just in art education but in all education. She asked the Board to reconsider any staffing cuts.

It was **MOVED** (Guyette) and **SECONDED** (Osorio) and **PASSED** (U) that the Board of Education take off table the discussion and/or vote on the budget, Agenda Item No. IX FY25 Budget.

It was **MOVED** (Guyette) and **SECONDED** (Cutler) and **PASSED** (U) that the Board of Education vote on budget as proposed in Agenda Item No. IX. FY25 Budget.

A motion was made by Mr. Gragnolati that the Board of Education approve the budget as proposed. No one seconded the motion. The motion died.

It was **MOVED** (Guyette) and **SECONDED** (Cutler) and **PASSED** (3-1) (In Favor: L. Cutler, A. Osorio and G. Guyette; Opposed: D. Gragnolati Abstain: None) that the Board of Education will take a vote on the budget after the Town vote on the approved budget at the Special Meeting on May 22, 2024.

XI. Board and Superintendent Comment

Chairperson Ms. Christianson voiced her concerns about the budget process and noted that the Board decided not to vote on the proposed budget cuts as the Board is not a comfortable saying the reductions are okay. The Board will vote on the budget at the Special Meeting on May 22, 2024 after the Town Vote on May 21, 2024. She thanked the leadership team for all of their hard work. It continues to get harder and harder and she hopes the leadership team can be creative enough to be able to save teachers jobs. Board Member Ms. Osorio echoed Ms. Christianson's comments as she doesn't want to lose staff in hopes they can make other reductions.

XII. EXECUTIVE SESSION

It was **MOVED** (Guyette) and **SECONDED** (Osorio) and **PASSED** (U) that the Board of Education adjourn the meeting to Executive Session as permitted by Connecticut General Statutes Section 1-225(a) for the following purposes as allowed by Section 1-200(6), that is:

A. Discussion of United Public Service Employees Union (UPSEU) Local 424 - Unit 119 Custodial/Maintenance Employees Bargaining Unit Negotiations

That attendance in the Executive Session shall be limited to:

- Members of the Board of Education
- Superintendent
- Director of Human Resources

Board moved into executive session at 7:25 p.m.

Board returned to public session at 7:43 p.m.

XIV. Adjournment

It was **MOVED** (Gragnolati) and **SECONDED** (Guyette) and **PASSED** (U) that the Board of Education adjourn the Special Meeting of May 14, 2024 at 7:44 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
May 22, 2024 at 6:00 p.m.**

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

Members Present: K. Christianson, D. Gagnolati, L. Cutler, A. Osorio, and G. Guyette
Members Absent: None
Administrators: S. Parkhurst, R. Stacy, R. Bissonnette, M. Briggs, G. Testani,
K. Krupa, C. Domler, G. Wiegert, M. Warner, J. Robinson,
M. Parrette, and A. Goodwin
Student Representatives: E. Norris
Students: J. Wright, K. Ledoux, V. Bukowinski, L. Kimani, C. Haberern,
K. Hinckley P. Regmi, S. Pagidi, G. Fierro, C. Wright, K. Ledoux,
J. Lucas, and J. Scholefield
Staff: D. Bole, P. Sibila, M. Sigall, J. Bernabe, M. Ellis, M. Friend, J. Long,
and T. Jones
Others: Many parents and grandparents of students and some participating
on Microsoft Teams
Press: None

I. Call to Order

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

A. Roll Call for Quorum

All Board Members were present.

B. Pledge of Allegiance

All stood up and pledged allegiance to the flag.

II. Student Board of Representatives Report

Miss Emma Norris, Student Representative, addressed the Board. She mentioned the Prom last week held at Riverview. She noted the softball team had senior night, but unfortunately loss the game. AP testing finished up last week and she heard many students were confident after taking those exams. She also commented about a recent field trip to the Connecticut Science Museum and the National Honor Society donations of hygiene products to a homeless shelter.

III. Board of Education and Superintendent Communications

Board Member Mr. Greg Guyette thanked everyone who came out and voted on the budget.

Board Member Ms. Alba Osorio commented that she visited South Elementary School and had a great experience with the students during the student lead conferences. Great work by the teachers and paras making sure the students receive everything they need.

Chairperson Ms. Kylee Christianson addressed the Board. She mirrored Mr. Guyette's comments and wanted to thank everyone for turning out for the Town vote on the budget. She only asks that everyone remains engaged, as with more community involvement, the Board can do more and go further.

Mr. Shawn Parkhurst, Superintendent of Schools, addressed the Board. He noted that is a true testament of all the hard work of the Director of Facilities and his team, the district will be hosting the first round of the NCCC Tournaments for softball and baseball at Veteran's Park on Thursday. He spoke about the budget; he was humbled and thanked everyone involved including, Board Members, administrators, staff, and community members as it was a very long journey to arrive at an approved budget last night. He has had meetings planning for the district to maintain and restore programs and to move closer to innovating new programs. He thanked everyone who attended the Town Meeting and showed their support for education and he said it was a testament to, as he calls "Locks Strong". Later in the meeting, he will present and discuss the FY25 Budget for further review and possible approval. His goal is to continue to work together to make sure voices are heard.

IV. Student Recognition

· WLHS Class of 2024 Valedictorian and Salutatorian

Mr. Parkhurst announced the valedictorian and salutatorian for the Class of 2024. He gave a brief bio of each student's accomplishments and future education plans and wished them well in their future endeavors.

Jason Wright, Valedictorian
Kayla Ledoux, Salutatorian

· CAFE Student Leadership Awards

Mr. Parkhurst announced the CAFE Student Leadership Awards. He gave a brief bio of each student's accomplishments and future education plans. This award is based on being exemplary leaders, innovative thinkers and positive citizens.

Windsor Locks Middle School

- Victoria Bukowinski

- Lia Kimani

Windsor Locks High School

- Casey Haberern
- Kyle Hinckley

- **WLMS CAS Scholar Leader Awards**

- Prakriti Regmi
- Siddharth Pagidi

- **BOE Student Representatives**

Mr. Parkhurst thanked Miss Emma Norris, Student Representative, for her attendance at Board of Education meetings and her participation in discussions. Mr. Nicardo Gooden was not in attendance, but he was recognized as well.

- **CAS-CIAC Outstanding Arts Awards**

- Gianna Fierro
- Cooper Wright

- **CAS/CIAC Scholar Athletes**

- Kayla Ledoux
- Jordan Lucas

- **All State Band**

- Jack Scholefield

- **All State Basketball**

- Sincere Monroe

Board Recessed at 6:25 p.m.

Board Reconvened at 6:29 p.m.

V. Personnel Report: Resignation

Mr. Robert Stacy, Director of Human Resources, addressed the Board. He commented he has received one resignation, Ms. Alison Pierce, Director of Finance and Operations, will resign effective July 14, 2024. Ms. Pierce has served the District of Windsor Locks for 2 years.

It was **MOVED** (Cutler) and **SECONDED** (Osorio) and **PASSED** (U) that the Board of

Education accepts the resignation on the date noted and offer our appreciation for her service to the Windsor Locks Public Schools.

