

# WINDSOR LOCKS PUBLIC SCHOOLS



## BOARD OF EDUCATION MEETING

**Regular Meeting**  
**September 9, 2021**  
**6:00 p.m.**

**Windsor Locks High School**  
**Library Media Center and Via Zoom**  
[Register Here for Zoom](#)

**Windsor Locks Board of Education**

**Patricia King, Chairwoman**  
**Margaret Byrne, Vice Chairwoman**  
**Jim McGowan**  
**Dennis Gagnolati**  
**Kylee Christianson**

**Superintendent of Schools**  
**Shawn Parkhurst**

## **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 - Agenda**

**September 9, 2021 - 6:00 p.m.**

**Windsor Locks Board of Education**

**Windsor Locks High School Library Media Center and Via Zoom**

[Register for Zoom Here](#)

- Goal 1: Windsor Locks Public Schools will ensure that all students are engaged in their learning and challenged to achieve, grow, and demonstrate mastery.
- Goal 2: Windsor Locks Public Schools will use research-based leadership and best workplace practices to ensure achievement, growth and mastery for all.
- Goal 3: Windsor Locks Public Schools will support every student through a diverse network of caring adults.
- Goal 4: 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.

- I. Call to Order
  - A. Roll Call
  - B. Pledge of Allegiance
  - C. Student Representatives' Report
  - D. Board of Education and Superintendent Communications
- II. Public Audience (only on Agenda Items)
  - A. *In Accordance with BOE Policy 9020 - The Windsor Locks Board of Education (Board) recognizes that communication is a continuous two-way process. The Board believes that it is important to keep the public informed about educational programs, and, in turn, that the community should have the opportunity to provide input.*
- III. Approval of Minutes: **Vote Needed** p. 5 Exhibit III
  - 8/26/21 Special Meeting
- IV. Personnel Report: **Vote Needed** p. 13 Exhibit IV
- V. 21-22 School Opening
- VI. Committee Reports
  - A. Policy - Second Read: **Vote Possible** p. 14 Exhibit VI A
    - 1. 5111-5112 Admission and Placement
    - 2. 5118.2 Education Opportunities for Military Children
    - 3. 5122 Glass - Grade Assignment of Students Who Have Been Enrolled in a Non-Accredited or Home School Program
    - 4. 5122.3 Assignment of Former Home-Schooled Students to Classes
    - 5. 5125.3 Professional Communication Between a Certified Teacher, Administrator, or Registered Nurse and a Student, Parent
    - 6. 5125.11 Health - Medical Records

B. Curriculum

C. Finance

VII. School Grounds Signage: **Vote Needed** p. 41 Exhibit VII

VIII. Family, School, and Community Partnership Definitions and Guidelines  
and Coordinator Job Description: **Vote Needed** p. 42 Exhibit VIII

IX. Board and Superintendent Comment

X. Public Audience (General)

A. *In Accordance with BOE Policy 9020 - The Windsor Locks Board of Education (Board) recognizes that communication is a continuous two-way process. The Board believes that it is important to keep the public informed about educational programs, and, in turn, that the community should have the opportunity to provide input.*

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:

A. Discussion of Collective Bargaining Unit Negotiations

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

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

XII. Adjourn to Public Session

XIII. Adjourn Meeting

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

**EXHIBIT III**

MEMORANDUM TO: MEMBERS OF THE BOARD OF EDUCATION  
FROM: SHAWN L. PARKHURST, SUPERINTENDENT  
DATE: SEPTEMBER 9, 2021  
RE: APPROVAL OF MINUTES

- August 26, 2021 Special Meeting

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

**MINUTES OF THE SPECIAL MEETING,  
August 26, 2021 at 5:00 p.m.**

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

Members Present:	P. King, M. Byrne, J. McGowan, D. Gragnolati and K. Christenson
Members Absent:	None
Administrators:	S. Parkhurst, S. Lee, D. Solin, H. Early, K. Krupa, M. Parrette, A. Goodwin and G. Weigert
Student Representatives:	None
Students:	None
Staff:	D. Bole and a few others
Others:	None other than a few others including participants via Zoom
Press:	None

**I. Call to Order**

Chairwoman Mrs. Patricia King called the Special Meeting to Order at 5:08 p.m. held at the Windsor Locks High School Library Media Center and via Zoom Meeting.

**A. Roll Call for Quorum**

All Board Members were present.

**B. Pledge of Allegiance**

All stood up and pledged allegiance to the flag.

**C. Board of Education Communications**

Vice-Chair Ms. Margaret Byrne noted she recently attended a negotiation session with the custodian's union.

Chairwoman Mrs. Patricia King noted she attended a negotiation session meeting with the teacher's union.

Mr. Parkhurst welcomed everyone back and he is looking forward to the opening the 2021-2022 school year. The administration has been busy preparing for professional development and the beginning of a new school year. Mr. Greg Weigert and his crew have very busy getting the buildings and grounds prepared even during the most recent weather events. Mr. Andrew Goodwin has been working with his small staff to have all devices for staff and students to be up and running for the first day. Ms. Sheri Lee has been working all summer with the new hires of the district and going above and beyond the call of duty. Finally, he mentioned Ms. Donna Bole, executive assistant, for all of

the work she does behind the scenes. He thanked all of them and their staffs for their dedication and hard work. The staff will report on Monday and the Board Members are invited to attend convocation on Wednesday, September 1, 2021 at 1:00 p.m.

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

Ms. Donna Bole asked anyone who would like to make a public comment, please write the comment in the chat box or raise their hand and she will unmute the microphone.

None.

## **III. Student Recognition**

### **A. Angelina Jones – CT High School Coaches Association Junior All Star**

Mr. Parkhurst announced that Miss Jones is not here due to her busy schedule playing a summer league. She is a rising senior who plays softball and in early June she was an all star for the CT High School Coaches Association. He congratulated her and wished her well during the upcoming year!

## **IV. CABE Recognition**

### **A. Bonnie B. Carney Award of Excellence for Educational Communication**

### **B. Bonnie B. Carney Honorable Mention Award of Excellence for Educational Communication**

Chairwoman Mrs. Patricia King proudly announced the district won an honorable mention in the Bonnie B. Carney Award of Excellence for Education Communications and won the Bonnie B. Carney Award of Excellence for Education Communications for Mr. Parkhurst's work with Education Everywhere video series and for social media presence.

## **V. Approval of Minutes**

### **• June 17, 2021 Special Meeting**

It was **MOVED** (Byrne) and **SECONDED** (McGowan) and **PASSED** (U) that the Board of Education accepts the June 17, 2021 Special Meeting Minutes, as presented.

## **VI. Personnel Report**

### **A. Resignations**

Ms. Sheri Lee, Human Resource Director addressed the Board. She announced to the Board there are four resignations which need to be accepted. Those are: Ms. Debbie Luziatti, a Special Education Teacher at the High School has resigned effective June 30, 2021. At the time of her resignation, Ms. Luziatti will have served the students of Windsor Locks for two (2) years; Ms. Emily Owens, a Psychologist at the High School

has resigned effective August 3, 2021. At the time of her resignation, Ms. Owens will have served the students of Windsor Locks for seven (7) years; Ms. Susan Montemerlo, an Interventionist Teacher at North Street School has resigned effective August 6, 2021. At the time of her resignation, Ms. Montemerlo will have served the students of Windsor Locks for fifteen (15) years; and, Ms. Tracy Hunt, a Science Teacher at the High School has resigned effective September 17, 2021. At the time of her resignation, Ms. Hunt will have served the students of Windsor Locks for five (5) years.

