

# WINDSOR LOCKS PUBLIC SCHOOLS



## BOARD OF EDUCATION MEETING

**Regular Meeting**

**October 28, 2021**

**6:00 p.m.**

**Windsor Locks High School**

**Library Media Center, Livestream, and Zoom**

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

**Windsor Locks Board of Education**

**Patricia King, Chairwoman**

**Margaret Byrne, Vice Chairwoman**

**Jim McGowan**

**Dennis Gragnolati**

**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**  
**October 28, 2021 - 6:00 p.m.**

**Windsor Locks Board of Education**

**Windsor Locks High School Library Media Center, Livestream, and Zoom**

[Click Here to Register](#)

- 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. Student Recognition
    - A. Ryan Lucas
  - IV. Board Member Recognition
    - A. Chairwoman Patricia King
  - V. Approval of Minutes: **Vote Needed** p. 6 Exhibit V
    - 9/23/21 Regular Meeting
  - VI. Personnel Report: **Vote Needed** p. 14 Exhibit VI
    - Retirement: **Vote Needed**
  - VII. Committee Reports
    - A. Policy - Next Meeting: 11/16/21
      - 1. Approval of Minutes: 10/5/21 p. 15 Exhibit VII A 1
      - 2. First Read: p. 16 Exhibit VII A 2
- REVISE:**
- 4118.11/4218.11 Nondiscrimination

- 5113 Attendance, Excused Absences, Truancy
- 5141 Student Health Services
- 6153 Form G Field Trips, Recreational Trips and other Trips Sponsored by the Schools: Permission Slip for RISE Transition Academy

**New:**

- 1110.1 Communications with the Public
- 4118.239/4218.239 Required COVID-19 Vaccinations
- 6159 Individualized Education Program/Special Education Program

B. Curriculum - Next Meeting: 11/9/21

C. Finance - Next Meeting: 12/8/21

1. Approval of Minutes: 10/13/21: **Vote Needed** p. 50 Exhibit VII C1
  2. 22-23 Budget Timeline & Calendar p. 51 Exhibit VII C2
- VIII. District & School Improvement Plans p. 53 Exhibit VIII
- IX. Progress Toward Goals p. 65 Exhibit IX
- A. *Attendance Data*
  - B. *iReady Diagnostic Data*
- X. Covid 19 Update p. 69 Exhibit X
- XI. CanaRX Flyer Distribution: **Vote Needed** p. 70 Exhibit XI
- XII. Budget Transfers: **Vote Needed** p. 76 Exhibit XII
- XIII. Lighting and Energy Upgrade: **Vote Needed** p. 77 Exhibit XIII
- XIV. Class of 2022 Graduation Date: **Vote Needed** p. 78 Exhibit XIV
- XV. Board and Superintendent Comment
- XVI. 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.*
- XVII. Adjourn Meeting

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

Contact: Rebecca Bissonnette  
Windsor Locks  
High School  
Phone 860-292-5724  
Fax 860-292-5039  
[rbissonnette@wlps.org](mailto:rbissonnette@wlps.org)

58 S. Elm St.  
Windsor Locks, CT 06096

## Windsor Locks High School

# Press Release

Windsor Locks High School Exceptional Student

National Merit Scholarship Corporation

Windsor Locks, CT September 29, 2021:



### Ryan Lucas receives commendation from the National Merit Scholarship Corporation.

The Principal Rebecca Bissonnette of Windsor Locks High School announced today that Ryan Lucas has been named Commended Student in the 2022 National Merit Scholarship Program. A *Letter of Commendation* from the school and National Merit Scholarship Corporation, which conducts the program, will be presented by the principal at the next Board of Education meeting on October 14, 2021 at 6:00 p.m. in the library media center.

About 34,00 Commended Students throughout the nation are being recognized for their exceptional academic promise. Commended Students placed among the top 50,000 students who entered the 2022 Competition by taking the 2020 Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT).

Congratulations Ryan on your academic prowess!

**EXHIBIT V**

MEMORANDUM TO: MEMBERS OF THE BOARD OF EDUCATION  
FROM: SHAWN L. PARKHURST, SUPERINTENDENT  
DATE: OCTOBER 28, 2021  
RE: APPROVAL OF MINUTES

- September 23, 2021 Regular Meeting

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

**MINUTES OF THE REGULAR MEETING,  
September 23, 2021 at 6:00 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. Christianson
Members Absent:	None
Administrators:	S. Parkhurst, S. Lee, D. Solin, H. Early, R. Bissonnette, D. Prinstein, A. Goodwin, J. Robinson and G. Weigert
Student Representatives:	R. Lucas, C. Mackey and C. MacDougald
Students:	None
Staff:	D. Bole and a few others
Others:	Parents and Grandparents, D. Farr and few others including participants via Zoom
Press:	None

**I. Call to Order**

Chairwoman Mrs. Patricia King called the Regular Meeting to Order at 6:05 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. Introduction of New Student Representatives**

Chairwoman Mrs. King welcomed the new Student Representatives to the Board. Mr. Shawn Parkhurst, Superintendent of Schools, welcomed the newest Student Representatives from the Class of 2023, Mr. Caden Mackey and Miss Carly MacDougald. He explained why there are now three representatives and not two. Mr. Mackey and Miss MacDougald presented the idea of the two of them share the position as they both have very busy schedules with academics, extra-curricular activities. Mr. Parkhurst gave a brief bio of each representative and welcomed them.

**D. Student Representative**

Miss Ryan Lucas, Student Representative addressed the Board, she reported the planning of traditional events, such as, senior outing, pep rally and homecoming

weekend, including the dance. She hopes the dance will be able to take place. Mr. Caden Mackey and Miss Carly MacDougald echoed Miss Lucas' remarks.

#### **E. Board of Education Communications**

Board Member Mr. Jim McGowan spoke about attending the car wash sponsored by the girls' high school soccer team. He attended both days!

Chairwoman Mrs. King commented she attended the Board Chair CABE Meeting recently, and the discussion was around the bus driver shortage in the state. It takes 13 weeks for a person to complete the training involved to obtain a license and become a bus driver. Everyone was reporting the staff and students are glad to be back in the classroom and are doing fairly well with the COVID precautions.

Mr. Shawn Parkhurst, Superintendent of Schools, noted he only had a few comments. He gave a shout-out to everyone who worked and/or purchased and supported Dollars for Scholars Mum fundraiser. It was very successful. A virtual open house took place at North Street School and South Elementary School. He understands it is not the ideal way to have an open house, but given the times, it is a way for the parents and grandparents to look into the classrooms. He noted fall sports are underway and a few games have been moved or cancelled was due to transportation of the athletes. The district has begun their first round of assessments using iReady. He attended the freshmen parents' breakfast and senior planning meeting. It was well attended. He mentioned the Connecticut School SAT Day will be held digitally for the first time. officially welcomed everyone back to school!

#### **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. Approval of Minutes**

- **August 31, 2021 Special Meeting**
- **September 9, 2021 Regular Meeting**

It was noted an error in the minutes in Section I. Sub-Section D. Board of Education Communications, Paragraph 4, Line 5 as follows:

“Specters will be allowed ... “

to

“Spectators will be allowed...”



It was **MOVED** (Byrne) and **SECONDED** (Gragnolati) and **PASSED** (U) that the Board of Education accepts the August 31, 2021 Special Meeting Minutes, as presented and the September 9, 2021 Regular Meeting, as amended.

#### IV. Personnel Report

##### A. BCBA Job Descriptions

Ms. Joshua Robinson, Director of Pupil Services, addressed the Board. He discussed the BCBA job description. He noted this position will be to support the growing needs for ADA program at North Street School and South Elementary School. This position will support the behavioral needs of students. It is anticipated the needs will increase in the upcoming years. He was asked how many students would be supported by this position. Mr. Robinson noted nine students at North Street School, seven at South Elementary School and four at the middle school.

She announced to the Board that Ms. 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.

It was **MOVED** (Byrne) and **SECONDED** (Christianson) and **PASSED** (U) that the Board of Education approves the BCBA Teacher position description as presented.

#### V. NEASC Report

Mr. Parkhurst noted that the full report, which is 37 pages, is in the Board's packet for review. The New England Association of School and Colleges, Inc, visited Windsor Locks High School on March 7, 2021 through March 10, 2021. The visit was done virtually over the three days and was very challenging at times. Mr. Parkhurst directed everyone to Page 19 of the report which discussed the Foundational Elements of Ratings of meeting standard or not yet meeting the standard. There are six elements that are rated which are: Learning Culture, Student Learning, Professional Practices, Learning Support and Learning Resources. Mr. Parkhurst discussed all the standards that were met and the one standard that was not met was Student Learning. Mr. Parkhurst noted that the district has already started initiatives that will be in place throughout the year to meet the standard for student learning. He then directed the Board to look on Page 32 of the report that discusses commendations. There are three priority area which include the vision of the graduate, credit recovery program, creation of content standards documents for each department. The commendation on the reflection of student learning and the use of technology to support remote learning; student led conferences, efforts with Raider Block flex and Wellness Wednesdays met social and emotional needs of all students. He discussed the recommendations the committee made for the high school, such as, develop system to monitor student achievement of the vision of the graduate; develop and implement a formal, written SRBI plan and to facilitate and monitor interventions in Tier II and Tier III levels; ensure the curriculum is written in a common format and develop a system for reviewing and revising curriculum; provide professional development for all staff training in Tier I instructional strategies; and, an accountability system to ensure instructional strategies are used in daily instruction.

A brief discussion was held.

#### **VI. 21-22 Board of Education Committee Assignments**

- A. **Policy** – Next meeting is scheduled for October 7, 2021. Board Member Kylee Christianson and Board Member Mr. Jim McGowan were assigned to the Policy Sub-Committee.
- B. **Finance** – Next meeting is scheduled for October 13, 2021. Vice-Chair Ms. Margaret Byrne and Board Member Mr. Dennis Gragnolati were assigned the Finance Sub-Committee.
- C. **Curriculum** – Mr. Parkhurst noted the date and time of the next meeting has not been scheduled and he will coordinate with those members. Board Member Kylee Christianson were assigned to the Curriculum Sub-Committee.

#### **VII. 20-21 District and School Summative Assessment Report**

Mr. Parkhurst commented that in the Board's packet is the full report discussing the district assessment report. He noted when viewing and interpreting the results for summative assessments administered, he cautioned comparing the 2018-2019 results compared to 20-21 results as there are many variables which include, fully remote learning from mid-March to mid-June 2020; learning models varied throughout the 20-21 school year; in-person instruction looked different as new instructional approaches emerged; and extensive feelings of stress, anxiety and trauma. Direct comparisons should not be made Statewide in all grades, those who learned in-person during the 20-21 school year lost the least ground academically. Statewide hybrid or remote learners showed substantially weaker achievement and growth during the pandemic. Statewide greatest observed academic differences were largest in mathematics. Due to grade promotions, nearly 1/3 of students in Grades 3-8 in 2018-19 were not the same as those in the same grades in 2020-21. He briefly discussed the specific data using charts showing Smarter Balance Assessment results for Math and ELA by Grade 3-8. He also discussed specific data from the Next Generation Science Assessment. He also discussed the SAT School Day Class of 2021 assessments comparing the Class of 2022 versus Class of 2021 and Class of 2020. The summary shows consistently meeting evidence-based reading and writing benchmarks, but significantly below the benchmarks in Math.

A brief discussion was held.

#### **VIII. Board Member Recognition**

Mr. Parkhurst announced that Vice-Chair Ms. Margaret Byrne has earned CAFE's Master Board of Education. Only a few other Connecticut board of education members have earned this honor. She has earned 20 credits in areas of board relations, policy, curriculum, school finance, school law, labor relations and board operations, which earned her Certified Board of Education Member Award. She has also earned an additional 20 credits in areas of leadership, effective meetings, school/community relations, strategic planning, group dynamics, board member ethics, school finance, labor relations and school law.

Mr. Parkhurst congratulated Vice-Chair Ms. Byrne for her accomplishments.

#### **IX. WLHS Bleacher Replacement**

Mr. Parkhurst remarked that in the Board's packet is information regarding the replacement of the WLHS bleacher replacements. The WLHS gymnasium bleachers are in need of replacement due to not being ADA compliant and unsafe in various areas. As part of the District's American Rescue Plan funding that allows for upgrades to equipment, facilities, and structures. Mr. Parkhurst recommended to the Board of Education, in accordance with Policy 3324, approve the funding for bleacher replacement at WLHS in the amount of \$198,500 and forgo the requirement for three quotes, which would be in the best interest of the district. This has already been approved by the Connecticut State Department of Education under the American Rescue Plan Grant. Mr. Greg Weigert, Facilities Director, explained the timeline for the replacement, if approved. He was told if he orders the bleachers by October 1, 2021, the installation should begin in February of 2022.

A brief discussion was held.

It was **MOVED** (Byrne) and **SECONDED** (McGowan) and **PASSED** (U) that the Board of Education accepts the estimate bid to replace WLHS bleachers as quoted \$198,500.

#### **X. State Department of Education Communication**

Mr. Parkhurst read from a State Department of Education Communication addressed to Board of Education Members and Superintendents recognizing the challenges currently facing schools and school leaders and acknowledging the critical work and continue to support the schools, faculty, students and families.

#### **XI. Committee Reports**

##### **A. Policy – Second Read**

1. 5125.3 Professional Communication Between a Certified Teacher, Administrator, or Registered Nurse and a Student, Parent

Mr. Parkhurst he checked with legal and made the changed suggested at the last meeting.

It was **MOVED** (Byrne) and **SECONDED** (Christianson) and **PASSED** (U) that the Board of Education accepts the changes made to Policy 5125.3, Professional Communication Between a Certified Teacher, Administrator, or Registered Nurse and a Student, Parent, as amended.

##### **B. Curriculum – Next Meeting October 14, 2021**

##### **C. Finance - Next Meeting October 13, 2021**

## **XII. Board and Superintendent Comment**

Vice-Chair Ms. Byrne noted she has forwarded a copy of her vaccine card to Ms. Sheri Lee as requested.

## **XIII. Public Audience**

Mr. Brian \_\_\_\_\_, a parent of a high school student, addressed the Board. He is concerned about the COVID rules and lack of remote learning and the potential of discrimination. He commented how the pandemic is man-made. All the phone calls received about how many children have been exposed and to those who are close contacts. Those who have been vaccinated, may return to school if they are showing no symptoms. Those who have not been vaccinated must quarantine for 10 days. Unfortunately, those who are quarantined are not allowed to attend classes remotely, only to receive work through Google Classroom. He does not understand all of the technology that was used during the pandemic shutdown cannot be used during the quarantined period. He spoke about requiring students and special needs children to wear masks all due to the fear factor. He encouraged the Board to stand up and not follow the mask mandates.

Mr. David Farr of 55 Briar Cliff Drive addressed the Board. He has appeared before the Board many times as far back as 2015, requesting the Board honor teachers, administrators, coaches and community members that have made an impact on the district. He was told that there would be a sub-committee and discussions will take place on ways those people could be honored. It has been over five years, and nothing has been done.

Miss Ryan Lucas, Student Representative, spoke about homecoming and the possibilities of having a dance this year. Ms. Bissonnette commented everyone is working on different ideas in being able to host a homecoming dance.

## **XIV. 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 Superintendent of Schools' Evaluation and Goals**

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

- Members of the Board of Education
- Superintendent of Schools

Board moved into Executive Session at 7:16 p.m.

It was **MOVED** (Byrne) and **SECONDED** (Christianson) and **PASSED** (U) that the Board of Education terminates Executive Session and reconvenes into public session at 7:59 p.m.

**XV. Adjournment**

It was **MOVED** (Gragnolati) and **SECONDED** (McGowan) and **PASSED** (U) that the Board of Education adjourns the Regular Meeting of September 23, 2021 at 8:00 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: OCTOBER 28, 2021  
RE: RETIREMENT

**Retirement**

Jeffrey Ferreira (DOH 4/30/2001), Principal at North Street School will retire effective January 31, 2022. At the time of his retirement, Mr. Ferreira will have served the students of Windsor Locks for twenty-one (21) years.

**BOARD MOTION:** “**MOVE** that the Board of Education accepts Mr. Ferreira’s notice of retirement effective January 31, 2022 and offers him our sincere appreciation for all of his efforts on behalf of the students of the Windsor Locks Public Schools.”



**WINDSOR LOCKS PUBLIC SCHOOLS  
BOARD OF EDUCATION MEETING  
Policy Subcommittee Meeting  
October 5, 2021 - 5:00 p.m.  
Professional Development Room**

**Minutes**

**Present:** Shawn Parkhurst, Superintendent, James McGowan, BOE, Kylee Christianson, BOE

1. Call To Order at 5:00 pm
2. Public Comment - there was no public comment
3. Review for Discussion and/or First Reading
  - a. REVISE:
    - 4118.11/4218.11 **Nondiscrimination** -after discussion and elimination of specifics related to race statement, agreement to move this forward for full BOE first read
    - 5113 **Attendance, Excused Absences, Truancy**  
Agreed to move this forward for full BOE first read
    - 5141 **Student Health Services**  
Agreed to move this forward for full BOE first read
    - 6153 - Form G **Field Trips, Recreational Trips and other Trips Sponsored by the Schools for RISE Transition Academy**  
Agreed to move this forward for full BOE first read
  - b. NEW:
    - 1110.1 **Communications with the Public**  
Agreed to move this forward for full BOE first read
    - 4118.239/4218.239**Required COVID-19 Vaccinations**  
Agreed to move this forward for full BOE first read
    - 6159 **Individualized Education Program/Special Education Program**  
Agreed to move this forward for full BOE first read
4. Adjourn meeting at 5:59 pm.

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

### **4118.11/4218.11 - Nondiscrimination**

In compliance with regulations of Title VII of the Civil Rights Act 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Civil Rights Act of 1964 and the Americans With Disabilities Act of 1990, the Board of Education (Board) adopts the following Equal Employment Opportunity Policy.