VI. Facilities Update

Mr. Greg Weigert, Director of Facilities provided an end of the year facilities update. He began discussing projects at North Street School which included installing new playground equipment and landing zones in the Pre-K Courtyard, and starting up HVAC upgrades to Zone 4 through 6. South Elementary School projects included expanding Avigilon security camera systems, fire sprinkler upgrades/signage on backflow prevents and control valves, and installed mirrored tinting on glass entryway. Windsor Locks Middle School project of replacing hot water heater. Windsor Locks High School installing new baseball, softball and soccer field scoreboard and installing a new ice machine. He explained each project in detail and commented on the dates of completion which were in April and May of 2024.

A discussion was held.

VII. PDEC Presentation

Mr. Parkhurst introduced Mr. Jeff Bernabe to the Board. Mr. Parkhurst noted that throughout the 23-24 school year, every district in Connecticut has been charged with rewriting their Educator Evaluation plan. Meeting almost weekly for the entire year, members of our Professional Development and Evaluation Committee has been working under the facilitation of Windsor Locks High School teachers Mr. Jeff Bernabe and Ms. Deb Luzetti to develop the Windsor Locks Educator Evaluation Plan.

Mr. Bernabe presented the plan in detail and answered the questions posed to him by the Board.

It was **MOVED** (Osorio) and **SECONDED** (Cutler) and **PASSED** (U) that the Board of Education adopts the 24-25 Educator Evaluation Plan as presented pending approval from the CSDE.

VIII. FY25 Budget

Mr. Parkhurst addressed the Board to follow up from the discussion from last week's meeting regarding the FY25 Budget, he presented to the Board for discussion and possible approve a revised recommended reduction list. The changes from last week's list are the following:

- Health Insurance Savings from position reductions
- Reduction in Teaching Supplies
- Shifting reduction from 2.0 WLMS ELA Interventionists to 1.0 WLMS ELA Interventionist
- Shifting reduction from 2.0 Flex General Education Teachers to 1.0 Flex General Education Teacher (NSS) based on student need and prevents a layoff
- Shift from Art being shared between North and South to two (2) .75 Art positions

based on sections and schedules at North and South
· Increase in Technology reduction line

Mr. Parkhurst discussed the changes in great detail and gave a document entitled, “FY 25 Budget Highlights” which outlined what is new in the budget and what was reduced in the budget. He also discussed the chart of all of the reductions that was given to the Board to review as well.

A lengthy discussion was held.

It was **MOVED** (Osorio) and **SECONDED** (Cutler) and **PASSED** (U) that the Board of Education adopts the FY25 budget with the reductions as presented.

IX. Board and Superintendent Comment

None.

X. Public Audience (only on Agenda Items)

Ms. Megan Ellis, a teacher at South Elementary School, addressed the Board. She feels her comments will fall on deaf ears, as the Board has already voted to adopt the budget reductions as presented. The district will have to move forward and she cannot disagree it looks manageable on paper, but in her opinion it is going to be very difficult. She has heard over the years, “make it work”, but it is very difficult to make it work when the district is working on a bare minimum and it is not good enough. The district received a million dollars but it needs three million dollars. The district has dedicated teachers, who work more than 7:00 a.m. to 3:00 p.m. and does not receive compensation for the work they do on their off hours. Splitting the art teacher and library positions between two schools seems manageable on paper, but it will be very difficult to be able to service all students. Sharing SRO between two schools will be difficult as well. The SRO is not just needed during drop-off and pick-up times during the day. Having the SRO in the building is very helpful when handling challenging students. Discussions about the numbers of resignations over the summer, the reason is teachers are burnt out as they are trying to do their best, but it is very difficult when the staffing is not there. The district is losing the best educators, the Board of Finance is okay with losing those educators, and the effects of losing those teachers will have on the students of Windsor Locks. She hopes the teachers can make it work.

Ms. Melissa Friend, a teacher at South Elementary School, addressed the Board. She too feels that her comments fall on deaf ears. She was hoping she would be able to speak before the Board voted on the proposed reductions. She is concerned with the opportunities that will be lost for families and students. She thanked the parents that are advocates for the Board of Education and she hopes the Board is listening to those parents. However, it is not a priority for some parents to participate in meetings as they have very busy lives. Losing teachers, from PE teacher to interventionists is very detrimental in the needs of the whole student. Splitting an art teacher and library positions will create hardships as those positions are responsible for putting on an art

show and book fairs in the elementary schools and if those positions are cut, it those events may not continue next year. She discussed the banner that is on the Windsor Locks Public School website boasting the goals of the district to keep all children engaged in learning and support all children in a safe and healthy climate. She is afraid they will not be able to meet those goals with a thinner staff. She asked the Board not to do this to the students.

Ms. Jennifer Long, an art teacher at South Elementary School, addressed the Board. She congratulated all of the students who were recognized in the beginning of the meeting. She too read the goals of the district which is listed on the website. She is glad that the Town voted in favor of the budget increase; however, given the reductions which were approved fall short of Windsor Locks goals. Special classes, such as; art, library and PE meet multiple times per week and engage students. Splitting those teachers between two schools will make it difficult to have those classes multiple times a week and a well-rounded education will be difficult to provide to students when those classes will be cut short due to the splitting of those positions between two schools. She understands budgets can be difficult but she believes we have to stand by our gals to ensure the best education.

Mr. Matt Sigall, President of Windsor Locks Teachers' Association, addressed the Board. He thanked the Board of Education, Mr. Parkhurst and the entire team for all of the months of work to have the approved budget at the Town level. While he is happy that the budget passed, he is concerned about the impact it will have on the staff. It has been a very stressful few months and has taken a toll on the staff. Those staff members are very valuable assets to the district and may look elsewhere for security they need to focus on students and delivering instruction. Those teachers who are being cut may not come back and they would be a big loss of resources that students deserve and need. It is a burden on the staff when positions are cut and when those positions are cut, programs are cut as well. The district cannot provide education and programs without the appropriate staff. Please continue to support educational system that supports growth and an educational system that the Town deserves and wants.

Chairperson Ms. Christianson thanked everyone who spoke.

XI. EXECUTIVE SESSION

It was **MOVED** (Cutler) and **SECONDED** (Guyette) and **PASSED** (U) that the Board of Education adjourn the meeting to Executive Session as permitted by Connecticut General Statutes Section 1-225(a) for the following purposes as allowed by Section 1-200(6), that is:

- A. Discussion of Compensation for the Following:
 - 1. Director of Human Resources
 - 2. Director of Facilities
 - 3. Director of IT
 - 4. Staff Accountant and Grant Manager

5. Executive Assistant to the Superintendent

That attendance in the Executive Session shall be limited to:

- Members of the Board of Education
- Superintendent
- Director of Human Resources

B. Superintendent Evaluation & Contract Discussion

That attendance in the Executive Session shall be limited to:

- Members of the Board of Education
- Superintendent of Schools
- Human Resource Director

C. Board of Education Self-Evaluation

That attendance in the Executive Session shall be limited to:

- Members of the Board of Education
- Others as Requested to Attend

Board moved into executive session at 7:39 p.m.

Board returned to public session at 10:13 p.m.

It was **MOVED** (Osorio) and **SECONDED** (Guyette) and **PASSED** (U) that the Board of Education approves the salary increase provided to the Superintendent for the Executive Assistant to the Superintendent, Human Resource Director and Grants Manager/Staff Accountant.