It was **MOVED** (Byrne) and **SECONDED** (Christianson) and **PASSED** (U) that the Board of Education accepts Ms. Luzietti's, Ms. Owens', Ms. Montemerlo's and Ms. Hunt's resignations, effective June 30, 2021, August 3, 2021, August 6, 2021 and September 17, 2021 respectively, and offer them our sincere appreciation for all of their efforts on behalf of the students of the Windsor Locks Public Schools.

#### **B. Hiring Update**

Ms. Lee noted that in the Board's packets are a listing of the new hirers for the new school year. A total of seventeen. There are still a few open positions that need to be filled. Board Member Mr. Jim McGowan inquired about Ms. Jessie Lavorgna's position and if the district will be filling that position. Ms. Lee noted her position was not considered a full-time position as it was funded through the Hartford Foundation for Public Giving Grant. Ms. Lee noted Ms. Lavorgna's last day will be tomorrow, and it was not brought to the Board for approval as it is not a certified position. Mr. Parkhurst noted he will add this to the next agenda for more discussion.

### **VII. Committee Reports**

#### **A. Policy – First Read**

Chairwoman Mrs. King noted the following policies have been reviewed by the Policy Sub-Committee. This the first reading and if anyone has any questions or comments they may bring them to the Board. She requested the Board Members review the policies and the changes have been noted in red. The policies will be brought back to the next meeting for a second reading and approval.

1. 5111-5112 Admission and Placement
2. 5118.2 Education Opportunities for Military Children
3. 5122 Glass - Grade Assignment of Students Who Have Been Enrolled in a Non-Accredited or Home School Program
4. 5122.3 Assignment of Former Home-Schooled Students to Classes
5. 5125.3 Professional Communication Between a Certified Teacher, Administrator, or Registered Nurse and a Student, Parent
6. 5125.11 Health - Medical Records

#### **B. Curriculum**

#### **C. Finance**



It was asked when the Curriculum and Finance Sub-Committee be meeting again. It was answered they will be scheduled beginning in September.

#### **VIII. Class of 2021 Post Secondary Plans**

Mr. Parkhurst commented in the Board packet, they will find a listing of all the post-secondary plans of the Class of 2021. Chairwoman Mrs. King commented there are many well named schools on this list!

#### **IX. Board of Education 2022 Meeting Calendar**

Mr. Parkhurst proposed the Board of Education 2022 Meeting Calendar. He asked if anyone had any questions or comments. Once the calendar is approved, it will be available on the district's website.

It was **MOVED** (Byrne) and **SECONDED** (McGowan) and **PASSED** (U) that the Board of Education approves the 2022 Board Meeting Calendar as submitted.

#### **X. Class of 2022 Graduation Date**

Mr. Parkhurst noted the 2021-2022 approved calendar identifies Monday, June 13, 2021 as the tentative last day of school for students. Following the state guidelines, Mr. Parkhurst recommended the Board of Education set the Graduation Date for the Class of 2022 for 5:00 pm on Monday, June 13, 2022.

Board Member Ms. Kylee Christianson inquired about the state requirement of 180 days of classes and the possibility of having graduation at the end of the week as it would be easier for families to travel. Mr. Parkhurst noted that he has not seen any feedback from parents about having the graduation date at the end of the week. It was suggesting asking parents who attend Open House events. Mr. Parkhurst noted he will bring this back to the Board at another meeting after he receives feedback from parents and students.

#### **XI. Family, School, and Community Partnership Definitions and Guidelines**

Mr. Parkhurst explained work began in January of 2020 the Office of Partnerships, in collaboration with families and educators, established Family-School Partnership Teams (FSPTs) at each school. These teams were open to all and included multilingual, multiethnic, pluralistic representatives from across the WLPS community. The first charge of the FSPTs was to create a definition of and guidelines for family, school, and community partnerships in Windsor Locks Public Schools and guidelines for family, school, and community partnerships in Windsor Locks Public Schools. After a year and a half of collaboration, the Office of Partnerships a community-created definition of and guideline for Family, School, and Community Partnerships for Windsor Locks Public Schools. Moving forward, teams will be developed at each school this fall to begin to finalize the definition. The membership of each school's FSPT is open to all.

It was the consensus the Board will have a presentation after the committees meet to finalize the definitions and guidelines at each school and will take a vote thereafter.

## **XII. 21-22 Continuity of Services Plan**

Mr. Parkhurst outlined the district's required 21-22 Continuity of Services Plan, which has been posted on the website since late June. Throughout the summer, weekly calls with the CSDE and DPH provided updates which consequently resulted in a revision to the original plan, which was made on July 22, 2021 and outlined below. At the present time, the district is awaiting further guidance and mandates from the CSDE and DPH which will be communicated to all as soon as it's provided to Superintendents and Nursing Supervisors. This information is fluid. The Nurse Supervisor, Lisa Ciaffaglione and the district's medical advisor, Dr. Ann Milanese are available via telephone to provide input and answer any questions.

Mr. Parkhurst noted that pursuant to the Governor's Executive Order, all students Grades Pre-K through 12 are required to wear face coverings or masks through September 30, 2021. The guidelines require masks be worn indoors in all school buildings and buses. Outdoors, at this time all students and staff will be required to wear face coverings outdoors during large events if social distancing cannot be maintained (three to six feet). Transportation masks will be required at all times and assigned seats are required on all bus routes to assist with any potential contact tracing that may be needed. Cleaning and sanitizing will continue as it did during the 20-21 school year with emphasis on the high touch, high traffic areas Hand sanitizer will be provided in each classroom space for use. Shields will continue only in office areas. All water fountains will be turned on for use by students and staff. Meeting can be done in person whenever three feet can be maintained. Lockers may be used during the 21-22 school year. One-way hallways and stairways will be eliminated during this school year. Remote learning is not an option for the 21-22 school year; when a student is absent, staff are expected to provide work to be done as done in the past. Quarantining is being revised by the CSDE; however, if close contact is asymptomatic then no quarantining will be required if vaccinated. If close contact symptomatic, quarantining required for seven days from the onset of symptoms with a negative test on day 5 of the quarantine. Breakfast and lunch will be served in the cafeteria, when possible, outdoor options will be encouraged.

A brief discussion was held. It was noted some participants on the Zoom Meeting had questions or statements:

One comment – unknown – noted the Board Members could not be heard on the Zoom Meeting.

Mr. Ray Parbou (sp) his child is exempt from the vaccination and the flu vaccination due to a health issue. Mr. Parkhurst asked for his contact information, and he would contact them to discuss privately.

Another comment discussed remote learning and if it would be offered in any fashion. Mr. Parkhurst answered noting with the funds from the American Recoveries Care Act, he will be hiring five remote teachers to help quarantine or medical absences.

It was **MOVED** (Byrne) and **SECONDED** (Gagnolati) and **PASSED** (U) that the Board of Education approves the 21-22 Continuity of Services Plan outlined below, with the disclaimer that as the health situation changes and mandates are made, that all mandates will be followed.

### Line Item Transfers

Mr. David Solin, Business Manager addressed the Board. He noted he is requesting transfers due to the large end of the year task list that was completed and some line items were over \$10,000 and per Board policy, have to be approved by the Board. Those transfers were sent to the Board Members for their review. He inquired if there were any questions about the transfers. He noted no change in the bottom line.

A brief discussion was held.

It was **MOVED** (Byrne) and **SECONDED** (Gragnolati) and **PASSED** (U) that the Board of Education approves line item transfers as presented and dated August 12, 2021.