#### **Equal Employment Opportunity**

Both federal and state law prohibits discriminatory practices in hiring and employment. The Board prohibits discriminatory acts in all district matters dealing with employees and applicants for positions and requires equal employment opportunities for all employees and applicants. As an equal opportunity employer, the Board does not discriminate on the basis of race, color, religious creed, age, veterans' status, genetic information, marital status, national origin, ancestry, sex, sexual orientation, gender identity or expression, pregnancy, physical disability, past or present history of mental disorder, intellectual disability, learning disability, or any other legally protected status, regarding any qualified individual who can perform the essential functions of the job with or without reasonable accommodations.

Employees/or applicants shall not be discriminated against with respect to terms and conditions of employment, including but not limited to:

Hiring and Promotion

Compensation

Job Assignments

Leaves of Absence

Fringe Benefits

There are various forms of discrimination. Sexual harassment is a form of discrimination and is governed by Policy #4118.112/4218.2. Harassment may be a form of discrimination if based upon the target's membership in a protected class and is governed by Policy #4118.113/4218.113. Discrimination on the basis of disabilities is prohibited and is governed by Policy #4118.14/42118.14.

**"Race" is inclusive of ethnic traits historically associated with race, including, but not limited to, hair texture and protective hairstyles. ~~"Protective hairstyles" includes, but is not limited to, wigs, headwraps and hairstyles such as individual braids, cornrows, locs, twists, Bantu knots, afros and afro puffs.~~**



## Grievance Procedure

The Superintendent shall establish regulations to accompany this policy. Such regulations shall, at a minimum, contain a Grievance Procedure providing for the prompt and equitable investigation and resolution of complaints concerning allegations of discrimination and harassment based upon violations of the following: The Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act of 1973, Title IX, Title VI, and Title VII.

The Grievance Procedure shall be disseminated widely and regularly in accordance with the regulations accompanying this policy.

The Superintendent shall appoint individuals to serve the role of District Civil Rights Coordinators/Compliance Officers. The names and contact information for such individuals will be published annually.

Federal civil rights laws prohibit discrimination and/or retaliation against an individual because he/she has opposed any discriminatory act or practice or because that person has filed a charge, testified, assisted or participated in an investigation, proceeding or hearing. The Board shall not retaliate against any person for these types of protected activities, or coerce, intimidate, threaten or interfere with an individual for exercising the rights guaranteed under these federal laws.

### Legal Reference:

#### Connecticut General Statutes

[10-15c Discrimination in public schools prohibited. School attendance by five-year olds \(as amended by PA 21-2 §441.\)](#)

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

[46a-51 Definitions as amended by PA 17-127 and PA 21-2\)](#)

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

P.A. 11-55 An Act Concerning Discrimination

#### Federal Law

Title VII of the Civil Rights Act of 1964

Section 504 and the Federal Vocational Rehabilitation Act of 1973, 20 U.S.C. 706(7)(b). Americans With Disability Act of 1990, as amended by the ADA Amendments Act of 2008

Title IX of the Education Amendments of 1972.

The Vietnam Era Veterans' Readjustment Assistance Act of 1974, as amended, 38 U.S.C. §4212

Title II of the Genetic Information Nondiscrimination Act of 2008

Policy Adopted: August 1988  
Revised: November 1992, January 1993, October 2018

## **R4118.11/4218.11- Nondiscrimination**

### **Grievance Procedure for Use by Employees, Students and Third Parties**

The purpose of this procedure is to secure, at the lowest possible administrative level, equitable solutions to problems which may arise concerning claims of discrimination. Evidence of reprisal against a complainant or witness shall be viewed as a violation of this policy.

Any person who wishes to inquire or to register a complaint concerning alleged discrimination in the Windsor Locks Public Schools shall have an opportunity to bring such concerns to the attention of one of the District's Civil Rights Coordinators or Compliance Officers (i.e. Title IX Coordinator, 504 Coordinator) or the Superintendent, who has the authority to resolve such complaints.

The following Grievance Procedure shall be utilized by any student, parent, employee or third party in making a complaint or inquiry regarding discrimination. The Grievance Procedure applies to any form of alleged discrimination prohibited by state or federal law and/or Board policy.

**Level I:** The complainant shall discuss the alleged discriminatory act or practice with the appropriate Civil Right Coordinator/Compliance Officer or the individual closest to the daily decision-making level. This will normally be a Principal, teacher, counselor, Department Chairperson, Head Custodian, or Cafeteria Manager. If satisfaction cannot be achieved through informal discussion, the following procedure may be initiated.

**Level II:** The complainant shall, within forty (40) calendar days of the alleged incident, on forms provided, put the complaint in writing and file it with the appropriate Civil Rights Coordinator/Compliance Officer. Within five (5) working days of receipt of the complaint, a conference must be held. Within five (5) working days following the conference, the complaint must be resolved to the satisfaction of both parties or be referred to the Superintendent of Schools. Within five (5) working days, the Civil Rights Coordinator/Compliance Officer shall notify the Superintendent and must notify the complainant of this notification. The Board will be apprised by the Superintendent of any grievance reaching Level II.

**Level III:** Within ten (10) working days after receipt of notification by the Civil Rights Coordinator/Compliance Officer, the Superintendent must hold a hearing with the complainant; and within five (5) working days of the hearing, resolve the complaint or issue a determination.

**Level IV:** The Board of Education, Superintendent, and the Civil Rights Coordinators/Officers shall proceed in accordance with appropriate laws or regulations and provide the Complainant written notice of the final outcome in a timely fashion.

If discrimination is found, immediate and appropriate action will be taken to stop the discrimination and deter its recurrence. The Board is committed to providing a safe educational environment free from discrimination.

In addition to the internal complaint procedures set forth herein, complaints of discrimination and/or discriminatory harassment can be reported to:

Office for Civil Rights  
U.S. Department of Education  
5 Post Office Square, 8th Floor  
Boston, MA 02109-3921  
Telephone: 617-289-0111  
Fax: 617-289-0150; TDD: 877-521-2172  
Email: [OCR.Boston@ed.gov](mailto:OCR.Boston@ed.gov)  
<http://www2.ed.gov/about/offices/list/ocr/complaintintro.html>

### **Dissemination of Grievance Procedures**

To effectively inform all concerned persons about the process of grieving a complaint, the adopted Grievance Procedures is to be disseminated to students, parents/guardians, employees, and other interested parties. This information must be provided on a continuing basis. This Grievance Procedure shall be disseminated in a variety of ways, including, but not limited to, dissemination in: student/parent handbooks; bulletins or postings in district schools with the name of the coordinators posted on the school and/or district website; via a letter home to each student at the beginning of each school year and/or included as part of a school orientation package or employee orientation packet.

### **Public Notice of Non Discrimination**

Public Schools shall provide continuing notice to the public, personnel, and students that it does not discriminate on the basis of race, color, religious creed, age, veterans' status, genetic information, marital status, national origin, ancestry, sex, sexual orientation, gender identity or expression, pregnancy, physical disability, past or present history of mental disorder, intellectual disability, learning disability or other legally protected status with regard to admission or access to, or treatment or employment in programs and activities of the school district. Continuing notification may include the posting of notices, publication in local newspapers, and placement of notices in school publications, in student/parent handbooks, on district websites and through distribution of memoranda or other written communication.

Legal Reference:

Connecticut General Statutes

[10-153](#) Discrimination on account of marital status.  
[46a-60](#) Discriminatory employment practices prohibited.  
P.A. 11-55 An Act Concerning Discrimination

## Federal Law

Title VII of the Civil Rights Act of 1964

Section 504 and the Federal Vocational Rehabilitation Act of 1973, 20 U.S.C. 706(7)(b).  
Americans With Disability Act of 1990, as amended by the ADA Amendments Act of  
2008

Title IX of the Education Amendments of 1972.

The Vietnam Era Veterans' Readjustment Assistance Act of 1974, as amended, 38 U.S.C.  
§4212

Title II of the Genetic Information Nondiscrimination Act of 2008

Regulation approved: October 2018

## **Students**

### **Attendance, Excused Absences, Truancy**

The Board of Education recognizes that regular attendance in school is fundamental to a child's success and achievement. Classroom learning experiences are the basis for public school education. Time lost from class is lost instructional opportunity and is irretrievable. The Board of Education requires that accurate records be kept of the attendance of each child, and the students should not be absent from school without parental knowledge and consent.

Connecticut state law requires parents to cause their children, ages five through eighteen inclusive, to attend school regularly during the hours and terms the public school is in session. Parents or persons having control of a child five years of age have the option of not sending the child to school until ages six or seven. The responsibility for regular attendance rests with the students, parents, guardians or with the students themselves when they become of legal age. Mandatory attendance terminates upon graduation or withdrawal with written parent/guardian consent at age seventeen.

A student is considered to be "in attendance" if present at his/her assigned school, or attending remotely. A student who is serving an out-of-school suspension or expulsion should always be considered absent. A student not meeting the definition of "in attendance" shall be considered absent.

At the beginning of each school year and upon enrollment of a student during the school year, the building Principal shall notify parent(s)/guardian(s) of the obligation to assure that their children attend school or show that they are enrolled elsewhere receiving an equivalent education. Further, at the beginning of the school year and upon enrollment of a student during the school year, the building principal shall request from the parent(s)/guardian(s) a telephone number or other means of contacting such parent(s)/guardian(s) (or such other person) during the school day.

### **Definitions (related to chronic absenteeism)**

**Chronically absent child:** An enrolled student whose total number of absences at any time during a school year is equal to or greater than ten percent of the total number of days that such student has been enrolled at such school during such school year.

**Absence:** An excused absence, unexcused absence or disciplinary absence, as those terms are defined by the State Board of Education or an in-school suspension that is greater than or equal to one-half of a school day.

**District chronic absenteeism rate;** the total number of chronically absent children in the previous school year divided by the total number of children enrolled in such school for such school year.

School chronic absenteeism rate: The total number of chronically absent children for a school in the previous year divided by the total number of children enrolled in such school for such school year.

### **Excused Absence**

A student's absence from school shall be considered "excused" if written documentation of the reason for such absence has been submitted within **ten (10)** school days of the student's return to school and meets the following criteria:

1. For absences one through nine, a student's absences from school are considered "excused" when the student's parent/guardian approves such absence and submits appropriate documentation to school officials. (Documentation includes a signed note from the student's parent/guardian, a signed note from a school official that spoke in person to the parent/guardian regarding the absence, or a note confirming the absence by the school nurse or by a licensed medical professional, as appropriate).
2. A student's engagement in remote classes, remote meetings, activities on time-logged electronic systems, and completion and submission of assignments, if such engagement accounts for not less than one-half of the school day during remote learning is excluded from the definitions of "excused absence" and "unexcused absence."
3. Absence resulting from a student enrolled in grades K-12, taking two mental health days during the school year. Such absence is to permit the student to attend to his/her emotional and psychological well-being in lieu of attending school.

The student shall not be required to present documentation or parental/guardian consent. For purposes of school year limitation, such absence shall be identified as a "mental health wellness day."

A student cannot take these mental health days during consecutive school days.

4. For the tenth absence and all absences thereafter, a student's absences from school are considered excused for the following reasons:
  - a. Illness or injury (must be verified by a licensed medical professional to be deemed excused, regardless of the length of the absence);
  - b. Death in the student's family/ attendance at funeral, or other emergency beyond the control of the student's family.
  - c. Student's observance of religious holiday
  - d. Mandated court appearance of the student with appropriate legal documentation within two (2) days,
  - e. The lack of transportation that is normally provided by a district other than the one the student attends (no parental documentation required)
  - f. Extraordinary educational opportunities pre-approved by District administration and to be in accordance with the Connecticut State of Education guidance.
  - g. Other exceptional circumstances. Written excuse for other such absences must be submitted to the principal by the child's parent or guardian for final approval. All other absences with or without written explanation shall be considered unexcused.
5. A student's absence from school shall be considered unexcused unless:

- a. The absence meets the definition of an excused absence and meets the documentation requirements; or
- b. The absence meets the definition of a disciplinary absence, which is the result of school or District disciplinary action and are excluded from these State Board of Education approved definitions.

When the school receives no notification from a parent, or other person having control of the child, and is made aware of the child's absence, a reasonable effort shall be made by school personnel to notify such parent or other persons having control of the child.

The required mailed notice shall include a warning that two unexcused absences from school in one month or five unexcused absences in a school year may result in a complaint filed with the Superior Court alleging the belief that the acts or omissions of the child are such that the child's family is a family with service needs.

Responsibility for completion of missed classwork lies with the student, not the teacher. Unless a student has an extended illness, all make-up work will be complete within five days after the student returns to school.

### **Excused Absences for Children of Service Members**

An enrolled student, age five to eighteen, inclusive, whose parent or legal guardian is an active duty member of the armed forces, as defined in section 27-103, and has been called to duty for, is on leave from, or has immediately returned from deployment to a combat zone or combat support posting, shall be granted ten days of excused absences in any school year and, at the discretion of the Board of Education, additional excused absences to visit such child's parent or legal guardian with respect to such leave or deployment of the parent or legal guardian. In the case of such excused absences such child and parent or legal guardian shall be responsible to obtaining assignments from the student's teacher prior to any period of excused absence, and for ensuring that such assignments are completed by such child prior to his or her return to school from such period of excused absence.

### **Chronic Absenteeism**

The Board of Education, in compliance with statute, requires the establishment of attendance review teams when chronic absenteeism rates in the District or at individual schools in the District meet the following circumstances:

1. A team for the District must be established when the District chronic absenteeism rate is 10 percent or higher.
2. A team for the school must be established when the school chronic absenteeism rate is 15 percent or higher.
3. A team for either the District or each school must be established when (a) more than one school in the District has a school chronic absenteeism rate of 15 percent or higher or (b) a District has a District chronic absenteeism rate of 10 percent or higher and one or more schools in the District have a school chronic absenteeism rate of 15 percent or higher.

The membership of attendance review teams may consists of school administrators, guidance counselors, school social workers, teachers, chronically absent children, parents or guardians of

chronically absent children, and representatives from community-based programs who address issues related to student attendance by providing programs and services to truants.

Each attendance review team shall be responsible for reviewing the cases of truants and chronically absent children, discussing school interventions and community referrals for such truants and chronically absent children and making any additional recommendations for such truants and chronically absent children and their parents or guardians. Each established attendance review team shall meet at least monthly.

(The District shall utilize the chronic absenteeism prevention and intervention plan developed by the State Department of Education when it becomes available. By 1/1/16)

The District shall annually include information for the strategic school profile report for each school and the District that is submitted to the Commissioner of Education, data pertaining to truancy and chronically absent children.

### **Dismissal**

No school, grade, or class may be dismissed before the regularly scheduled dismissal time without the approval of the Superintendent or his/her designee.

No teacher may permit any individual student to leave school prior to the regular hour of dismissal without the permission of the Principal.

No student may be permitted to leave school at any time other than the regular dismissal without the approval of the student's parent/guardian. If a court official with legal permission to take custody of a child, or if a police officer arrests a student, the parent/guardian should be notified of these situations by the administration.

### **Consequences**

In Grades K - 12, the Board of Education authorizes disciplinary action and or the loss of credit for unsatisfactory attendance. Disciplinary penalties for tardiness in accordance with administrative regulations may also be imposed.

### **Release of Student During School Day**

The Board recognizes the need for students to be in school for the full instructional day. It is encouraged that early dismissal should be requested only in emergency or unusual situations.

Requests for release of a student during the school day originating outside the schools must be handled by the administration to ensure maximum provisions for the safety and welfare of the student.

Dismissal before the normal end of the school day must be requested in writing.

Students who become ill during the school day may be excused by the school nurse, and transportation home will be arranged by school personnel with the parents.



## Truancy

The Board of Education must provide each child with a continuing education which will prepare the student to assume adult roles and responsibilities. Therefore, regular attendance and punctuality are expected from all children enrolled in our schools. By statute, responsibility for assuring that students attend school rests with the parent(s) or other person having control of the child. Every effort must be made to keep absences and tardiness to a minimum. To assist parent(s) and others in meeting this responsibility, the Board of Education will:

1. Annually notify parents or other person having control of each child enrolled, ages five (5) to eighteen (18), inclusive in writing of the obligations of the parent pursuant to student attendance (C.G.S. 10-184).
2. Obtain from each parent or other persons having control of an enrolled child a telephone number or other means of contacting such parent or other person during the school day.
3. Establish a system for monitoring student's individual absences/tardies.
4. Make a reasonable effort to notify, by telephone and by mail the parent(s) or other such person(s) whenever a child fails to report to school on a regularly scheduled school day and no indication has been received by school personnel that the child's parent or other person is aware of the student's absence. The required mail notice shall include a warning that two unexcused absences from school in one month or five unexcused absences in a school year may result in a complaint filed with the Superior Court alleging belief that the acts or omissions of the child are such that the child's family is a family with service needs.
5. Identify a student as "truant" when the student has four (4) unexcused absences in anyone month or ten (10) unexcused absences in any school year.
6. Hold a meeting with appropriate staff and the parent or other person having control of the child identified as a "truant" within ten (10) days of such designation to review the reasons for the truant behavior and to evaluate the situation.
7. Consider a referral will be made to the PPT to determine whether or not an educational evaluation is appropriate, prior to a written complaint to Superior Court.
8. File a written complaint, by the Superintendent, not later than fifteen calendar days after the failure of a parent/guardian to attend the meeting (Item #6).
  - a. To attend the required meeting to evaluate why the child's truant, or
  - b. To cooperate with the school in trying to solve the truancy problem.
9. Provide for the coordination of services and refer enrolled students who are truants or to community agencies providing child and family services.

A student who is identified as a "truant" may be subject to the following consequences:

1. Promotion to the next grade may be contingent upon the student successfully completing a summer school program.
2. The student may be retained in the same grade in order to acquire the skills necessary for promotion to the next grade level

Persons who in good faith give or fail to give notice pursuant to subdivision (4) above, shall be immune from any liability, civil or criminal, which might otherwise be incurred or

imposed and shall have immunity with respect to any judicial proceeding which results from such notice or failure to give notice.