XIV. Adjournment

It was **MOVED** (Guyette) and **SECONDED** (Cutler) and **PASSED** (U) that the Board of Education adjourn the Special Meeting of May 22, 2024 at 10:15 p.m.

Respectfully submitted,
Denise M. Piotrowicz
Recording Secretary

MEMORANDUM TO: MEMBERS OF THE BOARD OF EDUCATION
FROM: ROBERT STACY, DIRECTOR OF HUMAN RESOURCES
DATE: JUNE 13, 2024
RE: PERSONNEL REPORT - STAFF SERVICE RECOGNITION

Attached are a series of charts recognizing staff for longevity, retirement and tenure.

Staff Recognition for Years of Service

Staff are recognized in 5 year increments for service to the District. 45 staff are being recognized this year with service from 5 to 40 years. Total years of service to the District equals 620 years.

Staff Retiring

9 staff members are retiring from Windsor Locks this year. Total years of service to the district equals 199 years.

Educators Achieving Tenure

8 educators achieved tenure at the end of this school year. This was the culmination of 4 years of successful teaching service to the Windsor Locks Public Schools.



Longevity, Retiree and Tenure Recognitions 2024



Staff Recognition for Years of Service

40 Years	Paul Sibia Timothy Loveland	High School Middle School
25 Years	Thomas Croyle Christine Gilbert Kathleen Ryan April Johnson-Thrall Sarah Vail Laurie Woron	North Street School High School North Street School High School South Elementary School Middle School
20 Years	Alison Greene Gloria Lynch Allison Macomber Kimberly Stanchfield Hillary Williams	Middle School High School Middle School Middle School Middle School

2024



Staff Recognition for Years of Service

15 Years	Melissa Friend Patricia McKenna Eva Rehnberg Joshua Robinson	South Elementary School RISE North Street School Central Office
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10 Years	Bianca Cheney Courtney Johnson Brooke Keough Kristen Krupa Heather Leeman Sarah Loomis Rachel March	North Street School Middle School High School High School North Street School South Elementary School PMA
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2024



Staff Recognition for Years of Service

10 Years (continued)	Cheryl Munter Robin O'Brien Randall Overbaugh Cheryl Picard Therese Loughran Deborrah Ramirez Victoria Sapoznik Amber Tuttle Zachary Weigert Abigail Wrinn	RISE PMA PMA Middle School North Street School High School South Elementary School South Elementary School High School Middle School
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2024



Staff Recognition for Years of Service

5 Years	Shaneeta Cathey	Middle School
	Kelly Higgins	Middle School
	Rebecca Ladd	South Elementary School
	Evelyn Lopez	North Street School
	Luis Ortiz	High School
	Colleen Perera	Middle School
	Vita Pinelli-Beebe	North St/Middle School
	Michael Santanelli	High School
	Yehudis Schreiber	North Street School
	Danielle Shaw	Middle School
	Anntonina Stegman	North Street School

2024



Staff Retiring 2024

Dianne Daniel	North Street School
Todd Dixon	South Elementary School
Susan Dolan	Windsor Locks High School
Christine Gilbert	Windsor Locks High School
Joan Hijeck	North Street School
Carrie Kiesel	North Street School
Gloria Lynch	Windsor Locks High School
Allison Macomber	Windsor Locks Middle School
Patricia McKenna	RISE Transition Academy

2024



Educators Achieving Tenure 2024

Jeffrey Bernabe
Christopher Duggan
Liam Reynolds

High School
High School
High School

Colleen Perera
Nathan Massicotte

Middle School
Middle School

Megan Ellis
Cierra Muchin
Abigail Sullivan

South Elementary School
South Elementary School
South Elementary School

2024

MEMORANDUM TO: MEMBERS OF THE BOARD OF EDUCATION

FROM: ROBERT STACY, DIRECTOR OF HUMAN RESOURCES

DATE: JUNE 13, 2024

RE: PERSONNEL REPORT - RESIGNATIONS

Resignations:

Sandra Zajac-Naylor, Windsor Locks Middle School Librarian, will resign effective June 30, 2024. Sandra has served the students of Windsor Locks for 28 years.

Melissa Ewing, Windsor Locks Middle School English Teacher, will resign effective June 30, 2024. Melissa has served the students of Windsor Locks for 1 year.

Deb Luzetti, Windsor Locks High School Life Skills Teacher, will resign effective June 30, 2024. Deb has served the students of Windsor Locks for 2 years.

Sara Dvorsky, Windsor Locks Middle School Music Teacher, will resign effective June 30, 2024. Sara has served the students of Windsor Locks for 1 year.

BOARD MOTION:

“**MOVE** that the Board of Education accepts the resignation of Sandra Naylor, Melissa Ewing, Deb Luzetti, and Sara Dvorsky on the dates noted and offer our appreciation for their service to the students of Windsor Locks.”

EXHIBIT III C

MEMORANDUM TO: MEMBERS OF THE BOARD OF EDUCATION
FROM: ROBERT A. STACY, DIRECTOR OF HUMAN RESOURCES
DATE: JUNE 13, 2024
RE: PERSONNEL REPORT - JOB DESCRIPTION REVISIONS

The job descriptions attached are presented for Board approval.

Second Read and Approval:

- Director of Pupil Services (formerly Special Services)

First Read for Review:

- Tutor
- Nurse Supervisor (Stipend Position)

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

BOARD MOTION:

“**MOVE** that the Board of Education approve the revised job description(s) presented as second reads.”

WINDSOR LOCKS PUBLIC SCHOOLS

POSITION DESCRIPTION

Position Title: Director of ~~Special~~ Pupil Services
Department: ~~Special~~ Pupil Services
Reports to: Superintendent of Schools
Revised: ~~June 2006~~ May 14, 2024

1. BROAD FUNCTIONS:

The Director of ~~Special~~ Pupil Services is directly responsible to the Superintendent of Schools. ~~He/she~~ They will administer and supervise programs and services in accordance with state and federal laws, and Windsor Locks Board of Education policies and regulations. ~~He/she~~ The Director is responsible for maintaining quality special services designed to meet the needs of students with disabilities and will also oversee nursing services in the district. The Director will act as the resource person throughout the district to enable the staff to include the students with disabilities within the general education classroom to the maximum extent appropriate.

2. ESSENTIAL DUTIES AND PERFORMANCE RESPONSIBILITIES:

Special Education Supervision

- ~~Provides leadership in special services in determining departmental policy and practice consistent with federal and state regulations.~~ Recommend development of and/or revisions to policies, regulations, and procedures in compliance with federal and state regulations.
- Oversees all aspects of the district's implementation of the Individuals with Disabilities Education Act (IDEA) and other federal and state laws.
- Monitors compliance with all applicable state and federal statutes regarding the provision of services to students with disabilities.
- Reports to state and federal agencies regarding special education and pupil services as required by the agencies.
- Oversees the collection and maintenance of data on students and services for such reporting.
- Makes suggestions to the Superintendent and other administrators regarding changes in practices, policies, and procedures regarding special education or pupil services matters as required.
- Chairs Planning and Placement Team meetings in matters requiring central office decision-making or problem-solving.