### XIII. Facilities: Summer 2021 Project Update

Mr. Parkhurst introduced Mr. Greg Weigert, Facilities Director. He addressed the Board and gave an update of the projects that have been completed or almost complete over the summer months. North Street School air conditioning and ventilation project complete 14 classrooms, 10 classroom windows have been replaced, the main office has been completely updated including carpeting and furniture, sidewalks outside the gym and flagpole have been replaced, new dry well, and ABA classrooms have been retrofitted with ½ walls and those walls have been painted. South Elementary School has five classrooms with new windows which will be completed, the exterior doors are on back order but work should be completed in the fall, bottle filling stations have been installed, the roof project is continuing and should be complete by November 30. All work will be done during second shift. The middle school office has new carpeting, the baseball and softball dugouts pads have been poured and will be complete this fall. The scoreboard at the middle school has been ordered and is anticipated to arrive in September. Camera upgrades and staff kitchen has been updated at the middle school, there is also new signage and the poles outside have been painted and the boiler tubes have been replaced and the gym floor is being sanded and refinished by the fall for basketball games. At the high school, the compressor for the pool has been replaced due to the mold issues, roof project is continuing and should be completed by November 30, 2021. Fence repairs at the tennis courts and skateboard park. The district has also had the phone upgrade is complete and tweaking will take place in the next day or two. Special services also received upgrades SUSE classrooms have been updated with rubber walls and padded flooring. Pine Meadow Academy had hardwood floors cleaned and redone over the summer. He spoke of other possible projects including air conditioning and ventilation be added to South Street School and Windsor Locks High School and the quotes for those projects have been received \$1.4 million dollars for South Street School and \$3.2 million dollars for the high school.

A brief discussion was held.

### XIV. Board and Superintendent Comment

Mr. Parkhurst noted the first day for students is September 2, 2021. He noted it may be a little challenging with the new phone system. If anyone should have a problem reaching out to the administration at the school level, they can call Central Office to make contact.

**XV. Public Audience**

Ms. Bole indicated there were a few comments from the Zoom audience.

Unknown - This person hopes the schools will make time for students to have mask breaks. Most students are afraid they will get in trouble if they take mask breaks. Please make sure students will be able to take those breaks.

Another person – unknown – noted that mask breaks are done regularly and students are able to go outside spaces that are safe for mask breaks.

**XVI. EXECUTIVE SESSION**

It was **MOVED** (Byrne) and **SECONDED** (Christianson) and **PASSED** (U), that the Board of Education enters into Executive Session as permitted by Connecticut General Statutes Section 1-225(a) for the following purposes as allowed by Section 1-200(6), that are:

**A. Discussion of Collective Bargaining Unit Negotiations**

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

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

Board moved into Executive Session at 6:23 p.m.

It was **MOVED** (Byrne) and **SECONDED** (Gragnotati) and **PASSED** (U) that the Board of Education terminates Executive Session and reconvenes into public session at 7:01 p.m.

**XVII. Adjournment**

It was **MOVED** (McGowan) and **SECONDED** (Gragnotati) and **PASSED** (U) that the Board of Education adjourns the Special Meeting of August 26, 2021 at 7:02 p.m.

Respectfully submitted,

Denise M. Piotrowicz  
Recording Secretary

MEMORANDUM TO: MEMBERS OF THE BOARD OF EDUCATION  
FROM: SHERI LEE, DIRECTOR OF HUMAN RESOURCES  
DATE: SEPTEMBER 9, 2021  
RE: PERSONNEL REPORT

Resignation:

Shannon Eames, a Special Education Teacher at North Street School has resigned effective October 1, 2021. At the time of her resignation, Ms. Eames will have served the students of Windsor Locks for Seven (7) years.

**Board Motion:** “**MOVE** that the Board of Education accepts Ms. Eames resignation, effective October 1, 2021 and offer her our sincere appreciation for all of her efforts on behalf of the students of the Windsor Locks Public Schools.”

## Students

### 5111/5112 - Admission/ and Placement

#### Admission

#### School Age Entrance

The Windsor Locks Public Schools (WLPS) shall be open to all children between five years of age and under twenty one (21). Specific guidelines include the following:

Students who attain the age of five on or before the first day of January of any school year will be eligible to attend kindergarten ~~at on~~ the ~~opening of school in the fall~~ first day of the school year ~~in which the~~ preceding fall.

~~Students~~ student attains the ~~who reach~~ age of five ~~six~~ on or before the first day of January ~~of any~~ school year may enter first grade on the first day of that school year the preceding fall.

Exceptions to routine admission may be made by the school principal on the basis of supporting evidence from physical and psychological examinations.

~~Prior to admission, each student is required to have a health assessment according to Policy 5141.3.~~

A child who meets the school age entrance requirements may attend the WLPS provided the child additionally meets residency requirements as set forth in state law as well as Windsor Locks Board Policy 5118, Residency and Non-Resident attendance and/or Windsor Locks Board Policy 5118.1, Homeless Students.

#### Admission

Each child admitted to the WLPS shall be advised by the appropriate school authorities, of an equal opportunity to participate in the program and activities of the school system without discrimination on account of race, color, sex, religion, national origin or sexual orientation, gender identity or expression or disability.

Special education will be provided (CGS 10-76d(b2)) for children who have attained the age of three and who have been identified as being in need of special education, and whose educational potential will be irreparably diminished without special education. If a special education student is being considered for an exception, the Planning and Placement Team (PPT) will make a recommendation to the administrator in charge of special education.

Parents and those who have the care of children five years of age and under eighteen (18) years of age are obligated by Connecticut law to require their children to attend public school in the

~~district~~District in which the child resides, unless the parent/guardian is able to show that the child is elsewhere receiving equivalent instruction in the studies required in the public schools. The parent/guardian or person having control of a child seventeen (17) years of age may consent to the withdrawal of such student from school. Please use Form B To withdraw the student, the parent/guardian or person who has care of the seventeen year of child is required to personally appear at the school district office and sign a withdrawal form (Form 2). The District shall provide the parents or guardians with information on the educational opportunities available in the school system.

The parent or guardian who has the care of a child five years of age shall have the option of not sending the child to school until the child is six years of age. The option may be renewed when the child reaches six years of age if the parent/guardian wishes to defer enrollment until the child is seven years of age.

The parent/guardian shall exercise above option by personally appearing at the school district office and by signing an option form (Form 11). The ~~district~~District shall provide the parents or guardians with information on the educational opportunities available in the school system.

Each child entering the district schools for the first time must present a birth certificate or offer legal evidence of birth data, as well as proof of a recent physical examination and required immunizations. If the parents or guardians of any children are unable to pay for such immunizations, the expense of such immunizations shall, on the recommendation of the Board, be paid by the town. Proof of domicile may also be requested by the Building Principal.

The above requirements are not to serve as barriers to immediate enrollment of students, designated as homeless or foster children as required by the Every Student Succeeds Act (ESSA and the McKinney-Vento Act as amended by ESSA. WLPS shall work with the child welfare agency, the school last attended, or other relevant agencies to obtain necessary enrollment documentation. Students who are classified as homeless under federal law and therefore do not have a fixed residence, will be admitted pursuant to federal law and Board policy 5118.1, Homeless Students.

## **Students**

### **Admission/Placement**

#### **Admission** (continued)

~~Prior to public school enrollment each child is required to have a health assessment. The assessment shall include:~~

- ~~1. A physical examination which shall include hematocrit or hemoglobin tests, height, weight and blood pressure.~~
- ~~2. An updating or immunizations as required under sections 10-204 and 10-204a.~~
- ~~3. Vision, hearing, speech and gross dental screenings.~~
- ~~4. Such other information, including health and development history, and such additional tests as the physician feels are necessary and appropriate.~~

~~Pursuant to state statute, no child shall be admitted to kindergarten class prior to school acceptance of the required health assessment. Students entering the school system at any grade level, from a dormitory situation, will be required to have completed a tuberculin test within the last thirty (30) days.~~

Parents/guardians shall bear the cost of health assessments for entry to kindergarten, except for parents or guardians who meet the eligibility requirements for free and reduced price meals under the National School Lunch Act. Where parents meet these eligibility requirements, the Board of Education shall bear the cost of such assessments. In all cases where further testing or treatment beyond the basic assessment is necessary, the parent or guardian shall bear the costs of such testing or treatment.