Legal Reference: Connecticut General Statutes

10-184 Duties of parents. (as amended by PA 98-243 and PA 00-157)

10-185 Penalty

[10-198a](#) Policies and procedures concerning truants (as amended by P.A.11-136, An Act Concerning Minor Revisions to the Education Statutes and PA 14-198, An Act Concerning Excused Absences from School for Children of Service Members.)

[10-198b](#) State Board of Education to define “excused absence,” “unexcused absence,” and “disciplinary absence” (as amended by PA 21-46, Section 19.

45a-8c Truancy clinic. Administration. Policies and procedures. Report. (as amended by PA 15-25)

PA 15-225 An Act Concerning Chronic Absenteeism

10-199 through 10-202 Attendance, truancy in general. (Revised 1995 – PA 95-304)

10-221(b) Board of education to prescribe rules.

*Campbell v New Milford*, 193 Conn 93 (1984).

Action taken by State Board of Education on Jan. 2, 2008,” to define “attendance”

Action taken by State Board of Education on June 27, 2012, to define "excused" and "unexcused" absences.

[PA 21-46](#) An Act Concerning Social Equity and the Health, Safety and Education of Children.

Policy adopted: March 28, 2013

WINDSOR LOCKS PUBLIC SCHOOLS

Policy revised: March 24, 2016, August 13, 2020

Windsor Locks, Connecticut

## **Students**

### **Student Health Services**

#### **School District Medical Advisor**

The Board of Education shall appoint a school district medical advisor and appropriate medical support service personnel including nurses.

School health efforts shall be directed toward detection and prevention of health problems and to emergency treatment, including the following student health services:

1. Appraising the health status of student and school personnel;
2. Counseling students, parents, and others concerning the findings of health examination;
3. Encouraging correction of defects;
4. Helping prevent and control disease;
5. Providing emergency care for student injury and sudden illness;
6. Maintaining school health records.

#### **Health Records**

There shall be a health record for each student enrolled in the school district which will be maintained in the school nurse's room. For the purposes of confidentiality, records will be treated in the same manner as the student's cumulative academic record.

Student health records are covered by the Family Educational Rights and Privacy Act (FERPA) and are exempt from the Health Insurance Portability Accountability Act (HIPAA) privacy rule. However, it is recognized that obtaining medical information from health care providers will require schools to have proper authorization and to inform parents that such information once released by health care providers is no longer protected under HIPAA but is covered under FERPA.

#### **Regular Health Assessments**

Prior to enrollment in kindergarten, each child shall have a health assessment by one of the following medical personnel of the parents or guardians choosing to ascertain whether the student has any physical disability or other health problem tending to prevent him or her from receiving the full benefit of school work and to ascertain whether such school work should be modified in order to prevent injury to the student or to secure for the student a suitable program of education:

## Students

### Student Health Services

#### Regular Health Assessments (continued)

1. a legally qualified physician;
2. an advanced practice registered nurse;
3. a registered nurse;
4. a physician's assistant.
5. a school medical advisor.
6. a legally qualified practitioner or medicine, and advanced practice registered nurse, or a physician assistant stationed at any military base.

Such health assessment shall include:

1. Physical examination which shall include hematocrit or hemoglobin tests, height, weight, and blood pressure;
2. Updating of immunizations required under C.G.S. 10-204a as periodically amended;
3. Vision, hearing, postural, and gross dental screening;
4. If required by the school district medical advisor, testing for tuberculosis and sickle cell anemia or Cooley's Anemia;
5. Any other information including a health history as the physician believes to be necessary and appropriate.

Health assessments shall also be required in grades 6 or 7 and in grades 9 or 10 by a legally qualified physician of each student's parents or guardians own choosing, or by the school medical advisor, or the advisor's designee, to ascertain whether a student has any physical disability or other health problem. Such health assessments shall include:

1. Physical examination which shall include hematocrit or hemoglobin tests, height, weight, and blood pressure;
2. Updating of immunizations required under C.G.S. 10-204a and the Department of Public Health, Public Health Code, 10-204a-2a, 10-204-3a and 10-204a-4;
3. Vision, hearing, postural, and gross dental screening;
4. If required by the school district medical advisor and the local health department, testing for tuberculosis and sickle cell anemia or Cooley's Anemia;
5. Any other information including a health history as the physician believes to be necessary and appropriate.

## **Students**

### **Student Health Services**

#### **Regular Health Assessments** (continued)

A child will not be allowed, as the case may be, to begin or continue in district schools unless health assessments are performed as required. Students transferring into the district must provide evidence of required Connecticut vaccinations, immunizations, and health assessments at enrollment and prior to school attendance.

Health assessments will be provided by the school medical advisor or the advisor's designee without charge to all students whose parents or guardians meet the eligibility requirement of free and reduced priced meals under the National School Lunch Program or for free milk under the special milk program.

The Board of Education shall annually designate a representative to receive reports of health assessments and immunizations from health care providers.

Health assessment results and recommendations signed by the examining physician or authorized medical personnel shall be recorded on forms provided by the Connecticut State Board of Education and kept on file in the school the student attends. Upon written authorization from the student's parent or guardian, original cumulative health records shall be sent to the chief administrative officer of the school district to which such student moves and a true copy of the student's cumulative health records maintained with the student's academic records. The Superintendent of Schools, or designee, shall notify parents of any health-related problems detected in health assessments and shall make reasonable efforts to assure that further testing and treatment is provided, including advice on obtaining such required testing or treatment.

Students who are in violation of Board requirements for health assessments and immunizations will be excluded from school after appropriate parental notice and warning.

#### **Vision Screening**

All students in grades K-6, and grade 9 will be screened using a Snellen chart, or equivalent screening, by the school nurse or school health aide. Additional vision screening will also be conducted in response to appropriate requests from parents/guardians or professionals working with the student in question. Results will be recorded in the student's health record on forms supplied by the Connecticut State Board of Education, and the superintendent shall cause a written notice to be given to the parent or guardian of each student found to have any defect of vision, with a brief statement describing such defect.

As necessary, special educational provisions shall be made for students with disabilities.

## **Students**

### **Student Health Services (continued)**

#### **Hearing Screening**

All students will be screened for possible hearing impairments in grades K-3, grade 5, and grade 8. Additional audiometric screening will be conducted in response to appropriate requests from parents/guardians or professionals working with the student. Results will be recorded in the student's health record on forms supplied by the Connecticut State Board of Education, and the Superintendent shall cause a written notice to be given to the parent or guardian of each student found to have any defect of hearing, with a brief statement describing such defect.

As necessary, special educational provisions shall be made for students with disabilities.

#### **Postural Screening**

School nurses will screen all students in grades 5 through 9 inclusive for scoliosis or other postural problems. Additional postural screening will also be conducted in response to appropriate requests from parents/guardians or professionals working with the student. Results will be recorded in the student's health record on forms supplied by the Connecticut State Board of Education, and the Superintendent shall cause a written notice to be given to the parent or guardian of each student found to have any postural defect of problem, with a brief statement describing such defect or disease.

As necessary, special educational provisions shall be made for students with disabilities.

#### **Tuberculin Testing**

In addition to tuberculin testing required by the school district medical advisor as part of regular student health assessments, all new students, including preschool students, will be required to have at least one test for tuberculosis prior to entry in district schools.

A test for tuberculosis should be performed if any of the following risk factors prevail:

1. birth in a high risk country of the world (to include all countries in Africa, Asia, the former Soviet Union, Eastern Europe, Central South America, Dominican Republic, and Haiti see list of countries in Appendix) and do not have a record of a TST (tuberculin skin test) or IGRA (interferon-gamma release assay) performed in the United States;
2. travel to a high risk country staying at least a week with substantial contact with the indigenous population since the previously required examination;
3. extensive contact with persons who have recently come to the United States since the previously required examination;

## Students

### Student Health Services

#### Tuberculin Testing (continued)

4. contact with persons suspected to have tuberculosis, or
5. lives with anyone who has been in a homeless shelter, jail or prison, uses illegal drugs or has an HIV infection.

The results of the risk assessment and testing, when done, should be recorded on the State of Connecticut Health Assessment Record (HAR-3) or directly in the student's Cumulative Health Record (CHR-1)

#### Immunizations/Vaccinations

No student will be allowed to enroll in any program operated as part of the district schools without adequate immunization against the following diseases:

1. Measles
2. Rubella
3. Poliomyelitis
4. Diphtheria
5. Tetanus
6. Pertussis
7. Mumps
8. Hemophilus influenza type B
9. Any other vaccine required by Section 19a-7f of Connecticut General Statutes.
10. Hepatitis B
11. Varicella (chickenpox)
12. Hepatitis A
13. Pneumococcal disease
14. Influenza
15. Meningococcal disease

All students in grades K-12 are required to have received 2 doses of measles, mumps and rubella vaccine or serologic proof of immunity. Students entering kindergarten and seventh grade shall show proof of having received 2 doses of varicella vaccine, laboratory confirmation of immunity, or present a written statement signed by a physician, physician assistant or advanced practice registered nurse indicating the individual has had varicella based on family or medical history.  
(~~Varicella requirement effective August 1, 2011~~)

Effective August 1, 2011, all seventh grade students must show proof of 1 dose of meningococcal vaccine and 1 dose of Tdap in addition to the completion of the primary DTP series.

## Students

### Student Health Services

#### Immunizations/Vaccinations (continued)

All students in grades K-12 are required to have 3 doses of Hepatitis B vaccine or serologic evidence of immunity.

Students shall be exempt from the appropriate provisions of this policy when:

1. they present a certificate from a physician, physician assistant, advanced practice registered nurse, or local health agency stating that initial immunizations have been given and additional immunizations are in process under guidelines and schedules specified by the Commissioner of Health Services; or
2. they present a certificate from a physician, physician assistant, or advanced practice registered nurse stating that in the opinion of such physician,—medical provider immunization is medically contraindicated because of the physical condition of such child; ~~or~~ Such certification shall be provided on the medical exemption certificate form developed by the Department of Public Health and available on its website: or
3. they present a written statement from their parents or guardians that such immunization would be contrary to the religious beliefs of such child or his/her parent/guardians; such statement to be officially acknowledged by a notary public or a judge, a court clerk/deputy clerk, a town clerk, a justice of the peace, a Connecticut attorney, or a school nurse, and such religious exemption was granted prior to April 28, 2021 (by midnight April 27, 2021). Such student retains the exemption through grade twelve, even if the student transfers to another school in Connecticut; or

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**Note:** To be eligible for such an exemption, a student: (a) must have been enrolled in school in Grades K-12 on or before midnight April 28, 2021; and (b) must have submitted a valid religious exemption prior to midnight, April 27, 2021. Students must meet both conditions in order to be eligible for a religious exemption.

4. In the case of a child enrolled in pre-school or pre-kindergarten on or before April 28, 2021 whose parent/guardian appropriately submitted a statement necessary for the religious exemption shall have until September 1, 2022 to comply with Connecticut's required immunizations or within fourteen days after transferring to a different public or private school, whichever is later. The deadline for such pre-school/pre-K student complying with the immunization requirements can be altered if the school/district is provided with a written declaration from the child's physician, physician assistant or advanced practice registered nurse recommending a different immunization schedule for the child.
45. in the case of measles, mumps or rubella, present a certificate from a physician, physician assistant or advanced practice registered nurse or from the Director of Health in such child's present or previous town of residence, stating that the child has had a confirmed case of such disease; or



56. in the case of Hemophilus influenza type B has passed his or her fifth birthday; or
67. in the case of diphtheria, tetanus and pertussis, has a medical exemption confirmed in writing by a physician, physician assistant or advanced practice registered nurse (per C.G.S. 19a-7f).

The school nurse will report to the local Director of Health any occurrence of State of Connecticut defined reportable communicable diseases.

Note: In the situation regarding the religious exemption, a child is considered enrolled in school on or before April 28, 2121 as a parent/guardian provides documentation, consistent with District policy, establishing that such child is eligible to attend school in the district in the current or upcoming school year based upon age and residency, and that the family intends for the child to do so, whether the District refers to eligibility as "registration" or "enrollment." Families that took such steps, on or before April 28, 2021, toward having children attend Kindergarten for the 2020-2021 school year would be considered enrolled in the District as a Kindergarten student. Such a student would be eligible for a religious exemption if the student also provided a valid religious exemption statement by midnight on April 27, 2021. (CSDE Guidance-5/25/21)

### **Health Assessments/Interscholastic Sports Programs**

Any student participating in an interscholastic sports program must have a health assessment, within the past thirteen months prior to the first training session for the sport or sports. After the initial examination, repeat examinations are required every two years. Each participant in a sport program must complete a health questionnaire before participating in each sport.

Parents are expected to use the services of their private physician. If a student is unable to obtain a health assessment from his/her personal physician for financial or other reasons, an examination can be arranged with school medical advisor. Health assessment results shall be recorded on forms provided by the Connecticut State Board of Education, signed by the examining physician, school medical advisor or advisor's designee, filed in the student's health folder, and maintained up to date by the school nurse.

Coaches and physical education staff shall insure appropriate monitoring of an athlete's physical condition.

## Students

### Student Health Services (continued)

#### Student Medical Care at School

School personnel are responsible for the immediate care necessary for a student whose sickness or injury occurs on the school premises during school hours or in school-sponsored and supervised activities.

Schools shall maintain files of emergency information cards for each student. If a child's injury requires immediate care, the parent or guardian will be called by telephone by the nurse, the building principal, or other personnel designated by the principal, and advised of the student's condition. When immediate medical or dental attention is indicated, and when parents or guardians cannot be reached, the student will be transported to the nearest hospital unless otherwise indicated on the student's Emergency Information card. In this event, the family physician/dentist and school district medical advisor will be notified of school district actions.

(cf. 5125.11 - Health/Medical Records HIPAA)

(cf. 5142 - Student Safety)

(cf. 5141.3 - Health Assessments & Immunizations)

(cf. 5141.4 - Child Abuse and Neglect)

(cf. 5141.5 - Suicide Prevention)

(cf. 6142.1 - Family Life and Sex Education)

(cf. 6145.2 - Interscholastic/Intramural Athletics)

(cf. 6171 - Special Education)

Legal Reference: Connecticut General Statutes

10-203 Sanitation.

10-204a Required immunizations.

10-204c Immunity from liability

10-205 Appointment of school medical advisors.

10-206 Health assessments, as amended by PA 07-58 and PA 11-179.

10-206a Free health assessments.

10-207 Duties of medical advisers.

10-208 Exemption from examination or treatment.

## Students

### Student Health Services

Legal Reference: Connecticut General Statutes (continued)

10-208a Physical activity of student restricted; boards to honor notice.

10-209 Records not to be public. (as amended by P.A. 03-211)

10-210 Notice of disease to be given parent or guardian.

10-212 School nurses and nurse practitioners.

10-212a Administration of medicines by school personnel.

10-213 Dental hygienists.

10-214 Vision, audiometric and postural screening: When required; notification of parents re defects; record of results. (As amended by PA 96-229 An Act Concerning Scoliosis Screening)

10-214a Eye protective devices.

10-214b Compliance report by local or regional board of education.

10-217a Health services for children in private nonprofit schools. Payments from the state, towns in which children reside and private nonprofit schools.

Department of Public Health, Public Health Code – 10-204a-2a, 10-204a-3a and 10-204a-4

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).

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

Policy adopted: March 14, 2013

WINDSOR LOCKS PUBLIC SCHOOLS  
Windsor Locks, Connecticut

(Reviewed and approved by Policy Review Committee)



**EDUCATIONAL FIELD TRIP FOR RISE TRANSITION ACADEMY**  
**FORM G - PARENTS/GUARDIANS PERMISSION SLIP**  
**PAGE 2 CONTINUED**

**MEDICAL / EMERGENCY INFORMATION**

I give my permission to the teacher-in-charge of the trip(s) to Community Sites during the 2021-22 school year to seek emergency medical attention for \_\_\_\_\_.  
(Student's Name)

If emergency services are needed for my child, I request to be notified as soon as possible. I accept the responsibility for any expense incurred for that medical treatment.

\_\_\_\_\_  
Insurance Company

\_\_\_\_\_  
Insurance ID Number

\_\_\_\_\_  
Signature of Parent/Guardian

Emergency telephone numbers where I can be reached during the trip (include date, time for each):

\_\_\_\_\_  
Any unusual conditions (allergies, daily medications, etc.): \_\_\_\_\_

## Community Relations

### Communication with the Public

#### Parent Involvement

Considerable experience and related evidence indicates that meaningful involvement of parents, guardians, and other care-givers in the schooling of children improves the quality of education significantly. The Board of Education believes that closer connections of parents and others responsible for the home care of the children with our schools can result in enhanced academic performance, improved behavior, and reduced absenteeism.

Therefore, all parents, guardians, and care-givers of students enrolled in our school district are encouraged to take an active role in the education of their children.

Further, the Board of Education believes that the professional staff must take whatever steps are necessary to facilitate a broad variety of opportunities for parents to connect frequently with the schools in which their children are enrolled, and with the overall system. These steps should include the following:

- Parenting skills should be promoted and supported.
- Communication between home and school should be regular, two-way and meaningful. (Such communication may include monthly newsletters, electronic communications, required regular contact with all parents, two required flexible parent-teacher conferences for each school year and drop in hours for parents, home visits and use of technology, including but not limited to, homework hotlines.
- Parents should play an integral role in assisting student learning.
- Parents should be welcome in every school and their support and assistance sought.
- Parent input should be sought regarding decisions that affect children and families.
- Community resources should be made available to strengthen school programs, family practices and student learning.
- The two required parent-teacher conferences per year, beginning July 1, 2021 and each school year thereafter, can be fulfilled by the District offering parents the option of attending any parent-teacher conference by the use of telephonic, video, or other conferencing platforms.
- An additional parent-teacher conference, in addition to the two required conferences shall be conducted during periods when the District provides remote learning for more than three consecutive weeks and one additional parent-teacher conference every six months thereafter for the duration of such period of remote learning.