- Negotiates solutions to issues that may arise between parents/guardians and schools regarding the provision of special education or pupil services.
- As the district administrator responsible for decisions regarding out-of-district placements for those students whose needs cannot be met within the , secures appropriate placements in state-approved public or private special education schools outside of the district.
- Represents the district in all matters of due process for the resolution of disagreements between parents/guardians and the schools in matters regarding special education
- Serves as liaison to local, state, and federal agencies
- Works with the Board's attorney regarding matters concerning due process and the provision of special education services.
- Keeps informed of all current state and federal programs, legislation, regulations, policies, and procedures applicable to special education, pupil services, and Section 504 of the Vocational Rehabilitation Act of 1973.
- Keeps informed of trends and best practices in special education and pupil services, including the uses of technology as related to the management of the special education process, the provision of services, or the use by students for adaptive or assistive needs.
- ~~Interprets the policies, rules, regulations, and objectives of special education and related services programs for the public.~~
- ~~Coordinates referrals to and from outside agencies and professionals~~
- ~~Keeps abreast of all federal/state regulations, trends, research, and developments in the field of special education and recommends changes to comply with applicable laws and best practices in educating students with disabilities to the Superintendent, building administrators, and staff.~~
- ~~Initiates, evaluates, and recommends appropriate alternatives to programs for students with disabilities. Serves as chairperson of PPT meetings of students attending out-of-district special education and nonpublic school programs.~~
- ~~Attends PPT meetings as requested to provide administrative support and leadership in complex student cases.~~
- ~~Is responsible for overseeing the school system's Planning and Placement Team Process in accordance with state/federal regulations.~~

- ~~Provides leadership, support, and supervision to staff in understanding and interpreting multidisciplinary evaluations and developing Individualized Education Programs that are consistent with student needs.~~
- Works cooperatively with the Director of Curriculum and participates in district-wide curriculum planning and instruction development.
- Works collaboratively with administrators and special education teachers to increase and support the achievement of students with disabilities.
- Conducts department-level and district-wide meetings with special education, related services staff, and pupil services staff.
- Organizes and supervises programs and services for students with disabilities enrolled in extended school year (summer) programs.
- Encourages the use of community resources to enrich the special education and pupil services programs.
- ~~Maintains effective working relationships with appropriate community agencies~~
- ~~Prepares material and serves as a witness in hearings and appeals to local Board of Education and State Department of Education~~
- Collaborates with building principals and ~~special~~ Pupil Services staff to educate and place students with disabilities in the least restrictive environment.
- Recommends short- and long-range plans for improvement of special education and all special services.
- Is responsible for determining identification procedures and program planning for students identified as gifted and talented according to state regulations.
- Assists in coordinating special education services and regular general education programs, including providing resources to accommodate and modify curriculum to meet students' needs. ~~professional development.~~
- Visits and evaluates all out-of-district placements; makes program and PPT recommendations.
- Acts as custodian of pupil records: develops and maintains complete and cumulative individual records of all pupils receiving special services.
- Arranges and oversees district testing ~~programs~~ for the identification, referral, and evaluation of students with disabilities; develops and initiates programs for the identification of students with disabilities.

- Serves as liaison and representative of the school in all service agency referrals, such as DCF (Department of Children and Families).
- Arranges for transportation of special needs children ~~placed outside of the district or in the district for those~~ requiring special transportation.
- Completes, maintains, and files all reports, records, and data legally required or administratively useful on local, state, and federal levels.
- Direct and monitor other general student service programs, including those for homeless youth, shared housing, religious exemptions, foster care, truancy, non-resident attendance waivers, re-enrollment of incarcerated youth, and placement of students transitioning from alternative schools/settings.
- Articulates the special services department's goals to the community, parents, special services staff, and ~~regular~~ general education staff.
- ~~Works cooperatively with parents, administrators, and staff.~~ Ensures timely and effective communications with students, parents, school staff, administrators, the school board, and community groups/agencies in alignment with the district's Vision.
- Establishes the district's collaborative efforts in working with parent groups and coordinates parent training activities
- Serves as the district transition coordinator.
- Collaborate with students, families, teachers, and related service providers to develop and implement Individualized Education Program (IEP) transition goals aligned with each student's unique needs and aspirations.
- Organize and lead workshops and training sessions for students, families, and staff on topics related to transition planning, self-advocacy, and navigating post-secondary options.

Budget

- Plans and monitors financial resource allocation through the annual budget to ensure adequate funding for therapies and evaluations, consultation services, professional development and training needs, tutorial services, out-of-district placements, and in-district special education and related services personnel, services, supplies, and equipment.
- Is responsible for budgeting students to attend out-of-district magnet programs such as CREC-Metropolitan Learning Center and Suffield VoAg.
- ~~Prepares the district special education budget; administers and monitors the approved budget.~~

- Plans, allocates and monitors the use of funds derived from federal, state, or other grants, including the Individuals with Disabilities Education Act federal entitlement grants.
- ~~Develops and submits proposals and reports for special education grants on state and federal levels.~~
- Is responsible for such reports and out-of-district contracts as are appropriate to the ~~Special Services~~ Pupil Services Department.

Health Services

- Support and evaluate a district-wide health services program that aligns with state and national health standards.
- Consult regularly with the nurse supervisor and/or school medical advisor to evaluate the performance of nursing staff and plan for professional development opportunities.
- Work with community partners, such as public health departments and mental health providers, to secure additional resources and support services for students.
- Collaborate with the nursing supervisor to manage the health services budget.

Professional Development

- ~~Provides leadership for in-service activities and orientation programs for parents, staff, and community.~~
- Provides leadership in the identification of professional development and training needs of special education teachers, related services staff, ancillary special education staff, and pupil services staff.
- Conducts training and professional development workshops for administration as necessary.
- Identifies the professional development needs of regular education staff regarding special education and pupil services and the implementation of federal and state laws.
- Coordinates with school principals and the Professional Development and Evaluation Committee (PDEC) to arrange for training.

Behavioral Supports

- Serves as supervisor of Safety Care and supports Crisis Intervention Teams system district-wide.
- Review and monitor expulsions, suspensions, and in-school suspensions to maintain accurate records to report to the Department of Education.

- Provides leadership to administrative staff in matters concerning the provision of special education and the discipline of students with disabilities.
- Maintains record of Risk Assessments, Unusual Incident reports, and DCF reports.

Alternative Services / Tutoring Center / Homebound Services

- Supervises homebound instruction programs district-wide. ~~including assisting parents with curriculum.~~
- Develops, coordinates, and implements pupil services for ~~including teaching English to foreign language students, tutorials, tutoring services, and homebound students.~~
- Serve as the School Principal of Pine Meadow Academy, overseeing the Coordinator of Alternative Services.
 - Provide instructional and administrative leadership at Pine Meadow Academy, fostering a culture of high expectations, collaboration, and student success.
 - Oversee the development and implementation of a comprehensive curriculum that encourages an individualized approach focused on career interests and real-world learning experiences that are aligned with state standards.
 - Recruit, hire, develop, and retain a team of highly qualified and passionate teachers and staff dedicated to alternative education.
 - Supervise and evaluate staff performance. Support and empower teachers and advisors by providing ongoing professional development opportunities focused on Big Picture Learning best practices.
 - Build and cultivate strong relationships with community partners such as businesses, non-profit organizations, and higher education institutions to create internship and project-based learning opportunities for students.
 - Collaborate with district administrators, central office staff, and other school principals to ensure alignment with district goals and initiatives.
 - Develop and manage the PMA budget, ensuring efficient use of resources.
 - Work with students, families, and community partners to create a strong support system that promotes student engagement and achievement.
 - Maintain a safe and positive learning environment that fosters respect, inclusion, and social-emotional well-being.
 - Foster a positive and inclusive school culture that values student voice, collaboration, and social-emotional well-being.