No child shall be required to undergo a physical or medical examination or treatment, or to be compelled to receive medical instruction, if the parent or legal guardian of such pupil, in writing, notifies the Principal or other person in charge of such students that such parent or guardian objects, on religious grounds, to such physical or medical examination or treatment or medical instruction.

Any child entering or returning to the District from placement in a juvenile detention school, the Connecticut Juvenile Training School, or any other residential placement, shall have the educational records of such child provided to the Superintendent of Schools by the Department of Children and Families (DCF) and the Judicial Department. Such information will be shared with the Principal of the school to which the student is assigned. The Principal can disclose them to the staff who teach or care for the child.



The Board shall immediately enroll any student who transfers from Unified School District #1 or Unified School District #2. A student transferring from the Unified School Districts who had previously attended school in the WLPS District prior to enrollment in Unified School District #1 or Unified School District #2 shall be enrolled in the school such student previously attended, provided such school has the appropriate grade level for the student.

### **Placement**

Children who have attained the age of nineteen or older may be placed in an alternative school program or other suitable educational program if they cannot acquire a sufficient number of credits for graduation by age twenty-one.

Students who apply for initial admission to the ~~district's~~District's schools by transfer from non-public schools or from public schools outside the ~~district~~District will be placed at the grade they would have reached elsewhere pending observation and evaluation by classroom teachers, guidance personnel, and the school Principal and consultation with the student's parent/guardian.

## Students

### Admission/Placement (continued)

At the high school level, a student's record of transfer shall be received and appraised. If the school from which the student is transferring is accredited by the New England Association of Secondary Schools and Colleges or its equivalent, the courses and their levels, credits and grades shall be transferred to the Windsor Locks High School. If the district is not accredited the administration and guidance staff shall appraise and determine the courses credible toward graduation. These decisions will be reviewed with the student and parents/guardians.

The transferring student's class rank shall be based upon grades as transferred. Where transcripts received indicate letter grades only, the sending school will be asked to supply the numerical grades. ~~A student who has attained the age of nineteen (19) or older may be placed in an alternative school program or other suitable educational program if he/she cannot acquire a sufficient number of credits for graduation by age twenty-one (21).~~

~~Any child entering or returning to the district from placement in a juvenile detention school, the Connecticut Juvenile Training School, or any other residential placement, shall have the educational records of such child provided to the Superintendent of Schools by the Department of Children and Families (DCF) and the Judicial Department. Such information will be shared with the Principal of the school to which the student is assigned. The Principal can disclose them to the staff who teach or care for the child.~~

Unified District No 2: WLPS shall provide written notification of enrollment to the school district where the transferring student previously attended not later than two business days after the student enrolls. The school district where the student previously attended school shall transfer the student's education records to the WLPS no later than ten days after receipt of notification of enrollment, and if the student's parent or guardian did not give written authorization for the transfer of such records, shall send notification of the transfer to the parent or guardian at the same time that it transfers the records.

Any child entering or returning to the District from placement in a juvenile detention school, the Connecticut Juvenile Training School, or any other residential placement, shall have the educational records of such child provided to the Superintendent of Schools by the Department of Children and Families (DCF) and the Judicial Department. Such information will be shared with the Principal of the school to which the student is assigned. The Principal can disclose them to the staff who teach or care for the child.

The Board shall immediately enroll any student who transfers from Unified School District #1 or Unified School District #2. A student transferring from the Unified School Districts who had previously ~~The District will immediately enroll any student who transfers from Unified District No. 1 or~~ attended school in the ~~local~~ WLPS District prior to enrollment in Unified School District #1 or Unified School District #2 shall be enrolled in the school such student previously attended, provided such school has the appropriate grade level for the student.

In the case of a student who transfers from Unified School District #1 or Unified School District #2 to the WLPS, the Board shall provide written notification of enrollment in the District to

Unified School District #1 or Unified School District #2 not later than ten days after the date of enrollment. The Unified School District shall, not later than ten days after receipt of notification of enrollment from the WLP, transfer the records of the student to the WLPS. Not later than thirty days after receiving the student's education records, the student shall be credited by WLPS for all instruction received in Unified School District #1 or Unified School District #2.

### **Transfer and New Resident Students**

Parents and students making application to the school system shall complete a registration form. All immunizations and health requirements shall be met prior to the admission of the student. Copies of records and transcripts shall be obtained from sending schools with authorization of the parent or guardian or student if eighteen years of age or more. ~~Students entering the school system at any grade level, from a dormitory situation, will be required to have completed a tuberculin test within the last thirty (30) days.~~ in accordance with Board Policy 5141.3 Health Assessments and Immunizations. Students born in high risk countries and entering school in Connecticut for the first time should receive either TST (tuberculin skin test) or IGRA (interferon-gamma release assay). Any individual found to be positive shall have an appropriate medical management plan developed that includes a chest radiograph. Students not already known to have a positive test for tuberculosis should be tested if they meet any of the risk factors for TB infection

**Assignment of Former Home-Schooled Students to Classes**

**Admission/Placement** (continued)

When a student enters the District from home-schooled instruction, the District is required to determine the appropriate grade level and course level placement for the student. The procedures/guidelines contained in Board Policy 5122.3, Assignment of Former Home-Schooled Students to Classes, and its regulations shall be followed to guide such a determination.

**Elementary**

Grade placement shall be the responsibility of the principal and shall be based on general achievement with consideration given to the mental, physical, emotional and social maturity of the child.

In general, students transferring into the system will be placed at the same grade level as in the school from which they transferred. However, transferring as well as continuing students may be retained or advanced in grade at the Principal's discretion after consultation with parents.

**Secondary**

At the high school level, a student's record of transfer shall be received and appraised. If the sending school, i.e. school from which the student is transferring, is a school accredited by The New England Association of Secondary Schools and Colleges or its equivalent, the courses and their levels, credits and grades shall be transferred and received in total by Windsor Locks High School. If the school is not accredited the administration and guidance staff shall appraise and determine the courses creditable toward graduation. Any decision in this regard shall be reviewed with the parents and students. In general, the number of course credits and required courses for graduation at Windsor Locks High School shall supersede the requirements for graduation at the sending school. In the event that the sending school does not comply with said request, the Guidance Department staff will convert the letter grades to their numerical equivalents, utilizing the midrange score for each letter grade. Consideration for senior class valedictorian and salutatorian shall be given to students whose enrollment in Windsor Locks High School has extended over a period of at least 1 year.

The transferring student's class rank shall be based on his/her grades as transferred. Where transcripts received indicate only letter grades, the sending school shall be asked to send the numerical grades as well for the purpose of calculating class rank.

When secondary and post-secondary schools request records of students transferring from Windsor Locks, upon the release of records authorized by the parent or guardian or student if over eighteen, the Guidance Department shall forward to such schools copies of the academic records transferred from previously attended schools as well as copies of all Windsor Locks academic records.

When secondary and post-secondary schools request records of District students ~~from Windsor~~<sup>020</sup>

| **Locks**, upon the release of records authorized by the parent or guardian or student if over eighteen, the Guidance Department shall forward to such schools copies of the academic records transferred from previously attended schools as well as copies of all Windsor Locks academic records.