The District will request from the parent/guardian of each student the name and contact information of an emergency contact person who may be contacted if the student's parent/guardian cannot be reached to schedule a parent-teacher conference required when the District is providing remote learning for a period of three consecutive weeks or more.

In situations in which the teacher is unable to contact a student's parent/guardian after three attempts to schedule the required parent-teacher conference during a period of remote learning provided by the District for three consecutive weeks or more, such teacher is directed to report such inability to the principal, school counselor, or other school administrator designated by the Board of Education. Such principal, counselor, or administrator is to contact the student's emergency contact to determine the student and family's health and safety.

The Board shall utilize the document developed by the State Department of Education (by 12/1/21) that provides information concerning educational, safety, mental health and food insecurity resources and programs available to students and their families.

The Superintendent will report annually to the Board of Education on parent involvement activities.

Legal Reference: Connecticut General Statutes

[10-221\(f\)](#) Boards of Education to prescribe rule(s), policies, and procedures as amended by PA 97-290, P.A. 10-111, and P.A. 21-46, An Act Concerning Social Equity and the Health, Safety, and Education of Children.

Policy Adopted:

## Personnel - Certified/Non-Certified

### Required COVID-19 Vaccinations

The Board of Education (BOARD) recognizes the importance of protecting the health and safety of students, staff and the community during the COVID-19 pandemic. Therefore, in accordance with the Governor's Executive Order 13D, the Board requires that all staff within District schools, as defined by this policy, are required to receive at least one dose of a COVID-19 vaccine by September 27, 2021. Those not vaccinated by such date due to certain exemptions are required to be tested for COVID-19 on a weekly basis.

### Definitions

For purposes of this policy, the following definitions shall apply:

**“Fully vaccinated”** means at least 14 days have elapsed since a person has received the final dose of a vaccine approved for use against COVID-19 by the U.S. Food and Drug Administration, or as otherwise defined by the Centers for Disease Control.

**“School Board”** refers to the operator of any public or non-public preK through grade 12 school.

**“Covered Worker”** refers to all employees, both full and part-time, contractors, providers, assistants, substitutes, and other individuals working in a public or non-public pre-K to grade 12 school including individuals providing operational or custodial services or administrative support or any person whose job duties require them to make regular or frequent visits to any such schools.

Covered Worker does not include a contractor or employee of an outside vendor who visits a public or non-public pre-K through grade 12 school only to provide one-time or limited-duration repairs, services, or construction, or a volunteer.

### COVID-19 Vaccination Requirements

Vaccines shall be required as provided below.

**On or before September 27, 2021**, school boards (the Board) shall, prior to extending an offer of employment to, or entering into a contract for the in-person services of, a covered worker or an entity that employs a covered worker, require that any covered worker:

1. is fully vaccinated against COVID-19,
2. has received the first dose and has either received a second dose or has an appointment for the second dose in a two-dose series vaccination, such as Pfizer or Moderna vaccines, or has received a single-dose vaccine, such as Johnson & Johnson's Janssen vaccine,



## Personnel - Certified/Non-Certified

### Required COVID-19 Vaccinations

#### COVID-19 Vaccination Requirements (continued)

##### On or before September 27, 2021, (continued)

3. is exempt from this requirement because a physician, physician's assistant, or advanced practice registered nurse determined that the administration of COVID-19 vaccine is likely to be detrimental to the covered worker's health, or the covered worker objects to vaccination on the basis of a sincerely held religious or spiritual belief, and the covered worker is able to perform their essential job functions with a reasonable accommodation that is not an undue burden on the school board or child care facility; provided that any school board employee claiming such exemption shall apply for an exemption due to medical conditions or sincerely held religious or spiritual beliefs.

Each request for an exemption will be considered on an individualized, case by case basis. Employees who have applied for an exemption must provide appropriate supporting documentation upon request.

After September 27, 2021, the Board shall not employ, or maintain a contract for the provision of in-person services of, any covered worker or an entity that employs a covered worker, unless such covered worker:

1. is fully vaccinated against COVID-19,
2. has received the first dose and has either received a second dose or has an appointment for the second dose in a two-dose series vaccination, such as Pfizer or Moderna vaccines, or has received a single-dose vaccine, such as Johnson & Johnson's Janssen vaccine, or
3. is exempt from this requirement because a physician, physician's assistant, or advanced practice registered nurse determined that the administration of COVID-19 vaccine is likely to be detrimental to the covered worker's health, or the individual objects to vaccination on the basis of a sincerely held religious or spiritual belief, and the covered worker is able to perform their essential job functions with a reasonable accommodation that is not an undue burden on the school board or child care facility; provided that any school board or childcare facility employee claiming such exemption shall apply for an exemption due to medical conditions or sincerely held religious or spiritual beliefs.

Each request for an exemption will be considered on an individualized, case by case basis. Employees who have applied for an exemption must provide appropriate supporting documentation upon request.

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

### **Required COVID-19 Vaccinations**

#### **COVID-19 Vaccination Requirements** (continued)

After September 27, 2021, the Board will not employ, or contract for the provision of services from, any covered worker or entity that employs a covered worker subject to the conditions above and is not exempt who has received the first dose of a two-dose series vaccination but fails to receive the second dose on the appropriate date as recommended by CDC or at the scheduled appointment without good cause.

#### **Vaccination Verification and Testing for Covered Workers**

The school board shall authenticate, or where applicable require that the contractor providing the services of a covered worker authenticate, the vaccination status of covered workers, maintain documentation of vaccination or exemption of such covered workers and report compliance with this order, in a form and manner directed by the Department of Public Health.

Through this policy, or where applicable the Board direction to a contractor of a covered worker to implement a policy, covered workers who have not demonstrated proof of either full vaccination are required to submit to COVID-19 testing one time per week on an ongoing basis until fully vaccinated. Adequate proof of the test results on a weekly basis shall be presented to the school board. This requirement shall take effect on September 27, 2021.

#### **Acceptable Proof of Vaccination**

Covered workers may demonstrate proof of vaccination by providing one of the following:

1. CDC COVID-19 Vaccination Record Card or photo of the Vaccination Record Card;
2. Documentation from a health care provider or electronic health care records; or
3. State Immunization Information record.

Personal attestation will not be accepted as an acceptable form of proof of a COVID-19 vaccination. (*The Commissioner of Public Health may promulgate binding standards for authentication of a Vaccination Record Card.*)

#### **Violations and Enforcement**

Any covered worker who fails to comply with this policy shall not be allowed on the premises of the school board until the individual provides adequate proof of compliance or without prior written authorization of the employer.

The school board recognizes that it will be in violation of this policy, based on the Governor's Executive Order, when it permits a covered worker who has not complied with this policy to be in a pre-K through grade 12 school.

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

### **Required COVID-19 Vaccinations**

#### **Violations and Enforcement** (continued)

The school board also commits a violation if it fails to maintain documentation of vaccination, testing, or allowable exemptions as required.

The Board recognizes that if the State Department of Education (SDE) determines that the Board is not in compliance with the requirements of this policy, the SDE may require Board to forfeit a portion of the total sum which is paid to the school board from the State Treasury in an amount to be determined by the Commissioner of Education, which amount shall be not less than one thousand dollars nor more than ten thousand dollars.

Any forfeited amount shall be withheld from a grant payment, as determined by the Commissioner, during the fiscal year following the fiscal year in which noncompliance is determined. (The Commissioner of Education may waive such forfeiture if the Commissioner determines that the failure of a school board to comply with such a provision was due to circumstances beyond its control.)

Legal Reference      Connecticut General Statutes  
                                 10-145 Certificate necessary to employment. Forfeiture for noncompliance. Substitute teachers.  
                                 Governor's Executive Order No. 13D, August 19, 2021

Policy adopted:  
cps 8/21

## **Instruction**

### **Individualized Education Program/Special Education Program**

Any child, whether a student of the school district, of pre-school age, or between the ages of three and 22 years of age, inclusive, but not attending district schools, who is identified as being in need of a special program shall be referred to a "special education planning and placement team" (PPT) which shall make an evaluative study to determine whether the child is a child with a disability as defined in state and federal statutes and if special education is required and to establish the scope of the special education program.

Students receiving special education services under the Individuals with Disabilities Act (IDEA) remain eligible for such services up until their 22nd birthday or until they graduate from high school with a regular high school diploma, whichever comes first. The adult student or his/her parent/guardian will be asked by the District if the student wishes to receive the special education and related services outlined in their individualized education program (IEP) until they turn 22 years of age or they graduate with a regular high school diploma, whichever comes first.

A parent of a child, the State Department of Education, other state agencies available to District may initiate a request for an initial evaluation to determine if the child is a child with a disability. Initial evaluations using a variety of assessment tools and measures to gather relevant functional, developmental, and academic information, must be completed within 60 calendar days of the receipt of written parental consent, for the initial evaluation; or implement the student's IEP within 45 school days of a referral, (not counting the time necessary to obtain written parental consent to conduct the initial evaluation or to begin providing special education). The 45-school day requirement begins after the District receives a completed and signed PPT referral form or letter requesting a referral to the PPT process or per a timeline determined by the State. Exceptions to this timeframe include children moving between school districts and parental refusal to make a child available for evaluation, as provided by law. Assessments for disabled children who are transfer students shall be coordinated between the sending or receiving district in an expeditious manner.

The timeline for implementation of an IEP must occur within 60 school days of the PPT referral in those situations in which a student's IEP requires an out-of-district or private placement (not including the time it takes to obtain written parental consent).

The District will provide parents/guardians with State Department of Education information and resources relating to IEPs as soon as a child is identified as requiring special education.

### **Planning and Placement Team or Individualized Education Program Team**

The term "individualized education program team" or "IEP Team" means a group of individuals composed of -

- (i) the parents of a child with a disability
- (ii) not less than one regular education teacher of such child (if the child is, or may be, participating in the regular education environment);
- (iii) not less than one special education teacher, or where appropriate, not less than one special education provider of such child;
- (iv) a representative of the local educational agency who -
  - (I) is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of children with disabilities;
  - (II) is knowledgeable about the general education curriculum; and
  - (III) is knowledgeable about the availability of resources of the local educational agency;
- (v) an individual who can interpret the instructional implications of evaluation results, who may be a member of the team described in clauses (ii) through (vi);

- (vi) at the discretion of the parent or the agency, other individuals who have knowledge or special expertise regarding the child, including related services personnel as appropriate; and
- (vii) the school paraprofessional, if any, assigned to such child, and
- (viii) whenever appropriate, the child with a disability.

NOTE: An IEP Team member is not required to attend all or part of an IEP meeting if the parents and District agree that the team member's participation is not necessary because the member's area of the curriculum or related services is not being modified or discussed at the meeting. If the meeting does involve a modification or discussion of the member's area of the curriculum or related services, parents and the District can agree to excuse the member from attending all or part of the meeting if the member submits written input to the parent and the IEP Team prior to the meeting. Parental consent in writing is required in either case.

In addition to the above, the special education specialist, school psychologist, school nurse, school social worker, counselor, or other student service worker who has conducted an assessment of the student shall participate whenever the results or recommendations based on such assessment are significant to the development of the student's individualized education program and placement. Where the student is limited or non-English speaking, a district representative who is fluent in the student's primary language and who is knowledgeable about the process of second-language acquisition and competent in the assessment of limited English and non-English speaking individuals should be included.

Any member of the PPT employed by the Board of Education who discusses or makes recommendations concerning the provisions of special education and related services during a PPT meeting shall not be disciplined, suspended, or otherwise punished for such recommendations.

No birth-to-three coordinator or qualified personnel, as defined by C.G.S. 17a-248, who discusses or makes recommendations concerning the provision of special education and/or related services during a PPT meeting or in a transition plan shall be subject to discipline, suspension, termination or other punishment on the basis of such recommendations.

The parent/guardian or surrogate parent shall be given at least five (5) school days prior notice of any PPT meeting and shall have the right to be present and participate in all portions of such meetings at which an educational program for their child is developed, reviewed or revised. In addition, parents/guardians or surrogate parents have the right to be present at and participate in all portions of the PPT meeting at which an educational program for their child is developed, reviewed or revised. In addition, the parent/guardian/surrogate shall have advisors and the child's assigned paraprofessional, if any, and such child's birth-to-three service coordinator, if any, be present at and participate in all portions of the PPT meeting in which the child's educational program is developed, reviewed or revised and have the right to have such recommendation made in such child's birth-to-three individualized transition plan, if any, addressed by the PPT at which an educational program for such child is developed.

The District shall offer to meet with the student's parents/guardians, upon the request of the parents/guardians, after the student has been assessed for possible placement in special education and before the Planning and Placement Team (PPT) meets. The sole purpose of such meeting is to discuss the PPT process and any concerns the parent/guardian has about the student. The meeting will involve a member of the PPT designated by the District before the referral PPT meeting at which the student's assessments and evaluations will be discussed for the first time. This applies to students under evaluation for possible placement in special education.

Upon request of a parent/guardian, the District will provide the results of the assessments and evaluations used in the determination of eligibility for special education of a student at least three (3) school days before the referral PPT meeting at which such results of the assessment and evaluations will be discussed for the first time.

Parents/Guardians and the District may agree to conduct IEP meetings, and other meetings, through alternative means, such as including but not limited to, videoconferences or conference calls.

(a) **General.** The IEP for each child must include -

(1) An accurate statement of the child's present levels of academic achievement and functional performance based upon parental provider information, current classroom-based, local, state assessments and classroom-based observations, including -

- (i) How the child's disability affects the child's involvement and progress in the general education curriculum; or
- (ii) For preschool children, as appropriate, how the disability affects the child's participation in appropriate activities;

(2) A statement of measurable annual academic and functional goals that aim to improve educational results and functional performance for each child with a disability, related to -

- (i) Meeting the child's needs that result from the child's disability to enable the child to be involved in and progress in the general education curriculum;
- (ii) Meeting each of the child's other educational needs that result from the child's disability; and
- (iii) Providing a meaningful opportunity for the child to meet challenging objectives.

#### ***Alternate Assessments***

(iii) A statement of "benchmarks or short-term objectives" is required only with respect to students with disabilities who take alternate assessments aligned with alternate achievement standards.

If a child will participate in alternate assessments based on either general or alternate achievement standards, the IEP must explain why the child cannot participate in the regular assessment and why the alternate assessment selected is appropriate for the child.

The IEP/PPT Team may only recommend appropriate accommodation or use of alternate assessment, but may not exempt students with disabilities from the state assessment.

(3) A statement of the special education and related services and supplementary aids and services to be provided to the child, or on behalf of the child and a statement of the program modifications or supports for school personnel that will be provided for the child -

- (i) To advance appropriately toward attaining the annual goals;
- (ii) To be involved and progress in the general curriculum in accordance with paragraph (a)(1) of this section and to participate in extracurricular and other nonacademic activities; and
- (iii) To be educated and participate with other children with disabilities and non-disabled children in the activities described in this paragraph;

(4) A school must offer an IEP that is "reasonable calculated to enable a child to make progress appropriate in light of the child's circumstances." The child's educational program must be appropriately ambitious in light of his/her circumstances and every child should have the chance to meet challenging objectives. The IEP Team, in determining whether an IEP is reasonably calculated to enable a child to make progress should consider the child's:

- Previous rate or academic growth,
- Progress towards achieving or exceeding grade-level proficiency,
- Behaviors, if any, interfering with the child's progress, and
- Parent's input and any additional information provided by such parents.

The U.S. Supreme Court, in the *Endrew F* decision stated, "any review of an IEP must consider whether the IEP is reasonably calculated to ensure such progress, not whether it would be considered ideal. (137S.CT. at 99)

(5) An explanation of the extent, if any, to which the child will not participate with non-disabled children in the regular class and in the activities described in paragraph (a) (3) of this section;

(6) (i) A statement of any individual modifications in the administration of State or district-wide assessments of student achievement that are needed in order for the child to participate in the assessment; and

(7) The projected date for the beginning of the services and modifications described in paragraph (a)(3) of this section, and the anticipated frequency, location, and duration of those services and modifications; and

(8) A statement of -

(i) How the child's progress toward the annual goals described in paragraph (a)(2) of this section will be measured; and

(ii) How the child's parents will be regularly informed (through such means as periodic report cards), at least as often as parents are informed of their non-disabled children's progress, of -

(A) Their child's progress toward the annual goals; and

(B) The extent to which that progress is sufficient to enable the child to achieve the goals by the end of the year

(9) Reevaluation of a student's progress may not occur more than once a year unless agreed to by the parents and the District. Reevaluation must occur at least once every three years unless the parent and District agree that it is unnecessary.

NOTE: In order to make FAPE available to each eligible child with a disability, the child's IEP must be designed to enable the child to be involved in, and make progress in, the general education curriculum ("the same curriculum as for nondisabled children which is based on a State's academic content standards. This alignment must guide, and not replace the individualized decision-making required in the IEP process.")

(b) **Transition services.**

(1) The IEP must include -

(i) For each student beginning not later than the first IEP to be in effect when the child is fourteen, and younger if the PPT determines it appropriate, and updated annually, thereafter, appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills; and the transition services, including courses of study, needed to assist the student in reaching those goals.

(ii) For a student no longer eligible for services due to graduation from high school with a regular diploma or for a student who exceeds the age of eligibility under State law, a summary of the student's academic achievement and functional performance including recommendations on how to assist the student in meeting his/her postsecondary goals.

(2) If the IEP team determines that services are not needed in one or more of the areas specified in §300.27(c)(1) through (c)(4), the IEP must include a statement to that effect and the basis upon which the determination was made.

(c) **Transfer of rights.** Beginning not later than one year before a student reaches the age of majority under State law, the student's IEP must include a statement that the student has been informed of his or her rights under this title if any, that will transfer to the student on reaching the age of majority, consistent with §615(m)

(d) **Students with disabilities convicted as adults and incarcerated in adult prisons.** Special rules concerning the content of IEP's for students with disabilities convicted as adults and incarcerated in adult prisons are contained §612(a)(5)A.