- Analyze student data to identify areas for improvement and develop strategies to increase graduation rates, student attendance, and student success.
- Stay up-to-date on best practices in alternative education, curriculum development, and educational technology.
- Serve as the School Principal of RISE Transition Academy, overseeing the Coordinator of Alternative Services:
 - ○ Provide instructional and administrative leadership for the 18-22 Special Education Transition Program, ensuring alignment with state and federal guidelines.
 - Oversee the development and implementation of a comprehensive curriculum focused on independent living skills, career exploration, vocational training, social-emotional learning, and self-advocacy.
 - Recruit, hire, develop, and retain a team of highly qualified and dedicated special education teachers, social worker/school psychologist related service providers, and job coaches specializing in transition planning.
 - Supervise and evaluate the performance of staff, providing ongoing professional development opportunities focused on best practices in transition services.
 - Collaborate with families, community partners, adult service providers, and employers to develop individualized transition plans for each student, ensuring their goals and aspirations are met.
 - Work with State and local agencies to coordinate services for students after graduation.
 - Develop and manage the program budget, ensuring efficient use of resources.
 - Maintain a safe, inclusive, and positive learning environment that fosters student growth, independence, and self-determination.
 - Collect and analyze data to track student progress and program effectiveness, implementing continuous improvement strategies.

504 Compliance

- ~~Assures compliance with Section 504.~~
- Oversee the implementation of students' 504 plans district-wide, ensuring compliance with federal regulations and state guidelines.
- Maintain a system for identifying, evaluating, and determining eligibility of students for 504 plans.
- Maintain accurate and up-to-date records of all 504 plans and ensure they are reviewed and updated as needed.
- Provide training and support to staff on Section 504 requirements, eligibility criteria, and effective accommodation strategies.

- Investigate and respond to concerns or complaints related to 504 eligibility or implementation.

Birth to three / Pre-K

- Supervise the Birth to Three transition process. Collaborates with the North Street School principal to supervise the Preschool Special Needs program, including student placement and ongoing training of staff members.

Other Duties

- Performs other duties as appropriate and required by the Superintendent of Schools.
- Serve as the Title IX Coordinator for students.

3. SUPERVISORY RESPONSIBILITIES:

~~In collaboration with the building principal, special services teachers, nurses, health aides, occupational therapists, physical therapists, tutors, and other related services:~~

- Collaborates with principals in the supervision and evaluation of special education staff and programs.
- Leads and supervises the work of the district Coordinators of Special Education, Speech and Language Pathologists, School Counselors, School Psychologists, School Social Workers, and School Health Services.
- ~~Assists in~~ Responsible for the recruitment, screening, hiring, training, and assigning of special education personnel; supervises and evaluates special education staff members.
- Secures, coordinates, supervises, and evaluates the services of independent consultants and evaluators either hired or contracted by the district.
- Determines the allocation of paraprofessionals to specific school buildings

4. QUALIFICATION REQUIREMENTS:

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

Connecticut Special Education Certificate or Related Services Certification; and Connecticut Intermediate Administration or Supervision Certificate

5. EDUCATION AND/OR EXPERIENCE:

A master's degree and/or higher. At least five years of successful teaching in special education or related service.

6. LANGUAGE SKILLS:

Ability to read, analyze, and interpret general business periodicals, professional journals, technical procedures, or governmental regulations. Ability to write reports, business correspondence, and procedure manuals. Ability to effectively present information and respond to questions from groups of managers, clients, customers, and the general public.

7. MATHEMATICAL SKILLS:

Ability to calculate figures and amounts such as discounts, interest, commissions, proportions, percentages, area, circumference, and volume. Ability to apply basic algebra and geometry concepts.

8. REASONING ABILITY:

Ability to define problems, collect data, establish facts, and draw valid conclusions. Ability to interpret an extensive variety of technical instructions in mathematical or diagram form and deal with several abstract and concrete variables. Ability to understand the integrity and confidentiality of certain matters pertaining to the district work ~~of the system~~.

9. OTHER SKILLS AND ABILITIES:

Must be able to transport between school buildings, districts, and cities. Ability to apply knowledge of current research and theory in the specific field. Demonstrated leadership ability and general knowledge of issues and problems in all disability areas of special education. Ability to establish and maintain effective working relationships with students, staff, and the community. Ability to communicate clearly and concisely both in oral and written form. Ability to perform duties with awareness of all district requirements and Board of Education policies.

10. PHYSICAL DEMANDS:

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

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

hours. The employee is responsible for the safety, well-being, and work output of others.

11. WORK ENVIRONMENT:

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

The noise level in the work environment is usually quiet, but it varies in this position. When visiting a building, the noise level may be loud in the office, quiet at meetings, or moderate.

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

**WINDSOR LOCKS PUBLIC SCHOOLS
POSITION DESCRIPTION**

Position Title: School Based Tutor – Special Education Classroom

Department: Special Services

Reports to: ^[OBJ] ~~Special Services~~ Director of Pupil Services

Created: 2011 Revised: June 2024

SUMMARY: ^[OBJ]

To provide ongoing educational programs to children in the district, including special education instruction.

ESSENTIAL DUTIES, FUNCTIONS AND RESPONSIBILITIES:

- Tutors are expected to provide direct instruction under the supervision of a certified teacher ~~in specified subjects~~ to identified students. This responsibility is designated by the ~~supervisor~~, special education case manager, building administrator and/or Director of ~~Special~~ Pupil Services.
- A building level special education teacher will ~~be assigned to~~ supervise each Tutor.
- The tutor will collaborate with the special education teacher and general education teachers to identify academic and behavioral supports to address IEP goals and objectives.
- The tutor will provide individualized instruction under the guidance of the special education teacher.
- The tutor will work in conjunction with the special education teacher to promote a positive learning environment that builds students confidence and promotes academic success.
- The tutor will receive Safety Care training which includes best practices in de-escalation, ABA practices, and the use of restraint and seclusion.
- The tutor will support certified staff in Safety Care procedures as directed.
- The tutor will be responsible for collecting data under the supervision of the teacher on academic and behavioral goals.
- The tutor will maintain clear communication
- ~~Contact with the supervising teacher will be made weekly to discuss student progress, instructional expectations, grading and lesson plans.~~
- School rules as outlined in the student handbooks are to be reinforced. Any problems should be reported to the building Principal/Assistant Principal.

- ~~Student attendance will be recorded daily and shared with the tutor's supervisor at the end of each month.~~
- ~~Supply requests (such as books, supplemental instructional materials, quizzes, tests, worksheets) should be directed to the supervising teacher.~~
- ~~Each Tutor is hired for a specified number of hours per week.~~
- ~~All student tutoring hours will be scheduled by the Tutor during the established work week hours. Any alteration to this regular schedule will require written prior approval from the building level administrator or Director of Special Services.~~
- ~~Tutoring schedules will follow the Windsor Locks school calendar.~~
- Performs other duties as appropriate and required.

