

WINDSOR LOCKS PUBLIC SCHOOLS



BOARD OF EDUCATION MEETING

Regular Meeting

July 18, 2019

6:00 p.m.

Windsor Locks High School

Library Media Center

58 South Elm Street

www.wlps.org

Windsor Locks Board of Education

Patricia King, Chairwoman

Margaret Byrne, Vice Chairwoman

Jim McGowan

Dennis Gragnolati

Joe Tria

Shawn Parkhurst

Superintendent of Schools

MISSION STATEMENT AND CORE BELIEFS

The WLPS will create and sustain a community of life-long learners where all students are engaged, empowered and expected to achieve at the highest levels and to become responsible, contributing citizens in an ever-changing, global society.

In order to achieve our mission our students will receive a world class education that:

- Challenges each student to meet and exceed high expectations through a stimulating, rigorous and challenging curriculum;
- Enables each student to think critically, work collaboratively, and display the confidence necessary to be successful in a diverse and complex society;
- Prepares each student to be an adaptable risk taker who is proud to invest in the future;
- Prepare each student to use all of the technological resources available to complete research, solve problems, and identify creative solutions;
- Develops individuals who are open-minded, respectful, and compassionate,
- Develops honest, interdependent, skilled future leaders and independent thinkers who will become the world's problem solvers;
- Enriches the skills and talents of each student to be inventive and ready to achieve a sustainable future;
- Invites the entire community to be involved in providing a well-rounded education; which
- Inspires each student to become an active member of our community, the nation, and the world.

Regular Meeting
July 18, 2019
WINDSOR LOCKS BOARD OF EDUCATION
Windsor Locks High School ~ Library Media Center
6:00p.m.
AGENDA

- I. CALL TO ORDER
- II. PLEDGE OF ALLEGIANCE
- III. ROLL CALL
- IV. BOARD AND ADMINISTRATIVE COMMUNICATIONS INCLUDING BOARD SUB-COMMITTEE REPORT
- V. PUBLIC AUDIENCE (Only On Agenda Items)
CONSENT AGENDA: **VOTE NEEDED**
- VI. A. Minutes: p. 1 EXHIBIT VI A
 - June 27, 2019 – Regular Meeting
 - Amend Minutes of Special Meeting June 6, 2019B. Personnel Report: p. 8 EXHIBIT VI B
 - Resignation
- VII. BUSINESS ITEMS BEFORE THE BOARD

Goal 1: Windsor Locks Public Schools will insure that all students are engaged in their learning and challenged to achieve at the highest level.

Goal 2: Windsor Locks Public Schools will use research-based leadership and best workplace practices to ensure high levels of achievement.

A. Food Service Fund Balance Discussion
B. Board of Education - Update Goals: **VOTE NEEDED** p. 9 EXHIBIT VII 2 B
- Goal 3: Windsor Locks Public Schools will support every student through a diverse network of caring adults.
 - A. Board of Education Meeting Schedule for 2020: **VOTE NEEDED** p. 10 EXHIBIT VII 3 A
 - B. Connecticut Parent Advocacy Center – Special Education Advisory Council: **VOTE NEEDED** p. 12 EXHIBIT VII 3 B
 - C. Statewide Family Engagement Center Grant: **VOTE NEEDED** p. 15 EXHIBIT VII 3 C
 - D. Commemorative Recognition Request: **VOTE NEEDED** p. 20 EXHIBIT VII 3 D
- Goal 4: Windsor Locks Public Schools will provide safe and healthy environments where students will learn how to sustain and promote healthy living.
- VIII. BOARD AND SUPERINTENDENT COMMENT
- IX. PUBLIC AUDIENCE (GENERAL)
- X. FUTURE BUSINESS

XI. 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:

- Discussion of Strategy and Board Member Appointment for Multiple Collective Bargaining Unit Negotiations

That attendance in the Executive Session shall be limited to:

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

XII. ADJOURN

For the Chairperson of the Board of Education

Shawn Parkhurst

Superintendent of Schools

C: Town Clerk: PLEASE POST

EXHIBIT VI A

MEMORANDUM TO: MEMBERS OF THE BOARD OF EDUCATION
FROM: SHAWN PARKHURST, SUPERINTENDENT
DATE: JULY 18, 2019
RE: APPROVAL OF MINUTES

- June 24, 2019 – Special Meeting
- June 27, 2019 – Regular Meeting

- **Motion to Amend Previous Meeting Minutes:**

“Move that the Board of Education meeting minutes from the Special Meeting on June 6, 2019 be amended as follows:

- From Exhibit II:The ***IT Director*** has indicated that the Hartford Foundation for Public Giving funds of \$19,000 will be used for the transition and the only cost to the district will be \$1,000. ...
- To Exhibit II:....The ***Business Manager*** has indicated that the Hartford Foundation for Public Giving funds of \$19,000 will be used for the transition and the only cost to the district will be \$1,000.