## Students

### Admission/Placement

#### Secondary (continued)

Children who have attained the age of seventeen and who have terminated enrollment in the ~~district's~~District's schools with parental permission as described previously and subsequently seeks readmission may be denied readmission for up to ninety school days from the date of such termination, unless such child seeks readmission to a ~~district~~District school not later than ten days after such termination. In such case the child will be provided school accommodations not later than three days after the requested readmission.

#### Legal ~~Reference:~~ References:

##### Connecticut General Statutes

10-15 Towns to maintain schools

10-15c Discrimination in public schools prohibited. School attendance by five-year olds, as amended by PA 97-247

10-76a - 10-76g re special education

10-184 Duties of parents (~~re mandatory schooling for children ages five to sixteen, inclusive~~)—Duties of parents. School attendance age requirements (as amended by PA 98-243, PA 00-157 and PA 09-6 (September Special Session))

10-186 Duties of local and regional boards of education re school attendance. Hearings.

Appeals to state board. Establishment of hearing board. Readmission, as amended.

##### Transfer

10-220h Transfer of student records, as amended.

P.A. 11-115 An Act Concerning Juvenile Reentry and Education 10-233a - 10-

233f Inclusive; re: suspend, expel, removal of pupils 10-233c Suspension of pupils

10-233d Expulsion of pupils

10-233k Notification of school officials of potentially dangerous students. (as amended by PA 01-176)

10-261 Definitions

State Board of Education Regulations

10-76a-1 General definitions (c) (d) (q) (t)

10-76d-7 Admission of student requiring special education (referral) 10-204a

Required immunizations (as amended by PA 98-243) McKinney-Vento Homeless

Assistance Act, 42 U.S.C. §11431 et seq. *Plyler vs. Doe*, 457 U.S. 202 (1982)

**ACKNOWLEDGEMENT OF OPTION TO WITHDRAW NOT  
ENROLL A CHILD SIXTEEN SIX OR SEVENTEEN SEVEN YEARS  
OF AGE FROM IN SCHOOL**

Pursuant to Section 10-184 of the Connecticut General Statutes

I, \_\_\_\_\_, of \_\_\_\_\_,  
**Name of Parent, Guardian or Other** **Address**

the parent, guardian or other person charged with the care of the following minor child

\_\_\_\_\_, of \_\_\_\_\_ who was  
**Name of Child** **Address**

born on \_\_\_\_\_ do hereby choose not to send my child to public  
**Date**

school during the \_\_\_\_\_.  
**School Year**

Furthermore, before signing this form, a representative of the \_\_\_\_\_  
**Name of District**

school district met with me and provided me with information concerning the educational opportunities and school accommodations available in the school system.

ACKNOWLEDGED BY:

\_\_\_\_\_  
\_\_\_\_\_

**Signature of Parent, Guardian or Other**

\_\_\_\_\_  
\_\_\_\_\_

**Date**

**ACKNOWLEDGEMENT OF OPTION TO EXEMPT ATTENDANCE  
OF CHILD ~~SIXTEEN OR~~ SEVENTEEN YEARS OF AGE FROM SCHOOL**

Pursuant to Section 10-184 of the Connecticut General Statutes

I, \_\_\_\_\_, of \_\_\_\_\_,  
**Name of Parent, Guardian or Other** **Address**

the parent, guardian or other person charged with the care of the following minor child

\_\_\_\_\_, of \_\_\_\_\_ who was  
**Name of Child** **Address**

born on \_\_\_\_\_ do hereby elect to ~~with draw~~withdraw my child from public  
school. Furthermore, before signing this form, a representative of the \_\_\_\_\_  
**Name of District**

school district met with me and provided me with information concerning the educational  
opportunities and school accommodations available in the school system.

ACKNOWLEDGED BY:

\_\_\_\_\_  
\_\_\_\_\_

**Signature of Parent, Guardian or Other**

\_\_\_\_\_  
\_\_\_\_\_

**Date**



**HOST/LOCAL RESIDENT FORM**

State of Connecticut

ss: WINDSOR LOCKS

County of Hartford

Personally appeared \_\_\_\_\_, who made oath to the following:  
(name of local host)

1. I am a resident of the Town of Windsor Locks, State of Connecticut. My residence is located at \_\_\_\_\_ State of Connecticut.  
(street address)
2. A child by the name of \_\_\_\_\_ currently resides with me  
(name of child)  
at the above stated address.
3. The child is/is not related to me as my \_\_\_\_\_ and  
(circle correct response) (if related, state relationship to child)  
is to reside with \_\_\_\_\_ at \_\_\_\_\_.  
(name of resident host) (address of resident host)
4. I receive no payment for providing such residence.
5. Such residence is not for the sole purpose of obtaining school accommodations.
6. I shall report to the Windsor Locks Board of Education any change in the foregoing circumstances within 30 days from the date on which such change occurs.

**I hereby swear to the truth of the foregoing statements, under penalty of perjury, recognizing that the Windsor Locks School District has released me from the obligation to pay tuition costs in reliance on this affidavit.**

\_\_\_\_\_  
Signature (Host/Local Resident)

Subscribed and sworn to before me this \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_\_.

\_\_\_\_\_  
Notary Public

## Students

### 5118.2 - Educational Opportunities for Military Children

In an effort to facilitate the placement, enrollment, graduation, data collection and provision of special services for students transferring into or out of the District because of their parents being on active duty in the U.S. Armed Services, the District supports and will implement its responsibilities as outlined in the *Interstate Compact on Educational Opportunity for Military Children*. The Board of Education believes it is appropriate to remove barriers to educational success imposed on children of military families because of their parents' frequent moves and deployment.

## Definitions

"Active duty" means full-time duty status in the active uniformed service of the United States, including members of the National Guard and Reserve on active duty orders pursuant to 10 USC Section 1209 and 1211.

"Uniformed services" means the Army, Navy, Air Force, Marine Corps, Coast Guard as well as the Commissioned Corps of the National Oceanic and Atmospheric Administration, and Public Health Services.

"Children of military families" ~~means~~ mean school-aged children, enrolled in kindergarten through 12<sup>th</sup> grade, in the household of an active duty member of the uniformed service of the United States, including members of the National Guard and Reserve.

**Deployment** means the period one month before the service members' departure from their home station on military orders through six months after return to their home station.

**Education(al) records** means official records, files, and data directly related to a student and maintained by the school including, but not limited to, records encompassing all the material kept in the student's cumulative folder.

The requirements, applicable to eligible students, which must be fulfilled, are listed below. Eligible students are those who are children of active duty personnel, active duty personnel or veterans who have been severely injured and medically discharged, and active duty personnel who die on active duty within one year of service. Students are not eligible for the provisions of the *Compact* if they are children of inactive Guard or Reserves, retired personnel, veterans not included above or U.S. Department of Defense personnel and other federal civil service employees and contract employees.

The District's responsibilities to eligible children include the following:

- Sending schools must send either official or unofficial records with the moving students and District receiving schools must use those records for immediate enrollment and educational placement.

- Simultaneously, the receiving school must request official records and the sending schools shall respond within 10 days with the records.

## Students

### ~~Educational Opportunities for Military Children~~ (continued)

- Immunization requirements of the District may be met within 30 days from the date of enrollment ~~(or be in progress)~~. within such time as is reasonably determined under the rules promulgated by the Interstate Commission.
- Receiving schools must honor placement of students in all courses from the sending school. These include, but are not limited to, Honors, International Baccalaureate, Advanced Placement, vocational-technical, and career pathway courses if those courses are offered in the receiving school.
- Receiving schools must allow for the continued enrollment of students at the same grade level as in the sending school, including kindergarten, regardless of the student's age.
- In compliance with federal law, special education students must be placed by the existing IEP with reasonable accommodations in the receiving school. This does not preclude the receiving school from performing subsequent evaluation to ensure appropriate placement.
- The receiving school shall make reasonable accommodations and modifications to address the needs of students identified as requiring 504 services in accordance with their existing 504 plans. This does not preclude the receiving from performing subsequent evaluation to ensure appropriate placement.
- The District will exercise, as deemed appropriate, the right to waive prerequisites for all courses and programs, while also maintaining its right to re-evaluate the student to ensure continued enrollment, as deemed appropriate.
- Absences related to a student visiting with his/her parent related to leave or deployment activities may be excused by the District at the discretion of the superintendent or designee.