Work Schedule

- Tutors will receive all holidays and non-instructional days (~~or partial days~~) off without pay.
- Tutors are provided a ½ hour duty-free, non-paid lunch when employed full time.
- Tutors will receive two days of professional development over the course of the school year.
- Tutors will work full days on PLC days to collaborate and plan with case managers.
- Tutors will work full days on early release days to collaborate and plan with case managers.

SUPERVISORY RESPONSIBILITIES:

None

QUALIFICATION REQUIREMENTS:

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

EDUCATION AND/OR EXPERIENCE:

Bachelor's degree or higher.

LANGUAGE SKILLS:

Ability to read and comprehend simple instructions, short correspondence, and memos. Ability to write simple correspondence. Ability to effectively present information in one-on-one and small group situations to clients and other employees of the organization.

MATHEMATICAL SKILLS:

Ability to add, subtract, multiply and divide in all units of measure, using whole numbers,

common fractions and decimals. Ability to compute rate, ratio and percent and to draw and interpret bar graphs.

REASONING ABILITY:

Ability to apply common sense understanding to carry out detailed but uninvolved written or oral instructions. Ability to deal with problems involving a few concrete variables in standardized situations. Ability to understand the integrity and confidentiality of certain matters pertaining to the work of the system.

OTHER SKILLS AND ABILITIES:

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

PHYSICAL DEMANDS:

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

While performing the duties of this job, the employee is regularly required to reach with hands and arms. The employee frequently is required to stand, walk, sit, and talk or hear. The employee is occasionally required to use hands to finger, handle or feel objects, tools, or controls; climb or balance; and stoop, kneel, crouch, or crawl. The employee may be required to lift 40 pounds and/or push/pull up to 100 pounds. Specific vision abilities required by this job include close vision, distance vision, and peripheral vision. The employee needs to be able to tell where a sound is coming from and hear in a noisy environment.

WORK ENVIRONMENT:

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

While performing the duties of this job, the employee occasionally works near moving mechanical parts in some vocational settings. The noise level in the work environment is usually moderate. The employee is frequently exposed to infection at a greater risk than the average person. May be responsible for the safety, well-being, and/or work output of students.

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

WINDSOR LOCKS PUBLIC SCHOOLS
POSITION DESCRIPTION

Position Title: Nurse Supervisor
Department: Special Services
Reports to: Director of Special Services
Revised: 7/13/11; June 2024

SUMMARY:

Under the direction of the Director of Special Services and Windsor Locks Board of Education with the advice and consent of the school medical advisor, is responsible for administration and supervision of the nursing services and oversight of the district LPNs in the Windsor Locks school system.

ESSENTIAL DUTIES, FUNCTIONS AND RESPONSIBILITIES:

In addition to the duties of a school nurse, the supervisor:

- Provides direction and supervision for all aspects of the school health program, ensuring compliance with state regulations and board of education policies.
- Schedules nurses and district LPNs.
- Schedules and staffs sports physicals and supports the medical advisor in the actual activity.
- Orders health room supplies for all schools and submits purchase orders for the health services program.
- Provides yearly performance evaluations and professional development opportunities to nurses and LPNs.
- Presents annual budget to the Director of Pupil Services.
- Provides consultation to school administrators on student health issues, including protocols for handling emergencies, the administration of medicine during the school day and managing chronic conditions.
- ~~Provides and/or coordinates training to principals, teachers and other licensed nursing personnel in the administration of medications. Supports and assists other licensed nursing personnel, principals, and teachers in preparing for and implementing their responsibilities relating to the administration of specific medications during school hours and observes medication administration by licensed nursing personnel, principals, and teachers who have been newly trained.~~
- Notifies the principals of any students not properly immunized or of emergencies and other atypical or necessary happenings.
- Develops and implements health policies and procedures in collaboration with school administration, the school medical advisor, and the board of education.
- Prepares activity and related reports for the Superintendent and Director of Pupil Services, as necessary.
- Assists in recruitment, interviews, and hiring of qualified nursing staff.
- Assists in the recruitment and training of substitutes for nurses.

- Assists in the improvement of a district-wide program of safety education and accident prevention.
- Makes recommendations for the improvement of health services for regular as well as special needs pupils.
- Performs such duties as are customarily related to the position of school nurse supervisor and school nurse.
- Performs other duties as appropriate and required.

SUPERVISORY RESPONSIBILITIES:

Nursing and health aide staff

QUALIFICATION REQUIREMENTS:

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

EDUCATION AND/OR EXPERIENCE:

BSN degree preferred. Minimum of five years of experience as a school nurse, with supervisory experience preferred. License to practice nursing. R.N. and qualifications as a school nurse in accordance with State requirements.

LANGUAGE SKILLS:

Ability to read, analyze and interpret health periodicals, professional journals, technical procedures and governmental regulations. Ability to write reports, business correspondence, health notes, and procedure manuals. Ability to effectively present information and respond to questions from groups of administrators, students, staff and the general public.

REASONING ABILITY:

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

OTHER SKILLS AND ABILITIES:

Pleasant personality. Capable of administering program and working well with subordinate staff and the ability to relate to various levels within an organization as well as various organizations. Considerate and sensitive to the needs of students.

PHYSICAL DEMANDS:

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

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

WORK ENVIRONMENT:

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

The noise level in the work environment is usually loud and is a standard acceptable level for this environment. Is directly responsible for students safety, work output and well-being.

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

MEMORANDUM TO: MEMBERS OF THE BOARD OF EDUCATION
FROM: ROBERT A. STACY, DIRECTOR OF HUMAN RESOURCES
DATE: JUNE 13, 2024
RE: PERSONNEL REPORT - DIRECTOR OF FINANCE
SEARCH UPDATE

A search committee has been established which is comprised of the Superintendent, the Director of Human Resources, the Director of Pupil Services, and the High School Principal.

By the time of the Board meeting the above referenced committee will have pre-screened 6 to 8 of the almost 20 applicants.

The goal is to pre-screen an initial group of candidates to bring back for full interviews the week of June 17th. The full interviews will included the following members: the Director of Facilities, the President of the Administrative Assistants Union, and a Representative from the Teachers Union.

The goal is to then identify two finalists to present to the Board for consideration the week of June 24th.

Please note that this is a challenging time of year to schedule interviews so the timeline is subject to change.