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

**MINUTES OF THE SPECIAL MEETING,
June 24, 2019 at 5:00 pm**

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

| | |
|--------------------------|--|
| Members Present: | P. King, M. Byrne, D. Gragnolati and J. Tria |
| Members Absent: | J. McGowan |
| Administrators: | S. Parkhurst |
| Student Representatives: | None |
| Students: | None |
| Others: | None |
| Press: | None |

I. Pledge of Allegiance

II. Call to Order

Chairwoman Mrs. Patricia King called the Special Meeting to Order at 5:00 pm in the Windsor Locks High School Professional Development Room.

III. Board and Administrative Comments

None

IV. Windsor Locks Board of Education Planning Sessions

Mr. Parkhurst reviewed the current goals and suggested some revisions to the goals. The board was in agreement with revisions but asked Mr. Parkhurst to rework some of the language and embed this into the four existing goals.

Mr. Parkhurst introduced Mr. Nick Caruso from CAFE who reviewed the board roles and responsibilities.

Mr. Parkhurst shared a structure for Board of Education meetings that would include a business meeting and workshop meeting in the future. The board was in agreement and stated that they would like the second public comment section of board meetings as a time for the public to provide input on any items they wish the board to consider for future agenda items.

A discussion occurred with regard to the budget process and the board's involvement. The Board is seeking more involvement throughout the process; Mr. Parkhurst will work with the Leadership Team to establish a process and timeline beginning with the 20/21 budget.

The Board discussed the comprehensive assessment conducted with regard to space allocation. It is the desire of the Board that this be brought back to the forefront in the coming year for review and possible action.

Mr. Parkhurst provided the Board with 19/20 program changes and updates which include the following:

- Review and audit of the Extended Day/Extended Year Program
- Middle School Schedule Change
- Raider Block at WLHS - targeted SAT practice using KHAN Academy
- Lead Teacher at Pine Meadow Academy
- Intervention Plans and Consistency of services for students throughout the district
- Shifting Office of Engagement to Office of Partnerships
- Infusing of newly developed Adult Core Values into our work
- Continued partnerships with EL Education and Great Schools

V. **Board and Superintendent Comment**

None

VI. **Public Comment**

None

VII. **Adjournment**

It was MOVED (Gragnotati) and SECONDED by (Tria) and PASSED (U) that the Board of Education adjourns the Special Meeting of June 24, 2019 at 6:45 pm.

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

**MINUTES OF THE REGULAR MEETING,
June 27, 2019 at 6:00 p.m.**

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

| | |
|--------------------------|---|
| Members Present: | M. Byrne, J. McGowan and D. Gragnolati |
| Members Absent: | P. King and J. Tria |
| Administrators: | S. Parkhurst, S. Cournoyer, C. Bradshaw-Hill, S. Lee and J. Lavorgna |
| Student Representatives: | None |
| Students: | K. Walsh, C. Mackey and a few others |
| Staff: | A few staff members |
| Others: | A Mackey and few parents |
| Press: | None |

I. Call to Order

Vice-Chairwoman Ms. Margaret Byrne called the Regular Meeting to Order at 6:02 p.m. in the Windsor Locks High School Library Media Center.

II. Board and Administrative Communications including Board Sub-Committee Report

Board Member Mr. Dennis Gragnolati and Board Member Mr. Jim McGowan both commented about graduation and it was well done!

Mr. Shawn Parkhurst, Superintendent of Schools, addressed the Board. He noted it has quieted down since the end of school and the students have left for summer break. The district has been busy interviewing candidates for various positions.

Ms. Sharon Cournoyer, Assistant Superintendent of Schools, commented about graduation and how the event was quite a celebration for the students and their families and friends. This past week, she attended the first administration retreat, which was very successful. She has also been involved in the meetings about grading and reporting and she will be commenting on those successful meetings later in the meeting.

III. Public Audience (Only on Agenda Items)

None.

IV. Consent Agenda

It was **MOVED** (McGowan) and **SECONDED** (Gragnolati) and **PASSED** (U) that the Board of Education approves the Consent Agenda as presented.

V. Business Items Before The Board

1. Goal 1: Windsor Locks Public Schools will insure that all students are engaged in their learning and challenged to achieve at the highest level.