(e) **Students with disabilities identified as deaf or hearing impaired.** For a child identified as deaf or hearing impaired, the PPT shall develop an IEP which includes a language and communication plan which shall address;

(i) the child's primary language or mode of communication;

- (ii) opportunities for direct communication between the child and his/her peers and professional personnel in the primary child's language or mode of communication;
- (iii) educational options available to the child;
- (iv) the qualifications of teachers and other professional personnel administering the plan for the child, including their proficiency in the child's primary language or mode of communication;
- (v) the accessibility of academic instruction, school services and extracurricular activities to the child;
- (vi) Assistive devices and services for the child;
- (vii) Communication and physical environment accommodations for the child; and
- (viii) An emergency communications plan that includes procedures for alerting the child of an emergency situation and ensuring that the specific needs of the child are met during the emergency situation. Such plan is to be developed for a student identified as deaf, hard of hearing, or both blind or visually impaired and deaf.

## **Transfers**

When an individual has been on an IEP in another school district, the PPT shall make an evaluative study of the student and develop an IEP for the student as though the student were newly referred, but the PPT may use the previous IEP (if available) in developing the new one.

If the transfer involves districts within Connecticut, the District will provide services "comparable to those described in the previously held IEP," until the District adopts the previously held IEP or develops, adopts, and implements a new IEP. If the student has transferred from another state, the District will provide services "comparable to those described in the previously held IEP," until the District conducts an evaluation, if deemed necessary, and if appropriate, develops a new IEP. If a student who is on an IEP transfers from this district to another, or to a private school, the written IEP and any additional records relating to the student's program and achievement shall be forwarded to the receiving school on the request of the receiving school and the individual's parent or guardian.

Prior to the enrollment of a District student in a technical education and career school, the District will convene a PPT in order to address such student's transition to the technical education and career school and ensure that such student's IEP reflects the current supports and services the student requires in order to access a Free and Appropriate Public Education (FAPE) in the least restrictive environment. A representative from the technical education and career school shall be invited to the PPT meeting.

## **Independent Educational Assessment**

If an independent educational assessment is necessary, it shall be conducted by a Connecticut credentialed or licensed professional examiner who is not employed by and does not routinely provide assessment for the State Department of Education or this District.

Legal Reference: Connecticut General Statutes

[10-76a](#) Definitions

[10-76b](#) State supervision of special education programs and services. Regulations. (as amended by PA 12-173)

[10-76d](#) Duties and powers of Boards of Education to provide special education programs and services. (as amended by June Special Session PA 15-5, Section 277 and PA 19-49 and PA 21-46 and PA 21-144)

[10-76ff](#) Procedures for determining if a child requires special education

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

[10-76h](#) Special education hearing and review procedure.

[10-76q](#) Special education at technical education and career schools (as amended by PA 21-144)

[10-76jj](#) Language and communication plan as part of individualized education program for child identified as deaf or hard of hearing (as amended by PA 19-~~188~~)



SDE Guidance Addressing Timeline for Initial Evaluations, Dec. 21, 2018  
State Board of Education Regulations  
34 C.F.R. 300 et seq. Assistance to States for Education of Handicapped Children.  
300.14 Special education definitions.  
300.340-349 Individualized education programs.  
300.503 Independent educational assessment.  
300.533 Placement procedures.  
300.550-556 Least restrictive environment.  
P.L. 108-446 The Individuals with Disabilities Education Improvement Act of 2004  
Rowley v. Board of Education, 485 U.S.-176 (1982)  
Endrew F. v. Douglas County School District RE-1, 15-827 U.S. (2017)  
A.M. v. N.Y. City Department of Education, 845F.3d 523, 541 (2d Cir.1997)  
Mrs. B., v. Milford Board of Education 103 F. 3d 1114, 1121 (2d Cir. 1997)  
A.R. v. Connecticut State Board of Education, 3:16-CV-01197 (CSH D. Conn. June 10, 2020)

**Policy adopted:**

Minutes from Board of Education Finance Subcommittee Meeting

October 13, 2021

Members Present: M. Byrne, D. Gragnolati

Members Absent: P. King

Administrators: S. Parkhurst, D. Solin

1. The meeting was called to order at 3:36 PM by Margaret Byrne.
2. Business Manager David Solin gave a FY 20-21 end of year budget status update.
3. The still relatively large encumbrances were discussed and highlighted the continued impact from COVID 19.
4. Business Manager David Solin gave a FY 21-22 budget status update.
5. He noted a number of budget transfers would be forthcoming to better reflect recent staffing changes.
6. A discussion of legal expenses and formulation of its encumbrance took place.
7. The FY 2022-23 budget calendar/timeline was presented and discussed
8. Meeting adjourned at 4:10 PM.

Respectfully Submitted,

David Solin

**Windsor Locks Public Schools - Budget Calendar**  
**Schedule of FY 2022-2023 Budget Creation**

Due Date	Activity
<b>November</b>	
11/1/21	Distribution of Building/Department Budget Spreadsheets & Guidelines for 22-23
<b>November</b>	
11/12/21	Technology & Facilities Budget due to Business Manager & Superintendent of Schools
11/22/21	Technology & Facilities Budget Review with Superintendent, Business Manager and Human Resource, PPS and Curriculum Directors
<b>December</b>	
12/09/21	Capital Improvement Budget Discussion at Board of Education Meeting
12/09/21	All Site Budgets due to Business Manager & Superintendent of Schools
12/13/21	Budget Review with Superintendent, Business Manager, Facilities Director, Human Resource, PPS and Curriculum Directors
TBD	Special Board of Education meeting to approve capital budget
12/20/21 12/21/21	Administrator Budget Review Meetings (individually) with Superintendent, Business Manager and Human Resource, PPS and Curriculum Directors (45 minutes per person), Facilities Director
TBD	Capital Request due to Town Finance
<b>January</b>	
TBD	Cabinet Review of Budget 22-23
TBD	BOE presentations to CIAC (Capital Improvements)
1/6/22 2:30 pm	Leadership Budget Review
1/8/22 8:30 am	Saturday Board of Education Budget Workshop (if needed)
1/13/22 6:00 pm	Board of Education Meeting Approval of Budget
1/20/22 6:00 pm	Special Board of Education Meeting Approval of Budget (if needed)
<b>February</b>	

2/1/22	Operating Budget due to Town Finance Office
TBD	Board of Education Presentation of Budget to Board of Finance
<b>March</b>	
TBD	BOE Capital Budget Presentation to Board of Finance
TBD	BOF finalize BOE budget
TBD	Appeals; Operating and Capital to Board of Finance
TBD	BOF prepares and finalizes town budget
<b>April</b>	
TBD	Town Public Hearing
<b>May</b>	
5/17/22 7:00 pm	Annual Town Budget Meeting & Vote

# **Windsor Locks Public Schools 21-22 Improvement Plan**



## **District & School 21-22 Improvement and Performance Plan**

# WLPS MISSION

Windsor Locks Public School's mission is as follows:

*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.*

The WLPS mission is grounded in the key core beliefs which are as follows:

- *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.*

## WLPS GOALS

**Goal 1:** *All students are engaged in their learning and challenged to achieve, grow and demonstrate mastery.*

**Goal 2:** *Use research-based practices to ensure achievement, growth and mastery.*

**Goal 3:** *Support every student through a diverse network of caring adults.*

**Goal 4:** *Provide a positive, equitable, safe and healthy climate for all.*

This mission/goals are supported by a theory of action for continuous improvement that is supported by a set of strategic goals and action steps in the WLPS District Improvement Plan.

## **Theory of Action**

### **Strategic Action 1.1**

If we create regular, structures, collaborative opportunities for staff to meet 3 times per month in grade level and/or content specific Professional Learning Communities (PLC) with a focus on curriculum, instruction and assessment, and a deep analysis of assessment data, then effective, personalized instructional strategies and student achievement and growth will improve for all students.

#### **Strategic 1.1 Action Steps:**

- We will commit to extensive professional development in the area of PLC's, curriculum development, assessment development, instructional strategies and interventions.
- We will commit to early release PLC time weekly as outlined in the district schedule.
- We will establish and practice a structure for peer observation through Learning Walks within PLC's each month.
- We will develop and revise the curriculum throughout the school year based on support from administration and feedback from the PLC teams, parents and students.
- We will create rigorous, authentic unit tasks that allow students to utilize the skills and knowledge gained in the classroom and beyond.
- We will meet in PLCs to discuss lesson planning (what we want each student to learn) and student performance through assessment results (how do we know and respond).
- We will explore the use of common formative assessments and school/department scoring guides, as part of our regular practice and use the results of these scoring guides to make purposeful, effective instructional choices that will appropriately challenge each student.

### **Strategic Action 1.2**

If we integrate Accountable Talk within our culture and motivate students to listen, respond critically, and defend their position with evidence and reasoning, then students will think at a higher level and demonstrate achievement and growth for all students.

#### **Strategic 1.2 Action Steps:**

- We will provide professional development on Academically Productive Talk that incorporates Accountable Talk.
- We will utilize PLC time to implement the Learning Walk model to observe and promote professional and respectful discourse that will improve our instructional strategies in the area of Academically Productive Talk.
- We will showcase and share exemplary lessons that promote the practice of Accountable Talk.
- We will all create and practice the norms and skills of Academically Productive Talk in our classrooms and professional discourse.

### **Strategic Action 1.3**

If we consistently and continuously discuss and monitor student progress through a multi-tiered measured systematic process, then scientifically-based interventions will improve student achievement and growth for all students.

Strategic 1.3 Action Steps:

- We will develop an SRBI process that will provide teachers with research-based interventions to improve student learning and behaviors.
- We will share common assessment data among PLC teams to create lessons with teaching strategies that improve student achievement.
- We will administer, disaggregate and share annual and benchmark assessment data with our teachers.

**Strategic Action 2.1**

- If we create, foster and deepen partnerships with families, community and businesses, then students will demonstrate growth and achievement improvements.

Strategic 2.1 Action Steps:

- We will communicate important highlights and upcoming events to our students, parents and the community through email blasts, social media and through *Education Everywhere*.
- We will seek feedback from parents, students and teachers and use the data to adjust school practices, procedures and policies as needed.
- We will provide staff and families a weekly newsletter entitled, *Thank Goodness It's Monday*.

**Indicators of Success**

**By May 2022, 100% of all K-8** students will demonstrate growth from Fall 2021 to Spring 2022 administration of *iReady*

**By May 2022, 70% of students in Grades 4-8** will meet or exceed growth targets in English Language Arts & Mathematics as measured by the *Smarter Balanced Assessment*

**By Fall 2022, 75% of Class of 2024** will demonstrate growth from Fall 2021 *PSAT* to Fall 2022 *PSAT*

**By March 2022, WLHS & WLMS Algebra 1 Curriculum** will be uniformed and consistent in how taught and assessed

**By August 31, 2021 and each year thereafter, 100% of our schools** will identify students below grade level/goal on state and local assessments to receive additional support to move students to grade level as part of the SRBI/Intervention process

**By September 1, 2021 and daily, district level Directors/Coaches and school-based interventionists,** will assist teachers on the use of Accountable Talk/Academically Productive Talk (year 21-23), Writing to Learn (year 23-25) and Effective Feedback (year 25-27)

**By May 2022, parent/family survey satisfaction of 85% or higher**

**By May 2022, student survey satisfaction of 85% or higher**

**By June 2022, chronic absenteeism end of year rate of 10% or lower**



## Windsor Locks High School 2021-2022

Theory of Action	Action Steps	Indicators of Success
<p>If we create regular, structures, collaborative opportunities for staff to meet 3 times per month in grade level and/or content specific Professional Learning Communities (PLC) with a focus on curriculum, instruction and assessment, and a deep analysis of assessment data, then effective, personalized instructional strategies and student achievement and growth will improve for all students.</p>	<p>Create a curriculum template calendar for each department with deadlines and process for approval.</p> <p>Professional Development for staff supporting the work with new curriculum template and other PLC documents.</p> <p>Implementation of tier 1 instructional strategies in all classrooms by teachers.</p> <ul style="list-style-type: none"> <li>● creation and use of regular formative assessments</li> </ul>	<p>100% of completed and posted units for each course.</p> <p>100% uniform use of WLPS templates and forms during PLC</p> <p>By May 2022, 100% completion of assessments; Creation and use of formative assessments.</p> <p>By September 2021 and each week thereafter, a consistent SRBI meeting will be conducted with posted agendas, consistent use of forms and development of student plans to support Tier 2 and Tier 3 instruction</p>
<p>If we integrate Accountable Talk within our culture and motivate students to listen, respond critically, and defend their position with evidence and reasoning, then students will think at a higher level and demonstrate achievement and growth for all students.</p>	<p>Development and implementation of SRBI cycle for tier 2 and 3 supports</p> <ul style="list-style-type: none"> <li>● create and use of assessments to determine mastery of skills</li> </ul> <p>Calibration of scoring to ensure a shared understanding of mastery.</p>	<p>Multi-year Outcome: Students exiting SRBI by 10% from Fall 2021 to Fall 2022</p> <p>Student grades reflect consistency among teachers of the same courses.</p>
<p>If we consistently and continuously discuss and monitor student progress through a multi-tiered measured systematic process, then scientifically-based interventions will improve student achievement and growth for all students.</p>	<p>Use of Assessment Tuning Protocols</p> <p>Professional Development for staff around the use of Accountable Talk</p> <p>Advisory teachers will ensure that students are consistently assigned to flex block opportunities either for support or enrichment.</p>	<p>100% staff completion forms after protocol completed.</p> <p>80% of classrooms, through classroom observations, learning walks, staff meetings and PLC time, accountable talk is observed.</p> <p>Flex Block Attendance. Decrease in the number of students ineligible by 15%</p>

<p>If we create, foster and deepen partnerships with families, community and businesses, then students will demonstrate growth and achievement improvements.</p>	<p>Guardian Guide shared with families - around the 15th of each month</p> <p>Consistent social media presence for school events, sports, announcements, clubs, etc.</p> <p>Participation in Student-led conferences</p> <p>Regularly update the school website with events, communications, etc.</p> <p>Continue to allow remote participation at events/meetings</p>	<p>9 Completed Guardian Guides during the 21-22 school year</p> <p>At least three (3) Social Media postings per week</p> <p>WLHS will be showcased at least 5 times on the twice monthly, <i>Education Everywhere</i> shows</p> <p>95% family attendance at Students-led Conferences</p> <p>Based on at least a 30% return rate, parent survey reflect effective communication with an 85% satisfaction rating</p> <p>Based on a at least a 40% return rate, student survey reflect an 85% satisfaction rating</p> <p>Increase in attendance at events/meetings by 10% throughout the year</p>
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## Pine Meadow Academy 2021-2022

Theory of Action	Action Steps	Indicators of Success
<p>If we create regular, structures, collaborative opportunities for staff to meet 3 times per month in grade level and/or content specific Professional Learning Communities (PLC) with a focus on curriculum, instruction and assessment, and a deep analysis of assessment data, then effective, personalized instructional strategies and student achievement and growth will improve for all students.</p>	<p>Develop and revise Big Picture Learning advisory curriculum based on student performance data, student work samples and classroom observations during PLC.</p> <p>Teachers will participate in monthly peer observations during advisory to inform PLC conversations.</p> <p>Provide teachers with professional development on Accountable Talk.</p> <p>Provide strategies to teachers on how to integrate Accountable Talk strategies on a by-weekly basis.</p>	<p>100% of completed and posted units for each course.</p> <p>100% uniform use of WLPS templates and forms during PLC</p> <p>By May 2022, 100% completion of assessments;</p> <p>100% staff completion forms after protocol completed.</p>
<p>If we integrate Accountable Talk within our culture and motivate students to listen, respond critically, and defend their position with evidence and reasoning, then students will think at a higher level and demonstrate achievement and growth for all students.</p>	<p>Implement Carnegie Math to provide a standardized approach to teaching math.</p> <p>Investigate, implement universal screening and progress monitoring tools that align with SAT's.</p> <p>Provide coaching for all teachers on strategies to utilize Accountable Talk in their individual content areas.</p> <p>Utilize PLC learning walk opportunities for staff to collaborate on the use of Accountable Talk strategies.</p>	<p>80% of classrooms, through classroom observations, learning walks, staff meetings and PLC time, accountable talk is observed.</p>

<p>If we consistently and continuously discuss and monitor student progress through a multi-tiered measured systematic process, then scientifically-based interventions will improve student achievement and growth for all students.</p>	<p>Conduct weekly SRBI meetings focusing on reviewing individual student data, setting goals and reviewing progress toward goals previously set, modifying as needed.</p>	
<p>If we create, foster and deepen partnerships with families, community and businesses, then students will demonstrate growth and achievement improvements.</p>	<p>Provide at least one show topic per month to <i>Education Everywhere</i></p> <p>Survey parents and students to seek feedback on the implementation of Big Picture Learning</p> <p>Collaborate with families and students to meet student needs, including attendance and special programming.</p> <p>Provide students with internship and community service opportunities</p> <p>Utilized parent link for notification</p>	<p>10 segments featuring Pine Meadow during the 21-22 school year on <i>Education Everywhere</i></p> <p>100% family attendance at Students-led Conferences</p> <p>Based on at least a 30% return rate, parent survey reflect effective communication with an 85% satisfaction rating</p> <p>Based on at least a 40% return rate, student survey reflect an 85% satisfaction rating</p> <p>Increase in attendance at events/meetings by 10% throughout the year</p>