Search Timeline

Director of Finance and Operations

Revised as of May 20, 2024

May 17	Vacancy Created by Resignation of Incumbent
May 22	BOE accepts resignation
May 23	Posted internally and advertised externally
Week of June 2	Interview committee established and meets to review the procedures of the interview process and to develop questions
June 7	Posting closes and review of all applicants begins and will continue until position is filled
Week of June 10	Interviews conducted
Week of June 17	Second round interview conducted & Finalists selected
TBD - Special Meeting week of June 17	Final interview with Board of Education
TBD - Special Meeting week of June 17	BOE Approval and Announce the new Director
<i>o/a</i> August 1	Candidate assumes position

EXHIBIT IV

MEMORANDUM TO: MEMBERS OF THE BOARD OF EDUCATION
FROM: ROBERT STACY, DIRECTOR OF HUMAN RESOURCES
DATE: JUNE 13, 2024
RE: POLICY PRIORITY LIST

June 13, 2024 BOE Meeting

Second Reading

- 0200 Statement of Education Goals & Student Objectives Mandatory New
- 4112/4212 Appointment (of staff) Revise 4112/ New 4212

First Reading

- 5142.4 School Resource Officer Revision
- 9170 Distribution of Diplomas at HS Graduation New

August 22, 2024

- 3524.1 Pesticide Application Mandatory New
- 6141.323 Internet Safety Policy/Filtering Mandatory New
- 6142.101 Student Nutrition and Physical Activity Mandatory New
- 6164.11 Student Use, Sale or Possession of Alcohol or Controlled Drugs Mandatory New
- 6164.12 Exemption from AIDS Instruction Mandatory New

September 12, 2024

- 6141.3273 Generative AI (Artificial Intelligence) New
- 4000.1 Title IX/Sexual Harassment of Employees Mandatory Revision
- 5121.3 Academic Dishonesty/Plagiarism New
- 5131.911 School Climate Mandatory Revision
- 5145.6 Grievance Procedures (Title IX) Mandatory New

September 26, 2024

- 4115 Educator and Leader Evaluation and Support New
- 6148 FAFSA Completion Program Mandatory Revision

October 24, 2024

- 4000 (look at mandated policies for the series and present any needed after review)
- Review any policies from CAFE monthly recommended policy packet

EXHIBIT V

MEMORANDUM TO: MEMBERS OF THE BOARD OF EDUCATION
FROM: ROBERT STACY, DIRECTOR OF HUMAN RESOURCES
DATE: JUNE 13, 2024
RE: POLICY REVIEW

The following policies are being presented for a **Second Read/Possible Approval** :

- 0200 Statement of Education Goals & Student Objectives *New*
- 4112/4212 Appointment (of Staff) *Revise 4112/New 4212*

The following policies are being presented for a **First Read/Review**:

- 5142.4 School Resource Officer *Revise*
- 9170 Distribution of Diplomas at High School
Graduation *New*

Possible Board Motion:

“**MOVE** that the Board of Education approve policies 0200 State of Education Goals & Student Objectives, and 4112/4212 Appointment of Staff as presented.

Mission Goals Objectives

Goals for the Public Schools

Introduction

The terms "goal", "objective", and "performance objective" parallel those originally published by the American Association of School Administrators.

Goal: "A goal statement is one step more precise than a mission statement. Many goal statements may come out of a mission declaration. Each describes a desired terminal point to be reached sometime in the future to fulfill the mission, and general directions to pursue the mission. A goal statement, likewise, remains too broad to be useful in identifying specific operational activities. A goal is seen by some as a "broad objective". It must be broken down further if its declarations and outcomes are to serve as guides to action."

Objective: "An objective is an outcome statement that is consistent with and grows out of a related goal statement. It is a more specific expression of a position, behavior, process, or product to be achieved by a major operational division of an organization over a shorter time period. It is a desired outcome that is capable of being measured with specificity."

Performance Objective: "Performance objectives are more sharply focused on specific objectives. Usually they describe outcomes that are measurable and achievable relatively quickly. They are likely to be set primarily for categories, departments, or units within an organization for specific administrators."

These goals are presented with the full realization that the school is only one of several social institutions or influences affecting the child. Its contribution is modified by the intellectual, social, emotional, and affective potentialities that each child brings to the school environment. Our intent is that the school should contribute as fully as possible to the development of each child in the directions indicated by the goals stated.

It is the responsibility of the School Administration and Staff to delineate and update those educational objectives and performance objectives which at each school level will best achieve the goals as stated, together with the means to evaluate periodically the attainment of such objectives. Only then will these goals have full meaning.

To implement the Philosophy of the Public Schools, we accept this charge:

1. to enable students to grow academically, socially, and emotionally by encouraging them to accept responsibility and to understand the consequences of their decisions;
2. to provide students with opportunities to master basic skills essential to competent functioning in society, including the ability to read, write, listen, and speak and view proficiently; to manipulate basic mathematical concepts; and to acquire a general knowledge of the sciences;

3. to enable students to apply knowledge, problem solving techniques, creativity, and current technology from the various disciplines to the challenges presented by our changing society and physical environment;
4. to enable students to pursue independent thought and research through both assigned and self initiated projects;
5. to enable students to explore the world's cultural heritage through experiences which help to broaden social awareness;
6. to provide curricular and co curricular activities which will give students the opportunity to grow aesthetically, emotionally, intellectually, physically, and socially through interaction with others;
7. to provide appropriate programs and services for students with special intellectual, physical, and emotional needs;
8. to enable students to develop aesthetic appreciation through integral experiences in art, music, science, literature, and languages;
9. to enable students to acquire the skills necessary for intellectual growth using Educational Information Services and programs, and instruction in the use of appropriate resources to support their learning;
10. to enable students to develop as healthy individuals by providing life skills through health and physical education programs and health services;
11. to enable students to develop personal and vocational skills through appropriate grade level experiences in foreign language, practical., and technical arts;
12. to enable students to meet their academic, personal, social, emotional, and vocational needs through guidance, counseling, and special services;
13. to enable students to learn the responsibilities of citizenship in a democracy, emphasizing participation in global, national, and community affairs through practical curricula and co curricular activities in the social sciences;
14. to enhance the capabilities of the staff by setting expectations and by providing opportunities for growth through professional development and other experiences;
15. to foster greater community understanding and support by encouraging citizen involvement in school activities and programs;
16. to provide a safe and orderly environment conducive to the learning process.
17. to integrate the principles and practices of social-emotional into the District's required professional development program pursuant to C.G.S. 10-148a.

(cf. [0100](#) Mission Statement)

Legal Reference: Connecticut General Statutes

[10-4\(c\)](#) Duties of board. Reports. Comprehensive plan for elementary, secondary, vocational, career and adult education.

10-220(b) Duties of boards of education (as amended by P.A. 21-46, Section 13)

P.A. 21-46 An Act Concerning Social Equity and the Health, Safety, and Education of Children

Policy adopted:

Personnel - Certified

4112/4212 - Appointment

The Superintendent of Schools is authorized to hire administrators and teachers, including substitute teachers, for positions authorized by the Board of Education and report such hires to the Board.

Within guidelines of any existing provisions in negotiated collective bargaining agreements, the Superintendent shall be responsible for placement of appointed employees on the salary schedule. The Superintendent shall award credit for years of professional experience and any other negotiated factors at his/her discretion.

The Superintendent also has the authority to hire non-certified support staff.

The Superintendent shall insure that all ~~certified~~ personnel employed meet state certification requirements for the position, including required fingerprinting and other criminal records and Department of Children and Families checks.

The Board will not discriminate in the amount of compensation paid to any employee on the basis of sex/gender.

Legal Reference: Connecticut General Statutes

10-1440 through 10-145f re teacher certification

10-151 Employment of teachers. Definitions. Notice and hearing on failure to renew or termination of contract. Appeal.

10-153 Discrimination on account of marital status.

10-155f Residency requirement prohibited.

31-40z Penalizing employees for discussion or disclosure of wage information prohibited. Enforcement. (as amended by P.A. 21-30)

31-75 Discrimination on the basis of sex. Prohibited practice. Employer demonstration. (as amended by P.A. 21-30)

46a-60 Discriminatory employment practices prohibited.