This goal was not discussed at this meeting

2. Goal 2: Windsor Locks Public Schools will use research-based leadership and best workplace practices to ensure high levels of achievement.

a. Grading and Reporting Committee Update

Ms. Sharon Cournoyer, addressed the Board with the help of a Power Point Presentation, she began discussing the Grading and Reporting Committee. She noted they have had a total of four meetings in January, April, May and June. She discussed that after those meetings, the recommendations for reporting changes are as follows:

- Change the quarterly to represent cumulative progress towards standards clearly label/delineate the date range for each Quarter.
- Bold the active quarter and label that it is year to date progress.
- Eliminate the Y1 as it is redundant
- Utilize the 1 through 4 scale and eliminate the letter grade and the ES, MS, PS and LP and keep the 1-4 scale (consistency between Middle School and High School is important)
- Keep the back of the Report Card/Progress Report that has the Individual progress (cumulative) on each individual power standard
- Introduce .2 increments to replace the current 2.0-3.0 incremental provide consistency with the 3-4 range.

She showed a slide with an example of the report card and the changes which were discussed. The two additional slides shown were discussed by a committee member and two current high school students. The first of the two slides discussed suggested actions for reporting changes which included; ensuring consistency between the high school and middle school progress report cards; ensuring alignment with departments and faculty of both middle and high school in regards to measurement and assessing the standards; to include administrative note which communicates expected standard progression, and to include a foot on the report card to help students and parents understand the grading practices. Again, the example of the report card was shown showing the changes which were being discussed.

The next slide shown discussed addressed the inconsistencies in practice, which includes leadership planning for 2019-2020. That planning will consist of practical

consistency with staff understanding master based learning vs. standard based grading vs. mastery based grading; clear measure of skills vs. content; understanding all changes in the report re-design; appropriate communication between teachers regarding expectations for students; all assessments have an embedded level four opportunity; high school counselors review middle school transcripts to ensure high school credit; middle school counselor understand the policy for course weighting; and, continued reinforcement of consistency of all practices.

The last slide discussed suggestions for different ways to get information out to the parents and public, such as, attending or viewing live stream of the Board of Education meetings, focus groups and email parents linking to an informational video.

A lengthy discussion was held.

b. Office Of Family and Community Engagement – Name Change Request

Mr. Parkhurst indicated in accordance with current research in the field of Family, School, and Community Partnerships, Jessie Lavorgna, District Coordinator of Family and Community Engagement, proposes that The Office of Family and Community Engagement change its title to The Office of Partnerships. Subsequently, Ms. Lavorgna’s title would change to Director of Partnerships. Research indicates that we should no longer be using the word engagement, as it suggests that someone is doing something to someone else, as opposed to partnership, which suggests working together. Simply stated, engagement implies doing to, while partnership implies doing with. In a mastery-based learning district, it makes sense to create and sustain a system in which educators, families, and community members are partners in our students’ education and development. This name change signals our deep commitment to working with our families and community members.

It was **MOVED** (McGowan) and **SECONDED** (Gragnolati) and **PASSED** (U) that the Board of Education approved the change from The Office of Family and Community Engagement to The Office of Partnerships effective July 1, 2019 as presented.

3. Goal 3: Windsor Locks Public Schools will support every student through a diverse network of caring adults.

a. Request for Commemorative Recognition

It was the general consensus to table this agenda item until all Board Members are present to discuss his goal was not discussed at this meeting.

4. Goal 4: Windsor Locks Public Schools will provide safe and healthy environments

where students will learn how to sustain and promote healthy living.

This goal was not discussed at this meeting

VI. Board and Superintendent Comments

Mr. Parkhurst invited everyone to the Town Hall on July 2, 2019 for a book signing by Lori Chapman, the sister of John Chapman, a Windsor Locks Hero. It is scheduled to begin at 6:00 p.m. Those students who did their Heritage Day projects about John Chapman have been personally invited.

VII. Public Comment

None.

VII. Adjournment

It was **MOVED** (Gragnotati) and **SECONDED** (McGowan) and **PASSED** (U) that the Board of Education adjourns the Regular Meeting of June 27, 2019 at 6:53 p.m.

Respectfully submitted,

Denise M. Piotrowicz
Recording Secretary

EXHIBIT VI B

MEMORANDUM TO: MEMBERS OF THE BOARD OF EDUCATION
FROM: SHERI LEE, DIRECTOR OF HUMAN RESOURCES
DATE: JULY 18, 2019
RE: PERSONNEL REPORT

Resignation:

Lauren O'Leary, a Psychologist Pine Meadow Academy has resigned effective August 1, 2019. At the time of her resignation, Ms. O'Leary will have served the students of Windsor Locks for six (6) years.

POSSIBLE BOARD MOTION:

“MOVE that the Board of Education accepts Ms. O'Leary's resignation, effective August 1, 2019 and offer her our appreciation for all of her efforts on behalf of the students of the Windsor Locks Public Schools.”