## Windsor Locks Middle School 2021-2022

Theory of Action	Action Steps	Indicators of Success
<p>If we create regular, structures, collaborative opportunities for staff to meet 3 times per month in grade level and/or content specific Professional Learning Communities (PLC) with a focus on curriculum, instruction and assessment, and a deep analysis of assessment data, then effective, personalized instructional strategies and student achievement and growth will improve for all students.</p>	<p><b>Learning Walks</b> All teachers will engage in two 15-minute Learning Walks per month. All teachers will engage in one reflective conversation, based on findings of Learning Walks, once per month,</p> <p><b>Scoring Calibration</b> Instructional Specialists will lead each core academic PLC team in one scoring calibration per month.</p> <p><b>Curriculum Revision</b> Monthly, teachers will work collaboratively to create, revise, and/or document unit plans. WLMS teachers work vertically to ensure all departments are aligned to their WLHS counterparts.</p> <p><b>Special Education</b> Special Educators, with guidance from the Special Education</p>	<p>80% of classrooms will demonstrate increased academically productive talk, by students and adults, as observed through classroom, meeting visits.</p> <p>By June 2022, all teachers and departments will have comprehensive 2022-23 unit plans uploaded to a shared Google curriculum folder.</p> <p>By March 2022, , WLMS Algebra curriculum and assessments will be uniform and consistent to that of WLHS.</p>

	<p>Coordinator, will either meet as a Special Education PLC team OR integrate themselves into academic PLC teams, based on the nature of that day’s conversation.</p>	
<p>If we integrate Accountable Talk within our culture and motivate students to listen, respond critically, and defend their position with evidence and reasoning, then students will think at a higher level and demonstrate achievement and growth for all students.</p>	<p><b>Professional Learning</b> Engage in professional learning on Academically Productive Talk that integrates Accountable Talk.</p> <p><b>Learning walks</b> Use PLC time to implement reflective conversation on the Learning Walk model to promote professional discourse that will improve instructional strategies in the area of Academically Productive Talk.</p> <p><b>Integration into practice</b> Showcase or shout our exemplary lessons that promote the practice of Accountable Talk. Create and use norms and skills of Academically Productive Talk in all classrooms and in all professional discourse.</p>	<p>80% of teachers will be highlighted for excellence in classroom accountable talk.</p> <p>80% of classrooms will demonstrate increased academically productive talk, by students and adults, as observed through classroom, meeting visits.</p> <p>All WLMS students average a 3.00 on HOS 1: <i>“Communication and Participation”</i></p>
<p>If we consistently and continuously discuss and monitor student progress through a multi-tiered measured systematic process, then scientifically-based interventions will improve student achievement and growth for all students.</p>	<p><b>SRBI Calendar and Schedule</b> Administrators will create, communicate, and monitor the effectiveness of a consistent, school-wide SRBI schedule.</p> <p><b>Process</b> Align SRBI conversation and practice to the WLPS SRBI handbook and process.</p> <p><b>Tier 1 instruction</b> Classroom teachers consistently use Tier 1 instruction to problem solve for students’ lagging skills.</p> <p><b>Tier 2 &amp; 3 Intervention</b> Intervention teachers use research-based tools to problem solve for students whose progress has stalled at the Tier 1 level.</p>	<p>Clear and consistent documentation of all students who are receiving / have received intervention.</p> <p>100% of all students make demonstrate growth on <i>iReady</i> diagnostic from Fall to Spring</p> <p>75% of students will make standard growth on <i>iReady</i> Spring Diagnostic</p> <p>50% of all students make stretch growth on <i>iReady</i> Spring Diagnostic.</p> <p>70% of all WLMS students achieve SBAC growth targets on Spring ‘22 SBAC assessment</p>
<p>If we create, foster and deepen partnerships with families, community and businesses, then students will demonstrate growth and achievement improvements.</p>	<p>Maintain an active WLMS social media presence, including developing a teacher- and student-led approach.</p> <p>Create and update calendar of events on WLMS website.</p>	<p>Truancy rate for all WLMS students is less than 10% by June, 2022</p> <p>With at least a 30% return rate, Based on District Climate Survey responses, 85% of all families are happy with communication from WLMS</p>

	<p>Seek feedback from parents and students to adjust school practices, procedures, and policies, as needed.</p> <p>Work closely with parents and families to improve student attendance.</p>	<p>With at least a 40% return rate, Based on Climate Survey responses, 85% of all students will demonstrate satisfaction with WLMS</p> <p>WLMS will be showcased at least 5 times on the twice monthly, <i>Education Everywhere</i> shows</p>
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## South Elementary School 2021-2022

Theory of Action	Action Steps	Indicators of Success
<p>If we create regular, structures, collaborative opportunities for staff to meet 3 times per month in grade level and/or content specific Professional Learning Communities (PLC) with a focus on curriculum, instruction and assessment, and a deep analysis of assessment data, then effective, personalized instructional strategies and student achievement and growth will improve for all students.</p>	<p>Develop and revise curriculum based on feedback of student performance within PLC each month.</p> <p>Ensure that teachers participate in peer observation through classroom walk-throughs within PLC each month.</p> <p>Provide PD on Academically Productive Talk that integrates Accountable Talk.</p> <p>Provide PD on the EL ELA curriculum, ALL Block, and EL instructional practices.</p> <p>Integrate small group instruction into the Bridges math program.</p> <p>Create and revise pacing guides for all subject areas.</p> <p>Create and revise an assessment calendar for all subject areas.</p> <p>Create and maintain spreadsheets for SBAC and iReady data with scale scores to use for goal setting and monitoring.</p> <p>Analyze student data. reflect on the needs of students, and plan differentiated instruction based on student needs.</p> <p>Use PLC time to review student work and calibrate scoring practices.</p>	<p>By May 2022, all curriculum will be in the district common template/format</p> <p>100% of staff will complete and submit monthly PLC Learning Walk Sheets identifying Accountable Talk and Academic Productive Talk moves</p> <p>By May 2022, 100% of Grade 3-5 students will demonstrate growth on <i>iReady</i> diagnostic from Fall to Spring</p> <p>By May 2022, 75% of Grade 3-5 students will make standard growth on <i>iReady</i> diagnostic from Fall to Spring</p> <p>By May 2022, 50% of students will make stretch growth on <i>iReady</i> diagnostic from Fall to Spring</p> <p>By May 2022, 70% of all SES students will meet SBAC growth targets on Spring '22 assessment</p>

<p>If we integrate Accountable Talk within our culture and motivate students to listen, respond critically, and defend their position with evidence and reasoning, then all students will think at higher levels and demonstrate achievement and growth.</p>	<p>Use PLC time to implement Learning Walks to promote professional discourse that will improve instructional strategies in the area of Academically Productive Talk.</p> <p>Incorporate EL conversation cues and talk moves into daily instruction in order to teach students how to share ideas and be heard.</p> <p>Provide coaching for all teachers on protocols for Academically Productive Talk</p>	<p>80% of teachers will be highlighted for excellence in classroom accountable talk.</p> <p>80% of classrooms will demonstrate increased academically productive talk, by students and adults, as observed through classroom, meeting visits.</p>
<p>If we consistently and continuously discuss and monitor student progress through a multi-tiered measured systematic process, then scientifically-based interventions will improve student achievement and growth for all students.</p>	<p>Implement ALL Block to enhance Tier 1 differentiated instruction.</p> <p>Provide PD for all staff on new SRBI forms and practices.</p> <p>Schedule weekly SRBI meetings to discuss individual student progress and plan for interventions.</p> <p>Provide PD for interventionists on accelerative intervention strategies that change over time.</p>	<p>By May 2022, all Tier 2 and Tier 3 intervention students will demonstrate growth as measured on <i>iReady</i> from Fall to Spring</p>
<p>If we create, foster and deepen partnerships with families, community and businesses, then students will demonstrate growth and achievement improvements.</p>	<p>Provide at least one show topic per month to Education Everywhere.</p> <p>Survey parents and students twice a year to seek feedback to adjust school practices, procedures, and policies as needed.</p> <p>Create and update a calendar of events on our website.</p> <p>Send home Parent Link messages to inform parents of upcoming events and important information.</p> <p>Partner with community organizations to deepen partnerships with the community.</p> <p>Connect with businesses to partner on special projects for “Better World Day.”</p>	<p>SES will be showcased at least 5 times on the twice monthly, <i>Education Everywhere</i> shows</p> <p>Truancy rate for all SES students is less than 10% by June, 2022</p> <p>With at least a 30% return rate, based on District Climate Survey responses, 85% of all families are happy with communication from SES</p> <p>With at least a 40% return rate, based on Climate Survey responses, 85% of all students will demonstrate satisfaction with SES</p>

## North Street School 2021-2022

Theory of Action	Action Steps	Indicators of Success
<p>If we create regular, structures, collaborative opportunities for staff to meet 3 times per month in grade level and/or content specific Professional Learning Communities (PLC) with a focus on curriculum, instruction and assessment, and a deep analysis of assessment data, then effective, personalized instructional strategies and student achievement and growth will improve for all students.</p>	<p>Develop and revise curriculum based on feedback of student performance within PLC each month.</p> <p>Ensure that teachers participate in peer observation through classroom walk-throughs within PLC each month.</p> <p>Provide PD on Academically Productive Talk that integrates Accountable Talk throughout the 21-22 school year</p> <p>Integrate small group instruction into the Bridges math program daily</p> <p>Create and revise pacing guides for all subject areas.</p> <p>Create and revise an assessment calendar for all subject areas.</p> <p>Create and maintain spreadsheets for iReady data with scale scores to use for goal setting and monitoring.</p> <p>Analyze student data. reflect on the needs of students, and plan differentiated instruction based on student needs.</p> <p>Use PLC time to review student work and calibrate scoring practices.</p>	<p>By May 2022, all curriculum will be in the district common template/format</p> <p>100% of staff will complete and submit monthly PLC Learning Walk Sheets identifying Accountable Talk and Academic Productive Talk moves</p> <p>By May 2022, 100% of Grade K-2 students will demonstrate growth on <i>iReady</i> diagnostic from Fall to Spring</p> <p>By May 2022, 75% of Grade K-2 students will make standard growth on <i>iReady</i> diagnostic from Fall to Spring</p> <p>By May 2022, 50% of students will make stretch growth on <i>iReady</i> diagnostic from Fall to Spring</p>
<p>If we integrate Accountable Talk within our culture and motivate students to listen, respond critically, and defend their position with evidence and reasoning, then all students will think at higher levels and demonstrate achievement and growth.</p>	<p>Use PLC time to implement Learning Walks to promote professional discourse that will improve instructional strategies in the area of Academically Productive Talk.</p> <p>Provide coaching for all teachers on protocols for Academically Productive Talk.</p>	<p>80% of teachers will be highlighted for excellence in classroom accountable talk.</p> <p>80% of classrooms will demonstrate increased academically productive talk, by students and adults, as observed through classroom, meeting visits.</p>

<p>If we consistently and continuously discuss and monitor student progress through a multi-tiered measured systematic process, then scientifically-based interventions will improve student achievement and growth for all students.</p>	<p>Create and implement a multi-tiered systematic process of assessments, using both formative and summative assessments, aligned with scientifically-based effective instructional strategies</p> <p>Provide PD for all staff on new SRBI forms and practices.</p> <p>Monitor implementation of the SRBI process and protocols, including use of forms</p> <p>Schedule weekly SRBI meetings to discuss individual student progress and plan for interventions.</p>	<p>By May 2022, all Tier 2 and Tier 3 intervention students will demonstrate growth as measured on <i>iReady</i> from Fall to Spring</p>
<p>If we create, foster and deepen partnerships with families, community and businesses, then students will demonstrate growth and achievement improvements.</p>	<p>Provide at least one show topic per month to <i>Education Everywhere</i>.</p> <p>Survey parents and students twice a year to seek feedback to adjust school practices, procedures, and policies as needed.</p> <p>Create and update a calendar of events on our website.</p> <p>Send home Parent Link messages to inform parents of upcoming events and important information.</p> <p>Partner with community organizations to deepen partnerships with the community.</p>	<p>NSS will be showcased at least 5 times on the twice monthly, <i>Education Everywhere</i> shows</p> <p>Truancy rate for all NSS students is less than 10% by June, 2022</p> <p>With at least a 30% return rate, based on District Climate Survey responses, 85% of all families are happy with communication from NSS</p>



MEMORANDUM TO: MEMBERS OF THE BOARD OF EDUCATION

FROM: SHAWN L. PARKHURST, SUPERINTENDENT

DATE: OCTOBER 28, 2021

RE: UPDATE ON GOALS AND PROGRESS

**Chronic Absenteeism:**

Windsor Locks Public Schools continues to closely monitor student attendance with the goal to reduce our chronic absenteeism district wide to under 10%.

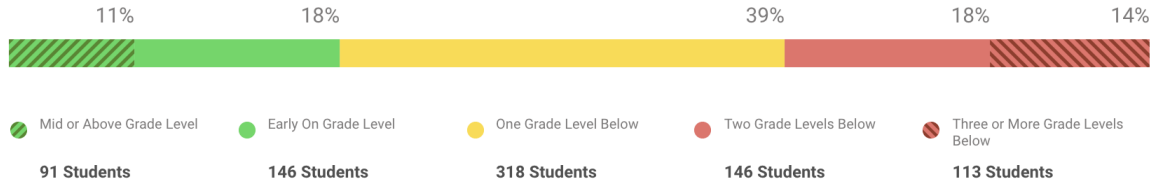
Chronic absenteeism by district and school for September for all learners (*definition of chronic absenteeism is missing 10% or more days of school; for September 2021 that would be 2 or more days*)

School	September 2021	September 2020
District	28.9%	20%
WLHS	32.0%	22%
WLMS	24.5%	18%
South	28.6%	16.8%
North	23.4%	17.2%

- Higher % overall than this time last year; keep in mind last year students/families had a remote option which is not in effect in 21-22
- Building-based attendance teams review data and communicate with families
- District level attendance letters provided to families five times year comparing their child’s attendance to that of their peers

Our Fall Diagnostic Assessment, using *iReady*, has been completed for students in grades 1-8 in the areas of Mathematics and Reading. These scores are a baseline for setting district, school and individual teacher goals for the 21-22 school year.

**District Level Report for Windsor Locks Students Grades 1-8 (READING)**



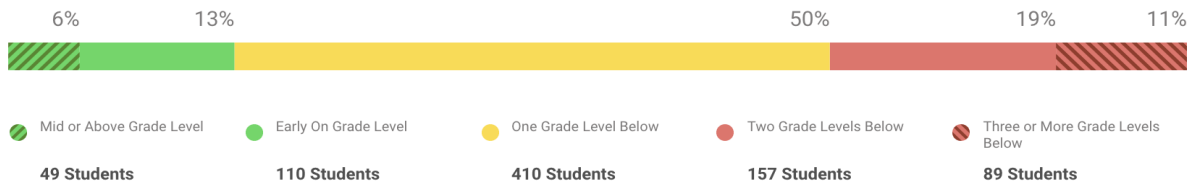
→ 29% of all Grade 1-8 students mastered **reading** standards in their current grade level

**District Goal for Grades 1-8 (READING)**

By February 2022, 52% of all students will be on or above grade level

By May 2022, 74% of all students will be on or above grade level

**District Level Report for Windsor Locks Students Grades 1-8 (MATHEMATICS)**



→ 19% of all Grade 1-8 students mastered **math** standards in their current grade level

**District Goal for Grades 1-8 (MATHEMATICS)**

By February 2022, 46% of all students will be on or above grade level

By May 2022, 73% of all students will be on or above grade level

**Grade Level Reading Data & Identified 21-22 Goals**

<b>Grade</b>	<b>September 2021 % at or above grade level</b>	<b>February 2022 Goal</b>	<b>May 2022 Goal</b>
1 <i>82 students</i>	13% <i>10 students</i>	53% <i>44 students</i>	95% <i>78 students</i>
2 <i>113 students</i>	14% <i>16 students</i>	44% <i>48 students</i>	73% <i>82 students</i>
3 <i>120 students</i>	42% <i>50 students</i>	62% <i>74 students</i>	82% <i>98 students</i>
4 <i>101 students</i>	37% <i>38 students</i>	60% <i>60 students</i>	84% <i>84 students</i>
5 <i>90 students</i>	27% <i>24 students</i>	49% <i>45 students</i>	71% <i>64 students</i>
6 <i>119 students</i>	26% <i>30 students</i>	44% <i>52 students</i>	62% <i>74 students</i>
7 <i>96 students</i>	28% <i>26 students</i>	45% <i>43 students</i>	63% <i>60 students</i>
8 <i>99 students</i>	43% <i>42 students</i>	57% <i>56 students</i>	71% <i>70 students</i>

*End of Year Goal set by % of students currently one grade level below and % of students two or more grade levels below*

**Grade Level Mathematics Data & Identified 21-22 Goals**

<b>Grade</b>	<b>September 2021 % at or above grade level</b>	<b>February 2022 Goal</b>	<b>May 2022 Goal</b>
1 <i>82 students</i>	9% <i>7 students</i>	50% <i>41 students</i>	92% <i>75 students</i>
2 <i>113 students</i>	9% <i>10 students</i>	39% <i>44 students</i>	70% <i>79 students</i>
3 <i>120 students</i>	14% <i>17 students</i>	42% <i>50 students</i>	71% <i>85 students</i>
4 <i>101 students</i>	26% <i>26 students</i>	56% <i>56 students</i>	85% <i>86 students</i>
5 <i>90 students</i>	27% <i>24 students</i>	54% <i>49 students</i>	81% <i>73 students</i>
6 <i>119 students</i>	23% <i>28 students</i>	48% <i>57 students</i>	72% <i>86 students</i>
7 <i>96 students</i>	24% <i>23 students</i>	48% <i>46 students</i>	72% <i>69 students</i>
8 <i>99 students</i>	24% <i>24 students</i>	46% <i>45 students</i>	67% <i>66 students</i>

*End of Year Goal set by % of students currently one grade level below and % of students two or more grade levels below*