P.A. 21-30 An Act Concerning the Disclosure of Salary Range for a Vacant Position.

Title VII, Civil Rights Act as amended by Title IX, Equal Employment Opportunity.

Policy adopted: August 1975 (old policy #4115)

Revised: November 1983 (old policy #4115)

October 2018

Students

Safety

School Resource Officer

In order to make schools more orderly, safer and secure, the district may employ police officers to deliver security services as school resources officers (SROs).

The utilization of school resource officers in district schools is to accomplish the following goals:

1. Provide a safe learning environment and help reduce school violence.
2. Improve school/law enforcement collaboration.
3. Improve perceptions and relations among students, staff and law enforcement officials.
4. Collaborate with designated members of the school and District staff and with local law enforcement, fire service, public safety and emergency management agencies, and parents/guardians in the development of school safety/crisis plans.

Additionally, School Resource Officers may be involved in:

- Investigating and documenting specific incidents;
- Assisting in identifying, intervening and communicating with at-risk students;
- Provision of crime prevention education;
- Promoting a positive student attitude towards law enforcement;
- Operating as a liaison between the community and the District.

The Superintendent of Schools will develop administrative regulations as necessary to implement this policy.

The Board shall enter into a Memorandum of Agreement (MOA) with the local police department that defines the officer's role and responsibilities. The MOA must address daily interactions among students, school personnel, and police officers, and must include a graduated response model for student discipline. It shall also include a provision requiring all school resource officers to complete, while in the performance of their duties as school resource officers, and during periods when such officers are assigned to be at the school, any separate training specifically related to social-emotional learning and restorative practices provided to district certified employees.

The Board will work in cooperation with the law enforcement agency/police department in the placement of school resource officers in its high/middle/elementary schools. The objectives and qualifications of resource officers will be determined by the police department and shall be subject to approval by the Board.

(cf. [5114](#) - Suspension/Expulsion; Student Due Process)

(cf. [5131](#) - Student Conduct)

(cf. 5131.2 - Assault)

(cf. [5131.21](#) - Terrorist Acts/Threats)

- (cf. 5131.4 - School Grounds Disturbances)
- (cf. 5131.41 - In-School Disturbances)
- (cf. [5131.5](#) - Vandalism)
- (cf. [5131.6](#) - Drugs, Tobacco, Alcohol)
- (cf. 5131.61 - Inhalant Abuse)
- (cf. 5131.612 - Surrender of Physical Evidenced Obtained from Students)
- (cf. [5131.7](#) - Weapons and Dangerous Instruments)
- (cf. [5131.8](#) - Off School Grounds Misconduct)
- (cf. [5131.9](#) - Gang Activity or Association)
- (cf. [5141.6](#) - Crisis Management)
- (cf. [5142](#) - Safety)
- (cf. 5144 - Use of Physical Force)
- (cf. [5145.11](#) - Questioning and Apprehension)
- (cf. [5145.12](#) - Search and Seizure)
- (cf. [5145.121](#) - Vehicle Searches on School Grounds)

Legal Reference: Connecticut General Statutes

[4-176e](#) through [4-180a](#). Contested Cases. Notice. Record.

[10-220](#) Duties of boards of education.

[10-233a](#) through [10-233f](#). Suspension, removal and expulsion of students, as amended by PA 95-304, PA 96-244, and PA 98-139.

[53a-3](#) Definitions.

[53a-217b](#) Possession of Firearms and Deadly Weapons on School Grounds.

PA 94-221 An Act Concerning School Discipline and Safety.

GOALS 2000: Educate America Act, Pub. L. 103-227.

18 U.S.C. 921 Definitions.

Title III - Amendments to the Individuals with Disabilities Education Act.

Sec. 314 (Local Control Over Violence)

Elementary and Secondary Act of 1965 as amended by the Gun Free Schools Act of 1994.

P.L. 105-17 The Individuals with Disabilities Act, Amendment of 1997.

Kyle P. Packer PPA Jane Packer v. Thomaston Board of Education.

Policy adopted: April 26, 2018 WINDSOR LOCKS PUBLIC SCHOOLS

Revised Windsor Locks, Connecticut

Bylaws of the Board

9170 – Distribution of Diplomas at High School Graduation

The Board of Education (“Board”) believes it is important to recognize students with the presentation of diplomas at High School graduation. Typically diplomas are handed to graduating students by the Board Chairperson. However, at the request of a student, through the High School Principal, another Board Member may be asked to hand out a diploma(s) to individual students that are in the student’s immediate family.

Former Board Members, who served successfully on the Board of Education, may also be requested to hand a diploma(s) to a graduating student if that student is an immediate family member of the former Board Member. This request would also go through the High School Principal.

Adopted:

MEMORANDUM TO: MEMBERS OF THE BOARD OF EDUCATION
 FROM: SHAWN L. PARKHURST, SUPERINTENDENT
 DATE: JUNE 13, 2024
 RE: SPECIAL EDUCATION TUITION AND EXCESS COST GRANT
 OUT-OF-DISTRICT STATUS

Status of BOE Net Out-of-District Budget as of May 31, 2024:

BOE Tuition Budget	1,883,310
BOE Transportation Budget	577,898
Excess cost Budget	0.00
TOTAL BUDGET	<u>2,461,208</u>
Projected OOD Expenditures	2,456,480
Status	<u>\$4,728</u>

1. The 2023-2024 net out-of-district budget for special education was based on sixteen (16) Windsor Locks out-of-district placements, three (3) Hartford Choice out-of-district placements, and zero (0) DCF placements for a total of (19) nineteen students.
2. The Actual 2023-2024 out-of-district projected expenditure for special education as of May 31st is for twelve point nine one (12.91) Windsor Locks out-of-district placements, five (5) Hartford Choice out-of-district placements, and zero (0) DCF placements for a total of seventeen point nine one (17.91) students.
3. Our current projection is for eleven (11) students to qualify for excess cost reimbursement at 69.0613% with a per-pupil cost of \$21,565 or \$97,042.50 (4.5 times the per-pupil cost). The capped entitlement amount posted for the Town of Windsor Locks to receive is \$449,728.
4. We will not require the Special Education Excess Cost Grant to cover additional student outplacement costs for FY24.

MEMORANDUM TO: MEMBERS OF THE BOARD OF EDUCATION
FROM: SHAWN L. PARKHURST, SUPERINTENDENT
DATE: JUNE 13, 2024
RE: K-2 NEW READING CURRICULUM

Adoption of a State approved reading program by July 2024 is a requirement from the Connecticut State Department of Education under the new Right to Read legislation.

Over the past two years, our Curriculum Department and K-2 Team reviewed various State approved reading programs and this past year, piloted *Amplify CKLA*.

As a result of that work, and the work of our District Literacy Team, which you have previously heard about, we are presenting and recommending *Amplify CKLA* be the Windsor Locks Public Schools K-2 reading program to be used in all K-2 classrooms at the start of the 24-25 school year.

Board Motion:

“**MOVE** that the Board of Education approve *Amplify CKLA* to be the K-2 reading program as recommended.”

Windsor Locks Public Schools

www.wlps.org

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