EXHIBIT VII 2 B

MEMORANDUM TO: MEMBERS OF THE BOARD OF EDUCATION
 FROM: SHAWN PARKHURST, SUPERINTENDENT
 DATE: JULY 18, 2019
 RE: BOARD OF EDUCATION – UPDATED GOALS

The Superintendent will present the changes to the Board of Education’s goals that have been proposed by the Board members.

| <u>Current Goal</u> | <u>Proposed Change</u> |
|--|---|
| Windsor Locks Public Schools will insure that all students are engaged in their learning and challenged to achieve at the highest level. | Windsor Locks Public Schools will insure that all students are engaged in their learning and challenged to achieve, grow, and demonstrate mastery. |
| Windsor Locks Public Schools will use research-based leadership and best workplace practices to ensure high levels of achievement. | Windsor Locks Public Schools will use research-based leadership and best workplace practices to ensure achievement, growth and mastery for all. |
| Windsor Locks Public Schools will support every student through a diverse network of caring adults. | Windsor Locks Public Schools will support every student through a diverse network of caring adults. |
| Windsor Locks Public Schools will provide safe and healthy environments where students will learn how to sustain and promote healthy living. | Windsor Locks Public Schools will provide a positive, equitable, safe and healthy climate for adults and students, to learn how to sustain and promote healthy living. |

POSSIBLE BOARD MOTION:

“MOVE that the Board of Education accepts the changes to the Board of Education goals as presented.”

EXHIBIT VII 3 A

MEMORANDUM TO: MEMBERS OF THE BOARD OF EDUCATION
FROM: SHAWN PARKHURST, SUPERINTENDENT
DATE: JULY 18, 2019
RE: PROPOSED 2020 BOARD OF EDUCATION MEETING
CALENDAR

Superintendent Shawn Parkhurst will present the proposed calendar of Board of Education meetings for 2020. The proposed calendar can be found on the next page.

POSSIBLE BOARD MOTION:

“MOVE that the Board of Education approve the Board of Education meeting calendar for 2020 as presented.”

WINDSOR LOCKS PUBLIC SCHOOLS

BOARD OF EDUCATION MEETING CALENDAR for 2020

Approved: Draft

| JANUARY 2020 | | | | | | |
|--|-----|-----|-----|-----|-----|-----|
| Sun | Mon | Tue | Wed | Thu | Fri | Sat |
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | 31 | |
| 9, 23 Board of Education 6:00 p.m. LMC | | | | | | |

| MAY 2020 | | | | | | |
|---|-----|-----|-----|-----|-----|-----|
| Sun | Mon | Tue | Wed | Thu | Fri | Sat |
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | | | | | | |
| 14, 28 Board of Education 6:00 p.m. LMC | | | | | | |

| OCTOBER 2020 | | | | | | |
|--|-----|-----|-----|-----|-----|-----|
| Sun | Mon | Tue | Wed | Thu | Fri | Sat |
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | 31 |
| 8, 22 Board of Education 6:00 p.m. LMC | | | | | | |

| FEBRUARY 2020 | | | | | | |
|---|-----|-----|-----|-----|-----|-----|
| Sun | Mon | Tue | Wed | Thu | Fri | Sat |
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| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 13, 27 Board of Education 6:00 p.m. LMC | | | | | | |
| 17-18 No School | | | | | | |

| JUNE 2020 | | | | | | |
|---|-----|-----|-----|-----|-----|-----|
| Sun | Mon | Tue | Wed | Thu | Fri | Sat |
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | | | | |
| 11, 25 Board of Education 6:00 p.m. LMC | | | | | | |

| NOVEMBER 2020 | | | | | | |
|-------------------------------------|-----|-----|-----|-----|-----|-----|
| Sun | Mon | Tue | Wed | Thu | Fri | Sat |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | | | | | |
| 12 Board of Education 6:00 p.m. LMC | | | | | | |
| 26 No School – Thanksgiving Break | | | | | | |

| MARCH 2020 | | | | | | |
|---|-----|-----|-----|-----|-----|-----|
| Sun | Mon | Tue | Wed | Thu | Fri | Sat |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | 31 | | | | |
| 12, 26 Board of Education 6:00 p.m. LMC | | | | | | |

| JULY 2020 | | | | | | |
|-------------------------------------|-----|-----|-----|-----|-----|-----|
| Sun | Mon | Tue | Wed | Thu | Fri | Sat |
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| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | 31 | |
| 16 Board of Education 6:00 p.m. LMC | | | | | | |

| DECEMBER 2020 | | | | | | |
|-------------------------------------|-----|-----|-----|-----|-----|-----|
| Sun | Mon | Tue | Wed | Thu | Fri | Sat |
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| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | 31 | | |
| 10 Board of Education 6:00 p.m. LMC | | | | | | |
| 24-31 No School – December Break | | | | | | |