(cf. 5111 – Admission)  
 (cf. 5113 – Attendance and  
 Excuses) (cf. 5123 –  
 Promotion/Retention)  
 (cf. 5125 – Student Records; Confidentiality)  
 (cf. 5141.3 – Health Assessments and  
 Immunizations) (cf. 6146 – Graduation  
 Requirements)  
 (cf. 6171 – Special Education)

Legal ~~Reference:~~References:

Connecticut General Statutes

10-15f Interstate Compact on Educational Opportunity for Military Children

Policy adopted: March 28, 2013

~~SCHOOLS~~

~~Windsor Locks, Connecticut~~

~~WINDSOR LOCKS PUBLIC~~

**Students**

**5122 - Class/Grade Assignment of Students Who Have Been Enrolled in a Non-Accredited or Home School Program**

Students transferring from a school that is non-accredited or a home school program will be enrolled at a level of mastery commensurate with the Windsor Locks Public Schools performance standards and benchmarks. The principal or designee will make the final determination.

(cf. 5122.3 – Assignment of Former Home-Schooled Students to ~~Classes~~) ~~Legal Reference:-~~

~~Connecticut General Statutes~~classes)

Legal References:

Connecticut General Statutes

10-221(b) Boards of Education to Prescribe Rules

Policy adopted: March 28, 2013  
~~SCHOOLS~~  
~~Windsor Locks, Connecticut~~

~~WINDSOR — LOCKS — PUBLIC~~

## Students

### 5122.3R - Assignment of Former Home-Schooled Students to Classes

When a student enters the District from home-schooled instruction, the District is required to determine the appropriate grade level and course level placement for the student. In order to make such determination, when a student seeks entry, the following procedures/guidelines listed below shall be followed.

The District retains the absolute right for assignment of all students. The parent/guardian, teacher, student (when appropriate), and the Building Principal; shall meet to consider appropriate placement at grade level.

### Elementary and Middle School (K-8) Students

At the elementary and middle school levels, the grade placement shall depend upon the age of the student, physical maturity, social adjustment, performance in relation to student learning objectives for grade level and a review of the course work completed during home instruction, as submitted by the parent/guardian as proof of achievement. This may include a portfolio of completed assignments, essays, tests, reports or other materials. The use of placement tests, achievement tests, or other assessments as deemed necessary for evaluation, administered by school staff, shall also be appropriate in determining grade placement.

### High School

In addition to the above criteria, the following applies to students seeking entry from home schooling at the high school level (9-12).

- • The student must qualify for admission with appropriate grade level skills and course credits.
- • The Principal or designee will verify that the student is eligible to be included in school under these procedures.
- • Following consultation with parents/guardians and the administration of academic standardized tests and other assessments, where appropriate, the Principal or designee will make a determination of grade placement. Such determination will be based upon the District official's professional judgment of:
  - The requests of the parent/guardian;
  - The student's verified performance while on home-based instruction; and
    - When appropriate, the student's academic ability as documented by the results of district administered standardized achievement tests and other assessments as appropriate.

## Students

### ~~Assignment of Former Home-Schooled Students to Classes~~

#### ~~High School (continued)~~

- • Academic credits may be provided by the District to the student provided the student demonstrates appropriate academic proficiency. Proficiency in subject areas/courses is to be determined by tests administered by the respective Department Chairperson. Such tests can consist of semester and/or year-end tests. Any dispute or question to a proficiency determination shall be referred to the Principal.
- • The amount of credit(s) to be awarded will be determined by the Department Chairperson(s) on the basis of proficiency with a recommendation to the Principal. Satisfactory proficiency for a specific course will be given a grade of “P” for passing with no letter or numerical designation of level of proficiency.
- • When a determination has been made that the student is to receive credit toward graduation for a course(s) taken while home-schooled, the letter “P” as indicated above shall be entered on the student’s transcript, for pass, along with the statement, “Home-Schooled.” These courses are not to be considered in the grade point average or class rank of the student.
- • When non-academic courses such as art or music are presented for credit by a home-schooled student, the school personnel responsible for determining mastery may elect to review a portfolio of work done by the student and/or allow the student to demonstrate proficiency through a performance.
- • Once the appropriate grade level has been determined, the student and his/her parent/guardian and a guidance counselor will develop a planned program of study which will enable the student to make appropriate progress toward fulfilling the District’s graduation requirements.
- • All students must complete all courses required by state and federal statutes.
- • In order to graduate from the District’s high school, the student must be enrolled in the District his/her eleventh (11<sup>th</sup>) and twelfth (12<sup>th</sup>) grade.
- • No student shall be eligible for valedictorian/salutatorian honors or for designation as an honors graduate who has not been enrolled in the district’s high school for at least two (2) years preceding high school graduation.



**Students**

~~Assignment of Former Home-Schooled Students to Classes (continued)~~

~~(cf. 5111—Admission)~~

~~(cf. 5122—Assigning Students to a Teacher and Classes in Grades K-12) (cf. 5123—Promotion/Retention)~~

~~(cf. 6146—Graduation Requirements)~~

Legal Reference:

           Connecticut General Statutes

10-221(b) Boards of education to prescribe rules

Regulation approved:            March 28, 2013

~~SCHOOLS~~

~~Windsor Locks, Connecticut~~

~~WINDSOR LOCKS PUBLIC~~

## Students

### **5125.3 - Professional Communication Between a Certified Teacher, Administrator or Registered Nurse and a Student, Parent**

The Board of Education (Board) recognizes that constructive communications between parents and youth promote a fuller opportunity for student development and maturation. Accordingly, the Board through its policies and procedures postulates a position of helpfulness and support to advance constructive parent student communications.

Constructive communications between parent and child are viewed as characterized by a quality of openness, regard for confidentiality or privacy, harmonious dialogue, sensitivity to critical issues, and a spirit of mutual support and respect.

A magnitude of pressures and problems confront families in our society. Young people face complex problems. The problems their parents face, unfortunately, are no less complex. Because of the changes taking place in society, parents in general may not have parallel experiences they may draw upon as frameworks for counseling their youngsters. Thus it is possible for gaps to develop in parent-child communications. Nevertheless, it is imperative in these times that members of the family not go their separate ways but rather strive to come together for mutual understanding and support. In this regard, the professional staff can assist in family relationships.

The certified staff, guidance counselors, school social workers, and registered nurses are in positions to receive from students and parents personalized communications (such as outlined in this policy). The efforts of the professional staff toward closing communication gaps and advancing constructive communications between students and their parents are strongly encouraged.

Professional communications made by a student and/or a parent to a school professional shall be confidential as set forth herein and as required under Connecticut state and/or federal law. Notwithstanding, professional staff shall refrain from making promises of absolute confidentiality when receiving information from a student or parent as disclosure may be required by law, Board Policy, professional obligation or duty or for health and safety reasons. The decision of a school professional whether or not to disclosure information shared in confidence by a parent or student shall be guided by law, Board Policy and any applicable professional code of conduct or responsibility.