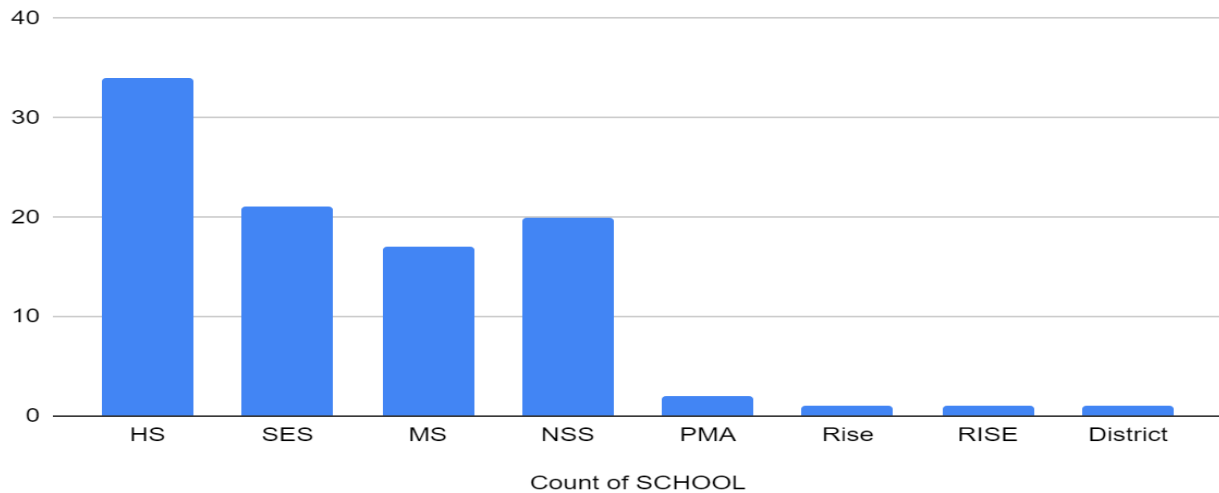
**Action Steps**

- By November 9, the respective building administrator will communicate with families, along with a **parent score report, of how to interpret the beginning of the year *iReady Diagnostic Scores***
- By November 9th and each week thereafter, **all students** Grades 1-8 that are below grade level will utilize *iReady My Path Learning Platform* **at least twice a week for a total of 45 minutes per week per subject (Mathematics & Reading)**
  - ◆ Building administrators and Directors of Curriculum, Instruction and Assessment will monitor student weekly usage reports, every Friday, to ensure fidelity in utilizing *iReady* resources and Learning Path
- **All Tier 2 and Tier 3 intervention students will use only the next steps for learning resources in *iReady*** as outlined in their personalized intervention plan
- Superintendent, Directors and Building Administrators will report on mid-year *iReady diagnostic scores* to the Board of Education at February 2022 meeting
- Superintendent, Directors and Building Administrators will report on end of year *iReady diagnostic scores* to the Board of Education at May 2021 meeting

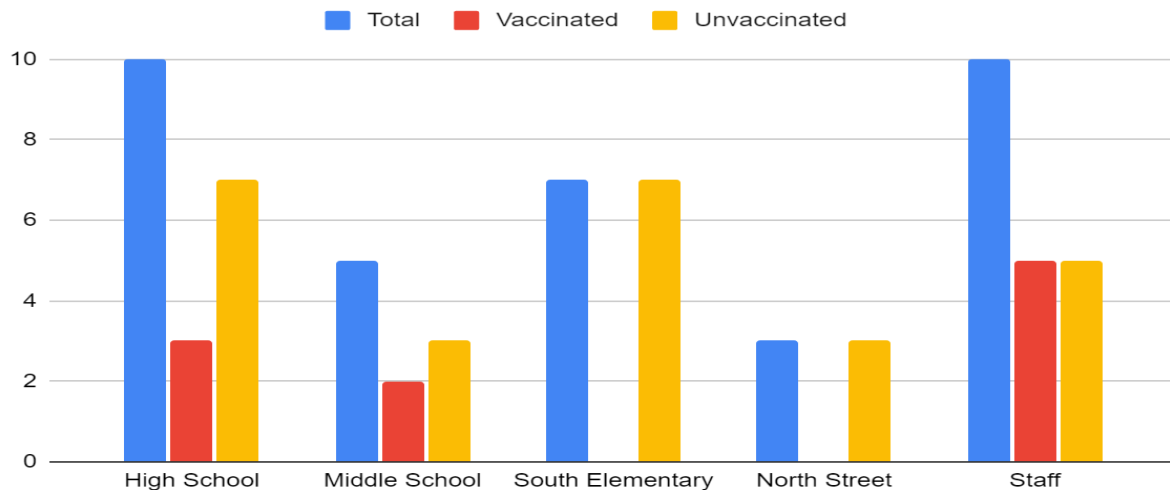
MEMORANDUM TO: MEMBERS OF THE BOARD OF EDUCATION  
 FROM: SHAWN PARKHURST, SUPERINTENDENT  
 DATE: OCTOBER 28, 2021  
 RE: COVID 19 UPDATE

This evening, Lisa Ciaffaglione, will provide the Board with an update on the covid cases in the district as well as the vaccine status.

School 20-21



School 21-22



MEMORANDUM TO: MEMBERS OF THE BOARD OF EDUCATION

FROM: SHAWN L. PARKHURST, SUPERINTENDENT

DATE: OCTOBER 28, 2021

RE: CANARX

As you may remember, the Board of Education approved the CanaRX, voluntary Prescription Purchase Program for employees at the February 25, 2021 Board meeting. Below, please see the informational flyer and enrollment sheets they would like to distribute for your review and approval.

**Possible Board Motion:**“Move that the Board of Education approve the distribution of the CanaRX information flyer and enrollment package as presented”



# Town of Windsor Locks & Board of Education



**TO:** Eligible Employees and Dependents  
**FROM:** Town of Windsor Locks, Board of Education & CANARX  
**DATE:** September 15th, 2021  
**SUBJECT:** Optional Prescription Program—\$0 COPAY!

**Brand Name medications  
delivered to your door for FREE!**

**NEW! WindsorLocksMeds welcomes the Board of Education to the program!**

WindsorLocksMeds is a cost-saving international mail order drug program for certain brand name prescriptions offered on a voluntary basis to eligible employees and dependents of the **Town of Windsor Locks** and, effective August 1st, 2021, to the **Board of Education**. This program is administered by CANARX and offered *in addition* to your current prescription plan.

**Advantages of joining the CANARX program:**

- \$0 COPAY for all prescriptions offered through the program.
- Prescriptions shipped directly to your home with no shipping and handling costs—no out-of-pocket expenses!
- Easy, convenient refill service.

**How does it work?**

- Check to see if a medication is offered (see attached list or call 1-866-893-6337).
- Ask your doctor for a prescription for a 3-month supply, with 3 refills.  
Note: Before ordering through CANARX, you or your doctor must attest that you have been taking your prescribed medication for at least 30 days—this is to ensure you have not experienced any complications with the medication.
- Submit documentation—completed enrollment form, prescription, and a copy of your photo ID. (See enrollment package for details.)
- CANARX will call you prior to each refill to ensure that you have a continuous supply of medications.
- Allow 4 weeks for delivery when ordering new medications.

**We're here to help!**

Should you have any questions regarding the WindsorLocksMeds program, please call CANARX toll free at 1-866-893-6337.

**CANARX CONTACT INFORMATION:**

**MAIL:** 235 Eugenie St. West, Suite 105D  
 Windsor, Ontario Canada N8X 2X7  
 - OR -  
 PO Box 3009  
 Windsor, Ontario Canada N8N 2M3

**PHONE:** 1-866-893-6337  
**FAX:** 1-866-715-6337



**Simple.  
Safe.  
Smart.**

This is a voluntary program and does not replace your current prescription plan.  
 Medications are dispensed and shipped directly to members from government-licensed pharmacies in Canada, the United Kingdom and Australia (Tier One countries).

# WindsorLocksMeds

## Introduction:

*WindsorLocksMeds* is an international mail order option for eligible Employees and their Dependents of the Town of Windsor Locks and Board of Education. For your convenience, a list of eligible medications is located on the back of this page.

## Program Savings:

All member copayments have been waived for this prescription drug program **only**. In addition, by enrolling in this program you will save your health plan substantially on the cost of these medications. It is truly a **WIN/WIN** for both you and the health plan.

- ✓ **FREE Brand Name Medications - ZERO Copays!**
- ✓ **No Shipping and Handling Charges to You!**

## Ordering Instructions:

To place your first order please submit: a completed enrollment form; a new prescription for each medication; and a copy of your photo identification\*.

*\*Similar to a number of states in the US, some Canarx pharmacies require a copy of photo ID be provided prior to dispensing the medications. In order to prevent order delays, we encourage patients to include a clear copy of their photo identification with their enrollment form or upload directly to our secure site [www.CanarxDocs.com](http://www.CanarxDocs.com). If not included, a Canarx representative will contact you when required by the pharmacy dispensing your medications.*

Ask your doctor for a prescription for a **3 month supply** with **3 refills**. We will call you prior to each renewal to ensure that you have a continuous supply. Please allow 4 weeks for delivery.

Medications must be tried for 30 days before ordering through *WindsorLocksMeds*.

**RETURN YOUR COMPLETED AND SIGNED ENROLLMENT FORM AND ORIGINAL PRESCRIPTIONS:**



**BY FAXING TO: 1-866-715-MEDS (6337) TOLL FREE**

*Faxed prescriptions are ONLY accepted if sent directly from the physician's office.*

**OR**



**BY MAILING TO: *WindsorLocksMeds***

235 Eugenie St. West  
Suite 105D  
Windsor, ON, Canada  
N8X 2X7

OR  
P.O. Box 3009  
Windsor, ON, Canada  
N8N 2M3

## More forms are available:

Additional forms may be obtained at your human resources department or by contacting our Customer Service Representatives toll free at **1-866-893-(MEDS) 6337**.

**WELCOME TO** *WindsorLocksMeds*



<b>ABILIFY (G) 2MG</b>	<b>CYMBALTA (G) 20MG</b>	JARDIANCE 25MG	SENSIPAR 60MG
<b>ABILIFY (G) 5MG</b>	<b>CYMBALTA (G) 30MG</b>	JENTADUETO 2.5MG-500MG	SEREVENT DISKUS 50MCG
<b>ABILIFY (G) 10MG</b>	<b>CYMBALTA (G) 60MG</b>	JENTADUETO 2.5MG-850MG	SEROQUEL XR 50MG
<b>ABILIFY (G) 15MG</b>	DALIRESP 500MCG	JENTADUETO 2.5MG-1000MG	SEROQUEL XR 150MG
<b>ABILIFY (G) 20MG</b>	DEXILANT DR 30MG	JUBLIA 10%	SEROQUEL XR 200MG
<b>ABILIFY (G) 30MG</b>	DEXILANT DR 60MG	KAZANO 12.5/1000MG	SEROQUEL XR 300MG
ACIPHEX 20MG	<b>DIOVAN (G) 40MG</b>	<b>KEPPRA (G) 250MG</b>	SEROQUEL XR 400MG
ACTONEL 35MG	<b>DIOVAN (G) 80MG</b>	<b>KEPPRA (G) 500MG</b>	SIMBRINZA 1%/0.2%
ACTONEL 150MG	<b>DIOVAN (G) 160MG</b>	<b>KEPPRA (G) 750MG</b>	SOOLANTRA 1%
ACTOPLUS 15MG-850MG	<b>DIOVAN (G) 320MG</b>	<b>KEPPRA (G) 1000MG</b>	SPIRIVA 18MCG
<b>ACTOS (G) 15MG</b>	DIVIGEL 0.25MG	KOMBIGLYZE XR 2.5MG/1000MG	SPIRIVA RESPIMAT 2.5MCG
<b>ACTOS (G) 30MG</b>	DIVIGEL 0.5MG	KOMBIGLYZE XR 5MG/500MG	STIOLTO RESPIMAT 2.5/2.5MCG
<b>ACTOS (G) 45MG</b>	DIVIGEL 1MG	KOMBIGLYZE XR 5MG/1000MG	STRATTERA 10MG
ADVAIR DISKUS 100MCG	DUAVEE 0.45-20MG	LATUDA 20MG	STRATTERA 18MG
ADVAIR DISKUS 250MCG	DULERA 100MCG/5MCG	LATUDA 40MG	STRATTERA 25MG
ADVAIR DISKUS 500MCG	DULERA 200MCG/5MCG	LATUDA 60MG	STRATTERA 40MG
ADVAIR HFA 45/21MCG	EDARBI 40MG	LATUDA 80MG	STRATTERA 60MG
ADVAIR HFA 115/21MCG	EDARBI 80MG	LATUDA 120MG	STRATTERA 80MG
ADVAIR HFA 230/21MCG	EDARBYCLOR 40MG/12.5MG	LESCOL XL 80MG	STRATTERA 100MG
ALOCRI 2%	EDARBYCLOR 40MG/25MG	LEXIVA 700MG	SYNJARDY 5MG/500MG
ALOMIDE 0.1%	EDECIN 25MG	LUMIGAN 0.01%	SYNJARDY 5MG/1000MG
ALPHAGAN-P 0.15%	<b>EFFIENT (G) 5MG</b>	MESNEX 400MG	SYNJARDY 12.5MG/500MG
ALREX 0.2%	<b>EFFIENT (G) 10MG</b>	MESTINON TS 180MG	SYNJARDY 12.5MG/1000MG
ALVESCO 80MCG 100MCG	ELIQUIS 2.5MG	MICARDIS HCT 40/12.5MG	TARKA 2/180MG
ALVESCO 160MCG 200MCG	ELIQUIS 5MG	MICARDIS HCT 80/12.5MG	TARKA 4/240MG
ANORO ELLIPTA 62.5/25MCG	ENTRESTO 24MG-26MG	MICARDIS HCT 80/25MG	TASMAR 100MG
ANZEMET 100MG	ENTRESTO 49MG-51MG	MIRAPEX ER 0.375MG	TECFIDERA 120MG
APTIOM 200MG	ENTRESTO 97MG-103MG	MIRAPEX ER 0.75MG	TECFIDERA 240MG
APTIOM 400MG	EPIPEN 0.3MG	MIRAPEX ER 1.5MG	TEKTURNA 150MG
APTIOM 600MG	EPIPEN JR 0.15MG	MIRAPEX ER 2.25MG	TEKTURNA 300MG
APTIOM 800MG	EPIVIR / HBV 100MG	MIRAPEX ER 3MG	TIVICAY 50MG
ARNUIITY ELLIPTA 100MCG	EUCRISA 2%	MIRAPEX ER 3.75MG	<b>TOPICORT CREAM (G) 0.25%</b>
ARNUIITY ELLIPTA 200MCG	EVISTA 60MG	MIRAPEX ER 4.5MG	TRADJENTA 5MG
AROMASIN 25MG	EXELON 4.6MG/24HR	MIRVASO 0.33%	TRAVATAN Z 0.004%
ASACOL HD 800MG	EXELON 9.5MG/24HR	MOTEGRITY 1MG	TRELEGY ELLIPTA 100-62.5-25MCG
ASMANEX TWISTHALER 110MCG	EXELON 13.3MG/24HR	MOTEGRITY 2MG	TRIBENZOR 20/5/12.5MG
ASMANEX TWISTHALER 220MCG	EXFORGE HCT 160/12.5/5MG	MULTAQ 400MG	TRIBENZOR 40/5/12.5MG
ASTAGRAF XL 5MG	EXFORGE HCT 160/12.5/10MG	NAMENDA 10MG	TRIBENZOR 40/5/25MG
ATACAND 4MG	EXFORGE HCT 160/25/5MG	NATAZIA 3/2-2/2-3/1MG	TRIBENZOR 40/10/12.5MG
ATACAND 8MG	EXFORGE HCT 160/25/10MG	NESINA 6.25MG	TRIBENZOR 40/10/25MG
ATACAND 16MG	EXFORGE HCT 320/25/10MG	NESINA 12.5MG	TRINTELLIX 5MG
ATACAND 32MG	FARESTON 60MG	NESINA 25MG	TRINTELLIX 10MG
ATACAND HCT 16MG/12.5MG	FARXIGA 5MG	NEUPRO 1MG	TRINTELLIX 20MG
ATACAND HCT 32MG/12.5MG	FARXIGA 10MG	NEUPRO 2MG	TRIUMEQ 600-50-300MG
ATELVIA DR 35MG	FETZIMA 20MG	NEUPRO 3MG	TUDORZA PRESSAIR 400MCG
ATROVENT HFA 20UG	FETZIMA 40MG	NEUPRO 4MG	TWYNSTA 40/5MG
AUBAGIO 14MG	FETZIMA 80MG	NEUPRO 6MG	TWYNSTA 40/10MG
AZOPT 1%	FETZIMA 120MG	NEUPRO 8MG	TWYNSTA 80/5MG
AZOR 20/5MG	FLOVENT 44MCG 50MCG	NEXIUM 20MG	TWYNSTA 80/10MG
AZOR 40/5MG	FLOVENT 110MCG 125MCG	NEXIUM 40MG	ULORIC 80MG
AZOR 40/10MG	FLOVENT 220MCG 250MCG	NEXIUM DR 10MG	URSO 250MG
BECONASE AQ 42MCG	FLOVENT DISKUS 100MCG	NEXLIZET 180MG-10MG	VELPHORO 500MG
<b>BENICAR (G) 20MG</b>	FLOVENT DISKUS 250MCG	ONGLYZA 2.5MG	VENTOLIN HFA 90MCG
<b>BENICAR (G) 40MG</b>	FOSRENOL CHEW 500MG	ONGLYZA 5MG	VIIBRYD 10MG
<b>BENICAR HCT (G) 20MG/12.5MG</b>	FOSRENOL CHEW 750MG	OSPHENA 60MG	VIIBRYD 20MG
<b>BENICAR HCT (G) 40MG/12.5MG</b>	FOSRENOL CHEW 1000MG	OTEZLA 30MG	VIIBRYD 40MG
<b>BENICAR HCT (G) 40MG/25MG</b>	FOSRENOL POWDER 750MG	<b>PAXIL CR (G) 12.5MG</b>	VIREAD 300MG
BETIMOL 0.25%	FOSRENOL POWDER 1000MG	<b>PAXIL CR (G) 25MG</b>	VRAYLAR 1.5MG
BETIMOL 0.5%	GENVOYA 150-150-200-10MG	PRADAXA 75MG	VRAYLAR 3MG
BETOPTIC S 0.25%	GILENYA 0.5MG	PRADAXA 150MG	VRAYLAR 4.5MG
BIKTARVY 50MG-200MG-25MG	GLUMETZA ER 1000MG	PREVACID SOLUTAB 15MG	VRAYLAR 6MG
BINOSTO 70MG	GLYXAMBI 10MG/5MG	PREVACID SOLUTAB 30MG	VYTORIN 10/10MG
BREO ELLIPTA 100/25MCG	GLYXAMBI 25MG/5MG	PREZISTA 800MG	VYTORIN 10/20MG
BREO ELLIPTA 200/25MCG	INCRUSE ELLIPTA 62.5MCG	PRISTIQ 50MG	VYTORIN 10/40MG
BRILINTA 60MG	INDERAL LA 60MG	PRISTIQ 100MG	VYTORIN 10/80MG
BRILINTA 90MG	INDERAL LA 80MG	<b>PROZAC (G) 20MG</b>	WELCHOL 625MG
BYSTOLIC 2.5MG	INDERAL LA 120MG	QTERN 10-5MG	WELCHOL PACKET 3.75G
BYSTOLIC 5MG	INDERAL LA 160MG	QVAR REDIHALER 40MCG	<b>WELLBUTRIN XL (G) 150MG</b>
BYSTOLIC 10MG	INVEGA 3MG	QVAR REDIHALER 80MCG	<b>WELLBUTRIN XL (G) 300MG</b>
BYSTOLIC 20MG	INVEGA 6MG	RANEXA 500MG	XADAGO 50MG
CADUET 5/10MG	INVEGA 9MG	RAPAMUNE 0.5MG	XADAGO 100MG
CADUET 5/20MG	INVOKAMET 50MG-500MG	RAPAMUNE 2MG	XARELTO 2.5MG
CADUET 5/40MG	INVOKAMET 50MG-1000MG	RENAGEL 800MG	XARELTO 10MG
CADUET 5/80MG	INVOKAMET 150MG-500MG	RENVELA 800MG	XARELTO 15MG
CADUET 10/10MG	INVOKAMET 150MG-1000MG	RESTASIS MULTIDOSE 0.05%	XARELTO 20MG
CADUET 10/20MG	INVOKANA 100MG	RESTASIS VIALS 0.05%	XELJANZ 5MG
CADUET 10/40MG	INVOKANA 300MG	REXULTI 0.25MG	XELJANZ 10MG
CADUET 10/80MG	IRESSA 250MG	REXULTI 0.5MG	XELJANZ XR 11MG
CARDURA XL 4MG	JALYN 0.5MG/0.4MG	REXULTI 1MG	XENICAL 120MG
CARDURA XL 8MG	JANUMET 50/500MG	REXULTI 2MG	XIGDUO XR 5/1000MG
COMBIGAN 0.2-0.5%	JANUMET 50/1000MG	REXULTI 3MG	XIGDUO XR 10/500MG
COMBIVENT RESPIMAT 20MCG/100MCG	JANUMET XR 50MG/500MG	REXULTI 4MG	XIGDUO XR 10/1000MG
COMTAN 200MG	JANUMET XR 50MG/1000MG	RYBELSUS 3MG	YAZ 3/0.02MG
<b>CRESTOR (G) 5MG</b>	JANUMET XR 100MG/1000MG	RYBELSUS 7MG	ZELAPAR 1.25MG
<b>CRESTOR (G) 10MG</b>	JANUVIA 25MG	RYBELSUS 14MG	<b>ZETIA (G) 10MG</b>
<b>CRESTOR (G) 20MG</b>	JANUVIA 50MG	SAPHRIS 5MG	ZYCLARA PACKET 3.75%
<b>CRESTOR (G) 40MG</b>	JANUVIA 100MG	SAPHRIS 10MG	
	JARDIANCE 10MG	SENSIPAR 30MG	