| APRIL 2020 | | | | | | |
|--|-----|-----|-----|-----|-----|-----|
| Sun | Mon | Tue | Wed | Thu | Fri | Sat |
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | | |
| 9, 23 Board of Education 6:00 p.m. LMC | | | | | | |
| 13-17 No School – Spring Break | | | | | | |

| AUGUST 2020 | | | | | | |
|-------------------------------------|-----|-----|-----|-----|-----|-----|
| Sun | Mon | Tue | Wed | Thu | Fri | Sat |
| | | | | | | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | 31 | | | | | |
| 20 Board of Education 6:00 p.m. LMC | | | | | | |

| JANUARY 2021 | | | | | | |
|---|-----|-----|-----|-----|-----|-----|
| Sun | Mon | Tue | Wed | Thu | Fri | Sat |
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| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | | | | | | |
| 14, 28 Board of Education 6:00 p.m. LMC | | | | | | |

| SEPTEMBER 2020 | | | | | | |
|---|-----|-----|-----|-----|-----|-----|
| Sun | Mon | Tue | Wed | Thu | Fri | Sat |
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | | | |
| 10, 24 Board of Education 6:00 p.m. LMC | | | | | | |

Meetings are held at 6:00 p.m. at the Windsor Locks High School, 58 South Elm Street.

LMC – Library Media Center.

Meetings are generally held the second and fourth Thursday each month except where otherwise noted.

Special Meetings are held as needed and are posted accordingly.

EXHIBIT VII 3 B

MEMORANDUM TO: MEMBERS OF THE BOARD OF EDUCATION
FROM: SHAWN PARKHURST, SUPERINTENDENT
DATE: JULY 18, 2019
RE: CONNECTICUT PARENT ADVOCACY CENTER
(CPAC) – SPECIAL EDUCATION ADVISORY COUNCIL

Last year, the Connecticut Parent Advocacy Center (CPAC) piloted a program to support the development of Special Education Advisory Councils (SEACs) in three Connecticut school districts. This year they are continuing this work to support other districts to develop a SEAC. While states like Massachusetts and New Jersey have legislatively mandated such councils for every district, Connecticut law does not require these councils at the district level. District participation in this SEAC Program, requires a commitment from district leadership to work collaboratively with the council, and Boards of Education agree to receive advisory reports from the council to support their decision making on matters related to special education. (More information follows this page.)

Tonight, John Flanders, the Executive Directory for CPAC will join us to discuss the purpose of a Special Education Advisory Council, and what the next steps would be should the Board of Education agree to start this important work.

POSSIBLE MOTION: “**MOVE** that the Board of Education approve the creation of a Special Education Advisory Council as presented.”

Last year, the Connecticut Parent Advocacy Center (CPAC) piloted a program to support the development of Special Education Advisory Councils (SEACs) in three Connecticut school districts. This year we are continuing this work to support other districts develop a SEAC. While states like Massachusetts and New Jersey have legislatively mandated such councils for every district, Connecticut law does not require these councils at the district level. District participation in this SEAC Program, requires a commitment from district leadership to work collaboratively with the council, and Boards of Education agree to receive advisory reports from the council to support their decision making on matters related to special education.

Purpose: The Special Education Advisory Council is a council of stakeholders in special education that includes parents, educators, administration and community member to advise the school committees and board on matters that pertain to the education and safety of students with disabilities.

It is important to understand the distinction between “advisory” and “governing” boards, councils, and committees:

- Advisory, in terms of councils, means having or exercising power *to advise*. Advice may be defined as opinion about what could or should be done about a situation or problem or as a proposal for an appropriate course of action counsel.
- Advisory groups provide *guidance* rather than *governance*.
- Advisory groups do not have any formal authority to issue directives. They do not set policy but may make *recommendations* regarding policy. The advice may or may not be heeded by the board, which has the decision-making authority.
- Advice and recommendations *can* and *should* influence decision making and policymaking by the formal board members.
- Contributions of the advisory members, who have personal experience as well as unique knowledge and skills in a particular area, serve to complement the knowledge and skills of the formal board members as they make decisions regarding related policy.

Special Education Advisory Councils:

- provide parents, district and community stakeholders a formal voice to create positive outcomes for students with disabilities
- develop and foster trust, collaboration and true partnership between parents, district staff and community members

Each Special Education Advisory Council Will:

- Annually host at least one workshop for parents regarding the special education process and rights
- Provide an annual written report to the Board of Education



Who serves on a Special Education Advisory Council?

- The membership must consist of at least 50% of parents of students with disabilities.
- The membership should be representative of the diversity within the district
- Other members consist of district staff, including the Director of Special Education, and for some councils, community members.
- Each SEAC will determine specifics of their membership when they create their bylaws

What are the steps to start a Special Education Advisory Council?