- ~~A.~~ A. A professional communication is defined as any communication made privately and in confidence by a student or parent to a certified teacher, administrator or registered school nurse who is employed ~~in the student's by~~ or assigned to a District school.
- ~~B.~~ B. It is important to respect the privacy of the student and parent, and certified teachers, administrators and registered nurses should be mindful to provide the student and parent privacy for the receiving of such communications.

€ C. Regarding the confidentiality of professional communications:

1. Any such professional employee shall not be required to disclose any information acquired through a professional communication with a student, when such information concerns alcohol or drug abuse or any alcoholic or drug problem of such student.
2. However, if such employee obtains physical evidence from such student indicating that a crime has been or is being committed by such student, such employee shall be required to turn such evidence over to school administrators or law enforcement officials, provided in no such case shall such employee be required to disclose the name of the student from whom he obtained such evidence and such employee shall be immune from arrest and prosecution for the possession of such evidence obtained from such student.
- ~~3.~~ 3. Such evidence must be turned over to school administrators or law enforcement officials within two days after receipt of such physical evidence, provided such evidence is obtained less than two days before a school vacation or the end of a school year, such evidence shall be turned over within two calendar days after receipt thereof, excluding Saturdays, Sundays and holidays. Any such physical evidence surrendered to the school administration shall be turned over to the Commissioner of Consumer Protection or to the Windsor Locks Police Department within three school days (or three calendar days, excluding weekends and holidays, if sooner).
- ~~4.~~ 4. Any such professional employee who, in good faith discloses, or does not disclose, such professional communication, shall be immune from any liability, civil or criminal, which might otherwise be incurred or imposed, and shall have the same immunity with respect to any judicial proceeding which results from such disclosure.

## Students

## 5. \_\_\_\_\_

~~Professional Communication Between a Certified Teacher, Administrator or Registered Nurse and a Student, Parent (continued)~~

5. It is recommended that in the course of receiving a private communication, the professional employee or registered school nurse should state clearly to the student that confidentiality cannot be sustained if there exists a clear and present danger to the health of the student or other students. Professional staff will continue to be mindful that cases of suspected child abuse must be reported as outlined by Policy #5141.4.
- ~~D.~~ D. Because parents have a continuing concern for the welfare of their children, professional employees of the school, and registered school nurses in the course of their employment, should endeavor to encourage communications between students and their parents.

~~The Board of Education recognizes that constructive communications between parents and youth promote a fuller opportunity for student development and maturation. Accordingly the Board of Education through its policies and procedures postulates a position of helpfulness and support to advance constructive parent student communications.~~

~~Constructive communications between parent and child are viewed as characterized by a quality of openness, regard for confidentiality or privacy, harmonious dialogue, sensitivity to critical issues, and a spirit of mutual support and respect.~~

~~A magnitude of pressures and problems confront families in our society. Young people face complex problems. The problems their parents face, unfortunately, are no less complex. Because of the changes taking place in society, parents in general may not have parallel experiences they may draw upon as frameworks for counseling their youngsters. Thus it is possible for gaps to develop in parent-child communications. Nevertheless, it is imperative in these times that members of the family not go their separate ways but rather strive to come together for mutual understanding and support. In this regard, the professional staff can assist in family relationships.~~

~~The certified staff guidance counselors, school social worker, and registered nurses are in positions to receive from students and parents personalized communications (such as outlined in this policy). The efforts of the professional staff toward closing communication gaps and advancing constructive communications between students and their parents are strongly encouraged.~~

Legal Reference: References:

\_\_\_\_\_ Connecticut General Statutes  
 \_\_\_\_\_ 10-154a Professional communication between teacher or nurse and student. Surrender of

physical evidence obtained from students.

Policy adopted: March 28, 2013  
~~Windsor Locks, Connecticut~~

~~WINDSOR LOCKS PUBLIC SCHOOLS~~

## Students

### 5125.11 - Health/Medical Records

When applicable, District schools will comply with the Health Insurance Portability and Accountability Act of 1996 (HIPAA) to maintain the privacy of protected health information that it receives, obtains, transmits or sends. The Board of Education designates the Superintendent as its HIPAA Privacy Officer.

Student education records, including personally identifiable health information, maintained by the District is subject to and protected by the Family Educational Rights and Privacy Act (FERPA). Both the United States Department of Health and Human Services and the United States Department of Education Family Policy Compliance Office have stated that student records under FERPA are not subject to HIPAA. Therefore, District schools will comply with FERPA's confidentiality provisions rather than HIPAA's.

The District will seek Medicaid eligibility information to determine if services to a student may be billed. Bills will be processed electronically for Medicaid reimbursement for qualified services to eligible special education students. The District will comply with HIPAA's electronic transactions requirements. Procedures and safeguards will be developed to protect the privacy of health information and prevent wrongful user and disclosure. At a minimum, the policy and procedure for student records will comply with the Family Educational Rights and Privacy Act of 1974 (FERPA) with assurances that the District has obtained authorization from the parent or adult student prior to the release of protected health information for the purpose of Medicaid billing. Individuals involved in the Medicaid billing process for the District shall be trained on the privacy procedures. Discipline shall be imposed, up to and including discharge, for staff that wrongfully uses or discloses protected health information.

(cf. 3231 – Medical Reimbursement for Special Education Students) (cf. 5125 – Student Records; Confidentiality)

#### Legal ~~Reference:~~ References:

##### Connecticut General Statutes

1-19(b)(11) Access to public records. Exempt records.

10-15b Access of parent or guardians to student's records.

10-154a Professional communications between teacher or nurse & student.

10-209 Records not to be public

46b-56 (e) Access to Records of Minors.

Connecticut Public Records Administration Schedule V - Disposition of Education Records

(Revised 1983).

**Students**

**Health/Medical Records**

~~Legal Reference: Connecticut General Statutes (continued)~~

Federal Family Educational Rights and Privacy Act of 1974 (section 438 of the General Education Provisions Act, as amended, added by section 513 of P.L. 93-568, codified at 20 U.S.C.1232g.).

Dept. of Educ. 34 C.F.R. Part 99 (May 9, 1980 45 FR 30802) regs. implementing FERPA enacted as part of 438 of General Educ. provisions act (20 U.S.C. 1232g)-parent and student privacy and other rights with respect to educational records, as amended 11/21/96.

USA Patriot Act of 2001, PL 107-56, 115 Stat. 272, Sec 507, 18 U.S.C. §2332b(g)(5)(B) and 2331

PL 107-110 “No Child Left Behind Act of 2001” Sections 5208 and

42 U.S.C. 1320d-1320d-8, P.L. 104-191, Health Insurance Portability and Accountability Act of 1996 (HIPAA)

65 Fed. Reg. 50312-50372

65 Fed. Reg. 92462-82829

63 Fed. Reg. 43242-43280

67 Fed. Reg. 53182-53273

Policy adopted: March 28, 2013  
**SCHOOLS**  
~~Windsor Locks, Connecticut~~

~~WINDSOR LOCKS PUBLIC~~



## EXHIBIT VII

MEMORANDUM TO: MEMBERS OF THE BOARD OF EDUCATION

FROM: SHAWN L. PARKHURST, SUPERINTENDENT

DATE: SEPTEMBER 9, 2021

RE: SCHOOL GROUNDS SIGNAGE

At our last meeting, I shared a communication and concern that has been made regarding RC Helicopters being flown on school grounds. It is my recommendation that the Board direct the Superintendent to install signage on all school grounds prohibiting the use of recreation aircraft on all school grounds thereby creating a NO FLY ZONE.

**Board Motion:** “**MOVE** that the Board of Education direct the Superintendent to install signage on all school properties prohibiting the use of recreational aircraft and creating a NO FLY ZONE.”