**NOTE:** Medication names appearing with (G) are available in a Generic version from your local or U.S. mail order pharmacy. This list is subject to change. Please call 1-866-893-6337 toll free to verify the availability of your medication through this program.

Please return completed enrollment form by one of the following methods:

MAIL TO: **WINDSORLOCKSMEDS** ADDRESS: **PO Box 3009, WINDSOR, ONTARIO CANADA N8N 2M3**  
 UPLOAD TO: **WWW.CANARXDOCS.COM** (Secure upload site.)  
 FAX TO: **1-866-715-6337** (NOTE: Faxed prescriptions must be sent **directly** from the physician's office.)

For more information, please call:

TOLL-FREE PHONE: **1-866-893-6337**

NAME OF EMPLOYER

### PATIENT INFORMATION (PLEASE PRINT)

DATE OF BIRTH (MM/DD/YYYY)

MEMBER ID #

PHONE (HOME)

PHONE (CELL)

PHONE (WORK)

EXT.

EMAIL ADDRESS

FIRST NAME

INITIAL

LAST NAME

STREET ADDRESS

CITY

STATE

ZIP CODE

SUBSCRIBER

SPOUSE

DEPENDENT

### CURRENT MEDICATIONS / VITAMINS THIS IS NOT A PRESCRIPTION.

LIST ALL: **PRESCRIPTION, NON-PRESCRIPTION AND OVER-THE-COUNTER** MEDICATIONS; **HERBAL, NUTRITIONAL AND VITAMIN** SUPPLEMENTS.

NAME OF MEDICATION <i>Ex. JANUVIA</i>	DOSAGE <i>Ex. 50MG</i>	TIME(S) TO TAKE <i>Ex. TWICE DAILY</i>	DATE STARTED <i>Ex. 08/20/2019</i>	REASON FOR TAKING <i>Ex. DIABETES</i>

**NEW-TO-YOU MEDICATIONS** MUST BE DOMESTICALLY PRESCRIBED, FILLED AND TAKEN FOR A PERIOD OF **NO LESS THAN 30 DAYS** BEFORE ORDERING THROUGH THIS PROGRAM. **PLEASE ASK YOUR PHYSICIAN TO ISSUE A PRESCRIPTION FOR A 3-MONTH SUPPLY OF MEDICATION WITH 3 REFILLS.**

PRESCRIPTION IS ATTACHED

PRESCRIPTION WILL FOLLOW BY MAIL

PRESCRIPTION WILL BE FAXED FROM PHYSICIAN'S OFFICE

### MEDICAL HISTORY (If you require more space, please attach a separate piece of paper.)

MALE

FEMALE

1. **OPERATIONS** (EX. HYSTERECTOMY, GALL BLADDER, HEART OPERATIONS, ETC.):

2. **HOSPITALIZATIONS** (STAYS IN HOSPITAL DURING THE PAST 5 YEARS):

3. **MEDICAL CONDITIONS** (ONGOING - EX. TYPE 1 DIABETES MELLITUS, VASCULITIS, OSTEOPOROSIS, ETC.) — **NOTE:** Please refrain from using generic terms such as **"heart disease"** as this could indicate any number of conditions such as valvular heart disease, heart failure, a bradyarrhythmia, a tachyarrhythmia, a ventricular conduction delay, etc.

4. **DRUG ALLERGIES:**  YES  NO IF YES, PLEASE SPECIFY.

### AUTHORIZATION - IF THE PATIENT IS A DEPENDENT CHILD UNDER AGE 18

I certify this to be a true and accurate statement of my Dependent's medical history. I confirm that he/she has been, and will be, regularly monitored by a U.S. Physician and has had a physical examination within the past 12 months. I verify that he/she has taken the above listed medications for a period of more than 30 days. I certify that I have read, understand and agree to the Terms of Agreement on the reverse, or in absence, confirm it was read and understood on the website prior to signature, and that the information provided above is accurate and true.

Parent's/Guardian's Signature:

Date:

(MM/DD/YYYY)

### AUTHORIZATION - IF THE PATIENT IS THE SUBSCRIBER, SPOUSE OR A DEPENDENT CHILD AGE 18 AND OVER

I certify that I have read, understand and agree to the Terms of Agreement on the reverse, or in absence, confirm it was read and understood on the website prior to signature, and that the information provided by me is accurate and true.

Patient's Signature:

Date:

(MM/DD/YYYY)

## CONFIRMATION AND REPRESENTATIONS

*I enter into this agreement with Canarx Group Inc. at Christ Church, Barbados (referred to as "Canarx") so that I may obtain access to medically-necessary and lawfully prescribed drugs at low costs. I represent:*

1. I am of the age of majority in the jurisdiction in which I ordinarily reside.
2. I am not restricted from making my own medical decisions under the laws of the jurisdiction in which I ordinarily reside.
3. I certify that I am a resident of the United States and not a resident of any other country.
4. I am under the care of a duly qualified and licensed physician in the United States (my "U.S. physician") and the medicine that I ask Canarx to assist me in obtaining was prescribed for me by my U.S. physician.
5. My U.S. physician has examined me within the last 12 months and will examine me at least once every 12 months while I am taking medicine.
6. Any medicine that I ask Canarx to assist me in obtaining is medicine that I have already taken, under my U.S. physician's orders and supervision, for at least 30 days prior to placing an order for the medicine through Canarx.
7. My care by my U.S. physician is ongoing and I do not seek and will not rely on any medical information from Canarx or any Canarx selected physician.
8. I have not violated any laws in the jurisdiction in which I ordinarily reside (or, if different, in the jurisdiction in which the prescription was issued) in obtaining the prescription for the ordered product.
9. The prescription issued by my U.S. physician has not been altered in any way nor has it been filled previously.
10. I will use any medications obtained for me through Canarx strictly in accordance with the instructions provided by my U.S. physician.
11. The medicine dispensed in accordance with my prescription will not be used in any way whatsoever except as directed by my U.S. physician.
12. I will not permit anyone else to use the prescription or any medications which I receive.
13. In the event that I suffer any side effects from any medication obtained for me by Canarx, I will immediately contact my U.S. physician.
14. All information that I give to Canarx is true.

## AUTHORIZATION AND CONSENT

*I consent to, and authorize, the following:*

1. I hereby appoint Canarx and its delegates and contractors (collectively referred to as "Canarx") as my paid agents and attorneys-in-fact for the purposes of obtaining prescriptions which correspond to the prescriptions issued by my U.S. physician; selecting physicians, pharmacists, and other professionals as necessary to serve me outside the U.S.; and of arranging for pharmacies to dispense to me medications as prescribed.
2. Canarx may perform any act that I could myself perform in having my prescription reviewed by any physician, pharmacist, or pharmacy technician and in having the prescribed medication dispensed by a pharmacy and delivered to me by mail.
3. Canarx may arrange the purchase and delivery of the medications prescribed to me, on the terms set forth in this agreement, as if I personally took such actions.
4. I authorize and instruct my U.S. physician to release to Canarx (and any Canarx selected physician, pharmacist, and pharmacy technician) any and all personal medical information pertaining to me ("Personal Medical History"), including but not limited to all medical records, medical reports, progress notes, nurses' notes, reports on diagnostic tests, medical opinions, Xray records, imaging records, laboratory reports, and/or any other knowledge or information which my U.S. physician may possess.
5. I agree to instruct my U.S. physician to issue my prescription on paper (if necessary for dispensing by a pharmacy located outside my U.S. physician's jurisdiction) and to send (by mail, by fax, via the internet or otherwise) to Canarx from my U.S. physician's office the original signed copy of the prescription.
6. Canarx and its selected physicians, pharmacists, and pharmacy technicians may contact my U.S. physician to discuss my prescription if necessary.
7. Canarx selected physicians may issue prescriptions for medications I have ordered if they deem it advisable and appropriate.
8. Canarx may make payments on my behalf to pharmacies for dispensing medicine in accordance with my prescriptions and to physicians for services rendered on my behalf.
9. I request and authorize my employer or plan holder, as my appointed agent, to pay for all products and services relating to the prescription medicine that I obtain through Canarx in such amounts as are found appropriate by my employer or plan holder in accordance with the benefits plan.

## ACKNOWLEDGEMENT AND RELEASE

*I hereby make the following acknowledgements and releases to Canarx and all its employees, delegates, agents, and contractors, including physicians, pharmacists, pharmacy technicians, nurses, receptionists and staff:*

1. My U.S. physician is my primary physician. Any Canarx selected physician is being asked to review the information contained in my Personal Medical History only for the purpose of authorizing the medicine prescribed for me by my U.S. physician to be dispensed to me by a Canarx selected pharmacy.
2. Canarx has made no representations or warranties to me, including, without limitation, representations or warranties regarding the use of fitness for any particular purpose of the medications delivered (including, without limitation, its appropriateness for curing or helping relieve any particular ailment, illness or disease, or its potential or actual side or adverse effects whether previously known or unknown).
3. I wish to obtain a prescription from a Canarx selected physician and have enlisted the services of Canarx to facilitate it. I understand that the physician will rely on the accuracy of the examination performed, and the prescription provided, by my U.S. physician.
4. I release Canarx and all of its officers and directors, agents, delegates, employees and contractors from any and all liability, claims, and causes of action with respect to errors or omissions by the company or agency responsible for transporting my order.
5. I acknowledge that I have purchased my medications internationally for personal use and understand that my medications may be subject to U.S. border inspection. I specifically confirm, acknowledge and agree that title to my medications passes to me when my medications are shipped from the Canarx selected pharmacy.
6. I acknowledge that Canarx, as my paid agent, requires payment in full prior to shipment and that my order may not be returned for a refund or an exchange.

## PRIVACY NOTICE AND ACKNOWLEDGEMENT

*I consent to the following terms regarding the collection and use of information about me, and I acknowledge that I can review the Canarx Privacy Policy in detail as provided below:*

1. Canarx may receive and collect any and all information about me and my health, including but not limited to my full name, address, telephone number, e-mail address, Social Security Number, personal medical information, and payment information, and may maintain such information on file as necessary to verify and process future orders and to obtain payment and reimbursement for them. Canarx and Canarx selected physicians and pharmacists may share any and all information received from or about me with my U.S. physician, Canarx selected physicians and pharmacists, and my employer or benefits plan administrator, and their respective assistants and agents, for the purposes of obtaining medicine as prescribed for me and of obtaining proper payments for the medicine and related services.
2. I am aware that Canarx may transmit my personal information by electronic means (for example fax, or via the internet) to its agents, selected physicians and pharmacies. I understand that the use of electronic means will enhance the efficiency and timeliness of processing my order. I also understand that Canarx, as a custodian of my personal information, will take all appropriate precautions to protect my personal information from improper disclosure or use. I hereby consent to Canarx's transmission of my personal information by electronic means to its delegates, employees, selected physicians and pharmacies.
3. I acknowledge that Canarx will obtain health information about me, and is obligated in accordance with the Canarx Privacy Policy to protect such information. I can visit [www.Canarx.com/privacy-policy/](http://www.Canarx.com/privacy-policy/) at any time to view the most updated version of the Canarx Privacy Policy.

## FURTHER ACKNOWLEDGEMENT & RELEASE

*I hereby make the following further acknowledgement and release the plan holder, its employees, officers, agents, heirs and assigns:*

1. I acknowledge that the plan holder has made no representations or warranties to me, including without limitation, representations or warranties regarding the use for any particular purpose the medication(s) delivered, including without limitation, its appropriateness for curing or helping relieve any particular ailment, illness or disease or its potential or actual side or adverse effects whether previously known or unknown.
2. I acknowledge that child protective packaging may not be used in filling my prescription. I promise that upon my receipt of the medicine I will take all steps necessary to prevent any child from having unauthorized access to the medicine. I hereby release Canarx and all its officers, directors, agents, delegates, employees, and contractors, including the pharmacy that fills my prescription, from any and all claims arising from or relating to the use of, or failure to use, child protective packaging.
3. I release the plan holder its officers, employees, agents, heirs and assigns from (i) any and all causes of actions with respect to errors or omissions by the company or agency responsible for transporting my order; (ii) any and all causes of actions with respect to errors or omissions by Canarx in obtaining the prescription medications to fill my order; (iii) any and all causes of actions regarding the use for any purpose whatsoever of any medications delivered through this program.

MEMORANDUM TO: MEMBERS OF THE BOARD OF EDUCATION  
FROM: SHAWN L. PARKHURST, SUPERINTENDENT  
DATE: OCTOBER 28, 2021  
RE: BUDGET TRANSFERS

Due to end-of-year final adjustments for FY 20-21, and account number updates/reallocations for FY 21-22, Business Manager David Solin will present his recommended budget transfers for your review and approval.

**Possible Board Motion:** “**Move** that the Board of Education approve the line item transfers as presented.”

## EXHIBIT XIII

MEMORANDUM TO: MEMBERS OF THE BOARD OF EDUCATION  
FROM: SHAWN L. PARKHURST, SUPERINTENDENT  
DATE: OCTOBER 28, 2021  
RE: LIGHTING AND ENERGY UPGRADE

It is the recommendation of David Solin, Business Manager, that the Board of Education approve the lighting/energy upgrade proposal as put forth from RLE. With a large incentive from Eversource (\$176,304, over 53% of the total project cost) and anticipated savings, there will be no net monthly expense for the upgrade and significant expected savings over the life of the project (over \$600k).

**Possible Board Motion:** “**Move** that the Board of Education approve the lighting/energy upgrade proposal from RLE as discussed.”

MEMORANDUM TO: MEMBERS OF THE BOARD OF EDUCATION  
FROM: SHAWN L. PARKHURST, SUPERINTENDENT  
DATE: OCTOBER 28, 2021  
RE: CLASS OF 2022 GRADUATION DATE

The 21-22 approved calendar identifies Monday, June 13, 2021 at the tentative last day of school for students. Following the state guidelines, I am recommending that the Board of Education set the Graduation Date for the Class of 2022 for 5:00 pm on Monday, June 13, 2022.

**BOARD MOTION:** “**MOVE** that the Board of Education approve the Graduation Date for the Class of 2022 as 5:00 pm on Monday, June 13, 2022.”

**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

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