- The Board of Education officially votes to approve to participate in CPAC's program to develop a Special Education Advisory Council, to advise the district committees and board, regarding the education and safety of students with disabilities
- CPAC will facilitate an informational meeting with all interested stakeholders to establish a timeline and membership committee, and answer questions
- CPAC will provide intensive technical assistance, training and support that is individualized for each district and council's needs
- Membership Committee recruits and sends invitation letters to prospective members
- Schedule all four meetings for the year
- Elect officers at first meeting
- Form and adopt by-laws
- Form committees
- Set council priorities/focus areas for the year

Why is this work important?

“The evidence is consistent, positive, and convincing: families have a major influence on their children’s achievement in school and through life. This fourth edition of Evidence confirms that the research continues to grow and build an ever-strengthening case. When schools, families, and community groups work together to support learning, children tend to do better in school, stay in school longer, and like school more.”

Henderson, A. T., & Mapp, K. L. (2002). *A new wave of evidence: The impact of school, family, and community connections on student achievement*. Austin, TX: Southwest Educational Development Laboratory.



MEMORANDUM TO: MEMBERS OF THE BOARD OF EDUCATION
FROM: SHAWN PARKHURST, SUPERINTENDENT
DATE: JULY 18, 2019
RE: STATEWIDE FAMILY ENGAGEMENT CENTER GRANT

Communication From CREC:

“The Capitol Region Education Council (CREC) is collaborating with the Connecticut State Department of Education (CSDE), State Education Resource Center (SERC), Connecticut Parent Advocacy Center (CPAC), and African Caribbean American Parents of Children with Disabilities (AFCAMP) to implement a Statewide Family Engagement Center Grant from the United States Department of Education. The propose of this funding is to elevate family engagement policy and practice by promoting partnerships among families, schools and communities to ensure students succeed. Research shows that when families are connected to schools, students are more likely to earn better grades, seek higher-level courses, and have improved school attendance and graduate on time.

The Statewide Family Engagment Center Grant will be used to fund the Connecticut Family Engagement Network (CT-FEN). The CT-FEN will work with families and school districts statewide during a two-year period to establish partnership programming for student success.

CREC worked in collaboration with the Connecticut State Department of Education, the Office of Student Support and the Turnaround Office to determine school districts that demonstrate leadership and a commitment to family engagement as a strategic imperative to improve student outcomes.

Your School District was identified as a district for this training, with an invitation to participate in Cohort One of the Connecticut Family Engagement Network (CT-FEN). I am hopeful that your district will view this as an opportunity to tap into innovative programming for your families and schools.”

More information can be found on the pages below.

POSSIBLE MOTION: “**MOVE** that the Board of Education approve the Statewide Family Engagement Center Grant, and authorize the Superintendent of Schools, or his designee, to enter into the Joint Agreement as presented.”

Full, Equal and Equitable Partnerships with Families

Connecticut's Definition and Framework for Family Engagement

What is Family Engagement?

Connecticut parents, educators, philanthropists, state and local officials, social service professionals, and community organization leaders, after many rounds of discussion, thoughtful review, and revision, have answered this question loud and clear:

Family Engagement is a full, equal, and equitable partnership among families, educators and community partners to promote children's learning and development from birth through college and career.

Full means that families, educators and community partners collaborate closely and consistently in promoting children's learning and development. This includes making sure that ALL children not only have access to high quality learning opportunities, but also the supports they need to succeed.

Equal means that families and educators recognize that both bring valuable knowledge to the table. Parents know their children, culture, and community. Educators are trained in curriculum and child development. Their deep knowledge and skills are complementary, overlapping, and essential to ensuring success for all children.

Equitable means that families are empowered to work with educators, public officials, and community partners to remove systemic, structural, and organizational barriers that perpetuate inequities and injustice. This includes ready access to ample opportunities to develop their knowledge and skills to become full and equal partners in that deliberate and intentional work.

Family engagement means that parents are seen as welcome partners in the education of children, and have a valued voice in the school. As a result, families are active participants, and communication is flowing between home and school. We believe that family engagement means mutual respect, honesty and trust.

**Connecticut Parents,
August 2017**

The purpose of Connecticut's common definition and framework of family engagement is to encourage shared understanding and collaboration, making it easy for all parties – familiesⁱ, educatorsⁱⁱ, providers, and community partners – to understand what is expected of them and what effective practice looks like.



Connecticut Early Childhood
Funder Collaborative
A project of:



Connecticut Office of
Early Childhood

Guiding Principles

High-impact strategies to engage families can produce dramatic gains in children's social and emotional development, academic achievement, and success in life. Feedback from participants in the process informed the establishment of guiding principles that reflect a partnership mindset and are grounded in the research.

1. BUILD COLLABORATIVE, TRUSTING RELATIONSHIPS FOCUSED ON LEARNING.

For example: Offer getting-to-know-you meetings in smaller, informal settings. Make relationship-building home visits. Co-design with families a pre-school-elementary school transition program.