## EXHIBIT VIII

MEMORANDUM TO: MEMBERS OF THE BOARD OF EDUCATION  
FROM: SHAWN L. PARKHURST, SUPERINTENDENT  
DATE: SEPTEMBER 9, 2021  
RE: FAMILY, SCHOOL, AND COMMUNITY PARTNERSHIP  
DEFINITIONS AND GUIDELINES

As a follow up to our discussion at the last Board of Education meeting, the following background is provided:

In January 2020, the Office of Partnerships, in collaboration with families and educators, established Family-School Partnership Teams (FSPTs) at each school. These teams were open to all and included multilingual, multiethnic, pluralistic representatives from across the WLPS community.

The first charge of the FSPTs was *to create a definition of, and guidelines for, Family, School, and Community Partnerships in Windsor Locks Public Schools*. After a year and a half of collaboration, the Office of Partnerships is excited to announce that we have a community-created definition of and guideline for Family, School, and Community Partnerships (FSCPs) for Windsor Locks Public Schools.

Moving forward, this document will act as a guiding star for FSCPs across the district. Starting this fall (September 2021), the school-based FSPTs will begin to put the definition and guidelines into action. The membership of each school's FSPT is open to all.

At this time, I am recommending that the Office of Partnerships operate with a Coordinator under the revised job description which follows the Definitions and Guidelines.

**Board Motion:** “**MOVE** that the Board of Education approve the Definitions and Guidelines for the Family, School, and Community Partnerships as presented, and approve the revised job description also as presented.”

### Introduction:

The district of Windsor Locks Public Schools (WLPS) recognizes that family, school, and community partnerships (FSCPs) can have a dramatically positive effect on student learning, growth, and well-being. Teams of educators, families, and community members from across our district gathered to create a definition of and guidelines for family, school, and community partnerships in Windsor Locks. The intent of this definition and these guidelines is to create, sustain, and enhance a district that promotes and supports family, school, and community partnerships that are committed to positive child and youth development.

### Terms:

**Family:** The term *family/ies* is used to represent parents and individuals who have the primary responsibility for the well-being and education of a child.

**Educator:** The term *educator/s* is used to represent any individual who teaches or is involved in planning or directing experiences that promote learning and development.

**Community:** The term *community* is used to represent individuals who are concerned with and invested in the well-being, success, and social, emotional, and academic development of the children within our school district.

### Definition:

**WLPS Family, School, and Community Partnerships (FSCPs)** are multidimensional relationships between families, educators, and the community that promote positive child and youth development at home, in school, and in the community. FSCPs support the learning, growth, and well-being of all WLPS students in a variety of settings. It is by creating, sustaining, and enhancing FSCPs that WLPS is able to have inclusive and dynamic learning environments.

### Guidelines of WLPS FSCPs:

In our commitment to FSCPs, we, the members of the WLPS community, commit to the establishing, sustaining, and enhancing the following guidelines:

- **Build Relationships:** We believe that relationships come first. Relationships allow for the development of a sense of belonging among all our community members.
- **Recognize, Honor, Respect, and Share Individual Knowledge:** We recognize that each WLPS community member has unique knowledge. We listen and observe before we talk and act, which allows us to create an environment that is collaborative. We invite our community members to share their unique knowledge.
- **Ensure Equity:** We believe that equity is an essential aspect of FSCPs. We create equity in education and opportunity by ensuring all students receive personalized pathways for learning and equitable treatment. Ensuring equity allows students to achieve their full individual, academic, and social potential.
- **Cultivate Community:** We acknowledge that vibrant and resilient communities flourish when they utilize the skill sets, knowledge, and resources of fellow community members.

**WINDSOR LOCKS PUBLIC SCHOOLS  
POSITION DESCRIPTION**

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<b>Position Title:</b>	<b>District Coordinator of Public Relations for Family and Community Engagement</b>
Department:	District
Reports to:	Superintendent & Human Resource Director
Created:	Revised September 2021

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**SUMMARY:** The District Coordinator of Family and Community Engagement's role is to develop effective working relationships between district and school staff and the larger community, including families. The Coordinator is responsible for improving public relations and for marketing the school and its programs to the larger public. The Coordinator collaborates with both district and building administration to enhance and improve family and community partnerships in ways that will yield improved achievement outcomes for all students. This is a grant-funded position.

**ESSENTIAL DUTIES, FUNCTIONS AND RESPONSIBILITIES:**

- In partnership with Superintendent and building leaders, develop and implement parent/community partnership strategies.
- Collaborate with principals and participate in parent advisories
- Serves the central registrar for all WLPS registration related matters, including central registration
- Collaborates with CREC related to student registration and transportation
- Provide leadership and community education around district and school initiatives
- Establish a multifaceted communication plan that leverages a variety of media types, special events, surveys and direct outreach initiatives.
- Build strategic relationships, conducting a variety of outreach activities, and recruiting/retaining volunteers to assist with a wide variety of programs and initiatives.
- Plans innovative community education and engagement activities.
- Updates and maintains the District's website with events, information and news regarding outreach programs, opportunities and service options.
- Prepares reports, statistical analysis, proposals and surveys.
- Creates and implements a community and business outreach plan.
- Develops, creates and distributes comprehensive educational information.
- Attends relevant community meetings as the District Representative, or facilitator.
- Maintains a regular presence at business, community, and neighborhood group meetings.

- Responds to public and community inquiries regarding programs, volunteer opportunities and related matters.
- Must handle sensitive and confidential information appropriately
- Utilize and manage district social media
- Perform miscellaneous projects as assigned.
- Performs other duties as assigned.

**SUPERVISORY RESPONSIBILITIES:**

None

**QUALIFICATION REQUIREMENTS:**

- Experience in public relations and marketing
- Experience with creating and sustaining effective community relationships within nonprofit or educational organizations
- Excellent communication skills - verbal and written
- Proven record of effective marketing and public relations techniques (including social media)
- Self-directed
- Experience motivating various community groups to work together towards a common goal
- Must have good group facilitation, presentation and conflict resolution skills

**EDUCATION AND/OR EXPERIENCE:**

Master's Degree Preferred

**LANGUAGE SKILLS:**

Ability to effectively present information in one on one and small group situations to parents, students, staff and community members.

Ability to develop strong relationships with staff, parents and community.

**MATHEMATICAL SKILLS:**

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

**REASONING ABILITY:**

Ability to solve problems of varying complexity and to access guidance and support when helpful and necessary

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

**OTHER SKILLS AND ABILITIES:**

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

**PHYSICAL DEMANDS:**

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

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

**WORK ENVIRONMENT:**

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

The noise level in the work environment is usually moderate. The employee is continuously interacting with the public, staff and students.

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*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**

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

**Educational Leadership**

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

**Jeffrey Ferreira, Principal, Deborah Broccoli, Interim Principal**  
North Street School 860-292-5027

**Monica Briggs, Principal**  
South Elementary School 860-292-5021

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

**Rebecca Bissonnette, Principal, Carrie Apanovitch, Assistant Principal**  
Windsor Locks High School 860-292-5032

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**Brian Deming, President**  
Windsor Locks Teachers' Association 860-292-5012

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**Central Office**

**Heather Earley**  
Director of Elementary Curriculum, Instruction, and Assessment

**Kristen Krupa**  
Director of Secondary English Curriculum, Instruction, and Assessment

**Megan Parrette**  
Director of Secondary Math Curriculum, Instruction, and Assessment

**Sheri Lee**  
Director of Human Resources 860-292-5744

**Joshua Robinson**  
Special Services Program Coordinator 860-292-5707

**David Solin**  
Business Manager 860-292-5741

**Open**  
Office of Partnerships 860-292-5751