2. LISTEN TO WHAT FAMILIES SAY ABOUT THEIR CHILDREN'S INTERESTS AND CHALLENGES.

For example: Pay attention to different cultural perspectives and use families' ideas to create programming, tailor instruction, improve discipline practices, design professional development, and recruit early learning providers, school leaders and staff.

3. MODEL HIGH-QUALITY LEARNING PRACTICES.

For example: Share how families can engage children in interactive play, reading, and hands-on math activities that promote problem solving. Invite families to visit the after-school program, meet staff, and join the activities. Host "classroom visits" for families to see first-hand what their kids are doing in class and how the classroom is set up for learning.

4. SHARE INFORMATION FREQUENTLY WITH FAMILIES ABOUT HOW THEIR CHILDREN ARE DOING.

For example: Talk about the kindergarten readiness skills young children must learn, then report regularly about their progress. Explain your school or program's high achievement goals and ask families about their ideas to help their kids reach them.

5. TALK WITH STUDENTS ABOUT HOW THEY WANT TEACHERS AND FAMILIES TO SUPPORT THEIR LEARNING.

For example: Include students' ideas in Title I school-parent compacts, personal learning plans, and requests for professional learning. Respond to what students say about social and emotional issues. In middle and high school, set up an advisory system, so that all students have someone who knows them well and who can be their advocate in the school and the primary contact for their families.

6. CO-DEVELOP CULTURAL COMPETENCE AMONG STAFF AND FAMILIES.

For example: Build students' home cultures into programming and curriculum. Invite families and early learning providers/ teachers/community learning program staff to share their cultural and family traditions. Showcase the diversity in your early learning setting, school, or after-school program.

7. SUPPORT PARENTS TO BECOME EFFECTIVE LEADERS AND ADVOCATES FOR CHILDREN.

For example: Collaborate with initiatives that develop parents' knowledge and skills to become civic leaders and problem-solvers. Provide information about how the education system works, from early childhood to higher education, and how to advocate for their children's needs and opportunities within that system.

It is important for me to know what my daughter is learning; when you are not from this country you can be totally lost!

The teacher teaches us what to expect when our children go to school and how they can be prepared. They give us activities for the children and for the parents too.

Connecticut Parent
July 2017

I hope that teachers and staff will be open minded and disregard implicit biases that are disrespectful and hurtful to families. Meet families half way on their ground; listen to their needs and wants; and gain knowledge of the community they service.

Connecticut Parent,
August 2017

¹ The terms family/ies and parent/s are used to represent any adult caretakers who have responsibility for the well-being of a child or children.

² The term educator is used to mean any person who teaches or is involved in planning or directing experiences that promote learning and development.

Summary of Connecticut's Statewide Family Engagement Center

In partnership with the Connecticut State Department of Education, the State Education Resource Center (SERC), the Connecticut Parent Advocacy Center (CPAC), and The African Caribbean American Parents of Children with Disabilities (AFCAMP), CREC's federal-funded Statewide Family Engagement Center (SFEC) for Connecticut will provide resources, direct services, training and support for families, community agencies and school districts in the area of effective family engagement practices. *Effective family engagement practices* are research-based approaches to establishing family-community-school partnerships that support improved learning outcomes for students. **The overarching goal of the SFEC is to provide supports to all stakeholders to ensure that students benefit directly from improved family engagement throughout Connecticut schools.**

CREC's SFEC will be comprised of a multi-level network of supports and resources to support improved family engagement. Through the SFEC, CREC and partners will engage in work that consistently and continuously reinforces the concept of dual-capacity building, where the skills and mindset of both educators *and* families are addressed through trainings, supports and services. Furthermore, CREC's SFEC will promote a culture of school communities where families feel empowered and equal partners in the educational successes of students.

CREC's SFEC will consist of three main components:

1) **A Comprehensive, Responsive Research-Based System of Direct Services to Families**

CREC and partner agencies will provide training and support with the specific aim of integrating family and community partnership into all facets of a school's daily functioning. This will include the direct training of community partners and families, such as training to help parents negotiate their multiple roles as supporters, encouragers, monitors, advocates, decision makers, and collaborators. The focus of direct service and supports will be based on the unique needs of different communities as determined by input from multiple stakeholders. Data from needs assessments and reviews of existing school district practices will also be utilized to determine the scope of direct services.

Summary of Connecticut's Statewide Family Engagement Center

2) A Capacity Building Network

CREC's capacity building infrastructure will be designed to ensure that there will be a network of support for both families and professionals working in school settings to implement effective, evidence-based family engagement strategies. CREC's SFEC will be aligned to support the dual-capacity model of effective family engagement practices, where families will receive direct support in becoming leaders, advocates and effective policy advisors. In addition, the SFEC will provide training and technical assistance to both district-based and state-level education professionals to ensure consistency in the understanding of effective family-school partnerships.

3) Virtual Resource Repository

The SFEC's virtual resource repository will be an open, web-based portal for digital family engagement resources. This may include practice guides, training modules and other supports and services, and will be accessible to all stakeholders (families, educators, advocates, students, policy-makers and training and technical assistance providers) involved in family engagement work throughout the state of Connecticut.

The final design and implementation of each of the three components of the SFEC model will be informed by stakeholders via an **advisory committee**, to be comprised of a majority of parents, as well as educators, students, community representatives and CSDE personnel. Per the federal requirement, a majority of the SFEC activities and resources will provide direct support for disadvantaged families. To this end, preferential access to SFEC supports and services will be offered to families and educators in Connecticut school districts that serve high concentrations of disadvantaged students.

EXHIBIT VII 3 D

MEMORANDUM TO: MEMBERS OF THE BOARD OF EDUCATION
FROM: SHAWN PARKHURST, SUPERINTENDENT
DATE: JULY 18, 2019
RE: REQUEST FOR COMMEMORATIVE RECOGNITION

Mrs. Patricia Malone has requested that she be allowed to donate a banner, which would be displayed on the wall in the Windsor Locks High School pool area to honor her late husband Kenneth B. Malone. Mr. Malone was a physical education teacher at North Street School for thirty-six years and also coached multiple swim teams for twenty-two years.

Tonight I'd like to present and discuss this request in relation to BOE Policy 7551: Commemorative Recognition of Groups, which is attached.

New Construction

Naming/Renaming of School Buildings, Components of Buildings, and/or School Grounds

Commemorative Recognition of Groups

The Board of Education believes that providing commemorative recognition of groups or individuals is a matter of great importance and one that deserves the most thoughtful attention. In regard to this policy, commemorative recognition includes, but is not limited to, permanent monuments, plaques, or other public displays that maintain the dignity of the facilities or spaces in which the recognition is presented. Two-thirds vote of the Board of Education will be required to initiate the process to provide public, commemorative recognition to groups of individuals. The Board will not be influenced in its decision by personal prejudice, favoritism, political pressure, or temporary popularity in permitting this recognition. This policy is not intended to restrict school or district level achievement recognition.

The Board of Education may permit commemorative recognition of individuals with professional designations or roles that include, but are not limited to, education, science, art, statesmanship, political science or community achievement. Most importantly, recognized individuals must have contributed significantly to the Windsor Locks Public Schools.

The general procedure for permitting commemorative recognition shall be as follows:

1. An individual who has achieved prominence in his or her field may be recognized after five years.
2. The Board, upon receipt of a request, or by its own motion, shall determine by a two-thirds vote whether or not to initiate the process to recognize deserving individuals.
3. After such determination has been made, the Board shall appoint a subcommittee composed of two (2) Board of Education members and three (3) members of the community.
4. The subcommittee shall submit to the Board of Education all proposed names, the record of the individuals and/or groups presenting the names and all supporting documentation, along with the committee's recommendation(s) for consideration by the Board.
5. The Board of Education shall then make the final decision of how and where to publicly recognize said individuals. The Board, however, reserves the right not to select any of the names submitted.

Policy adopted: April 9, 2015

WINDSOR LOCKS PUBLIC SCHOOLS
Windsor Locks, Connecticut



Client: Windsor Locks HS

Sales Order #:

Sales Rep: BC

Designer: MS

Start Date: 06.13.19

Revision Date: 06.21.19

Size: 4' w x 10' h

Graphics / Style: Appliqué Banner

Material: 200d Nylon

Sides: Single-sided, plain back

Finish: Sleeve hem top with button holes. Bottom sew/velcro.

Colors: Ruby, White over Klay Kote

Qty: 1

WINDSOR LOCKS



SWIMMING AND DIVING

LAP AFTER LAP:
IN MEMORY OF COACH
KENNETH MALONE
1972-1994

Windsor Locks Public Schools

www.wlps.org

EDUCATIONAL LEADERSHIP

Shawn Parkhurst
Superintendent of Schools 860-292-5000

Sharon Cournoyer
Assistant Superintendent of Schools 860-292-5750

Jeffrey Ferreira, Principal, Heather Earley, Assistant Principal
North Street School 860-292-5027

Monica Briggs, Principal, Heather Earley, Assistant Principal
South Elementary School 860-292-5021

David Prinstein, Principal, Christine Griswold, Assistant Principal
Windsor Locks Middle School 860-292-5012

Steven Swensen, Principal, Carrie Grado, Assistant Principal
Windsor Locks High School 860-292-5032

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Windsor Locks Teachers' Association 860-292-5012

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