

WINDSOR LOCKS PUBLIC SCHOOLS



BOARD OF EDUCATION MEETING

Special Meeting

June 4, 2025

6:00 p.m.

Windsor Locks High School - Library Media Center

In Person Attendance Open to All

Optional Public Attendance via Zoom

[Click Here for Zoom Registration](#)

Windsor Locks Board of Education

Kylee Christianson, Chairwoman

Dennis Gragnolati, Vice Chairman

Lindsay Cutler

Alba Osorio

Greg Guyette

Superintendent of Schools

Shawn Parkhurst

DISTRICT (3) THREE YEAR VISION

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

**Board of Education
Town of Windsor Locks
Special Meeting - Agenda
June 4, 2025 - 6:00 pm
Windsor Locks High School - Library Media Center
In-Person Attendance Open
Optional Public Attendance via Zoom - [Click Here for Zoom Registration](#)**

- I. Call to Order
 - A. Roll Call
 - B. Pledge of Allegiance
- II. Board of Education and Superintendent Communications
- III. Student Board Representative(s) Report
- IV. Public Audience (only on Agenda Items)
 - A. *In Accordance with BOE Policy 1100 - The Windsor Locks Board of Education (Board) Chairperson shall recognize speakers, request proper identification and maintain proper order. The Board shall hear only concerns, views, and opinions on topics within the jurisdiction of the Board. The appropriateness of the subject being presented, the suitability of the time for such presentation, the number of speakers, and the time to be allowed for public comment will be determined by the Chairperson. The public is advised that any discussion of specific employees will not be allowed at meetings and should be addressed to the employee's immediate supervisor or the Superintendent.*
- V. Student Recognition: p. 4 Exhibit I
 - WLHS Class of 2025 Valedictorian and Salutatorian
 - WLMS Scholar Leaders
 - BOE Student Representatives
 - CAS-CIAC Scholar Athletes
 - WLHS Lady Raiders Track Team - 1st Place Recognition
 - NCCC All Conference Awards
- VI. Brief Recess
- VII. Approval of Minutes: **Vote Needed** p. 8 Exhibit II
 - May 15, 2025 Special Meeting
- VIII. Human Resources Report
 - A. Staff Service Recognition p. 15 Exhibit III A
 - B. Job Descriptions: **Vote Needed** p. 20 Exhibit III B
 - 1. Second Read
 - a) Coordinator of Pupil Services – Elementary p. 21
 - b) Coordinator of Pupil Services – Secondary p. 25
 - 2. First Read and Review:

- a) Head Chef p. 29
 - b) School Climate Coordinator p. 32
 - c) School Climate Specialist p. 35
- IX. Policy Priority List p. 38 Exhibit IV
- X. Policy Review p. 39 Exhibit V
 - A. 5131.911 School Climate: **Vote Needed** p. 50
- XI. Finance Report
 - A. Financials as of 5/23/25 p. 57 Exhibit VI A
 - B. Budget Line-Item Transfers p. 60 Exhibit VI B
- XII. 2025 - 2026 Revised Calendar; Parent/Teacher Conference Dates: **Vote Needed** p. 61 Exhibit VII
- XIII. WLPS System for Educational Leader Evaluation And Support Plan: **Vote Needed** p. 62 Exhibit VIII
- XIV. WLPS System for Educator Evaluation and Development Update: **Vote Needed** p. 92 Exhibit IX
- XV. WLPS WellSAT Health and Wellness Report 2025: **Vote Needed** p. 134 Exhibit X
- XVI. Administrative Structure Presentation: **Vote Possible** p. 145 Exhibit XI
- XVII. Old Business
 - A. Food Service RFP
 - B. Update on Adjustment to Daily Substitute Rate
 - C. Chef to Schools Grant Status
 - D. WLHS Track and Football Field Status
- XVIII. Board and Superintendent Comment
- XIX. Executive Session: To adjourn the meeting to Executive Session as permitted by Connecticut General Statutes Section 1-225(a) for the following purposes as allowed by Section 1-200(6), that is:
 - A. Contract of the Superintendent of Schools
 - That in attendance in the Executive Session shall be limited to:
 1. Members of the Board of Education
 2. Superintendent of Schools
 3. Others as Requested to Attend
 - B. Board Self-Evaluation
 1. Members of the Board of Education
- XX. Action, if any, on Executive Session Items: **Vote Needed**
- XXI. Adjourn Meeting

For the Chairperson of the Board of Education
Shawn L. Parkhurst - Superintendent of Schools

Copy: Town Clerk - Please Post

Allison Gough Named Valedictorian of the Class of 2025

Each graduating class leaves behind a unique legacy, and this year is no exception. Tonight, I have the distinct honor of recognizing a student who truly represents the very best of what Windsor Locks stands for: academic excellence, leadership, integrity, and heart. That student is our valedictorian, Allison Gough.

Allison has spent the last four years building an extraordinary legacy of achievement, service, and resilience. Academically, she has earned her place at the very top of her class, not only through hard work but through a deep commitment to learning and self-growth. She is an AP Scholar with Distinction, a recipient of the Harvard Book Award, and the Saint Michael's Book Award. She has passed all five of her AP exams, including earning a perfect score on the AP Language and Composition exam. She has been awarded the Connecticut Seal of Biliteracy and consistently recognized as a Scholar-Athlete, which proves that excellence doesn't stop at the classroom door.

But what truly sets Allison apart is not just her intelligence; it's her balance. Alongside her academic success, she has been a dedicated leader, serving as Secretary of the National Honor Society and Captain of both the Varsity Soccer and Indoor Track and Field teams. Her teammates and coaches describe her as driven, dependable, and uplifting. She is a student who works just as hard to lift others as she does to reach her own goals. She's earned awards like the Most Improved Award and the Coach's Award.

Allison has also devoted time to the broader community through her involvement in the Youth Leadership Council and her work with the Simmons Golden Eagles Premier Soccer Club. Even outside of school, she shows discipline and drive, holding a part-time job at Tail Winds Ice Cream Shop, a small but mighty example of her strong work ethic and sense of responsibility.

This fall, Allison will begin her collegiate studies in sports psychology at Keene State University, where she will also continue her athletic career by competing on both the soccer and track teams.

Allison Gough, on behalf of the Windsor Locks Public Schools, we are so proud of you. Your achievements speak volumes, but your character speaks louder. You have set the bar high, not just as our valedictorian, but as a role model for what it means to lead with humility, courage, and heart.

We cannot wait to see the impact you will make in the world. Congratulations on everything you have accomplished and everything that lies ahead.

Hudson Farley Named Salutatorian of the Class of 2025

It is my distinct honor to recognize a student whose dedication, intellect, and leadership have left a lasting impression on our school community, our Salutatorian, Hudson Farley.

Hudson exemplifies what it means to be a scholar, a leader, and a person of integrity. Throughout his four years at Windsor Locks High School, he has pursued excellence in every area of his life. Academically, Hudson has earned the title of AP Scholar with Distinction by achieving outstanding results in some of our most challenging Advanced Placement courses. His consistent academic success is underscored by prestigious honors such as the Yale Book Award and the Saint Michael's College Book Award, as well as the Connecticut Seal of Biliteracy in Spanish.

Athletically, Hudson has served as a true leader and motivator. As Team Captain for Cross Country and Distance Captain for Outdoor Track, Hudson has not only earned the respect of his teammates but has also demonstrated what it means to lead with both grit and humility. He is a four-year Scholar-Athlete and recipient of the Coaches Award, showing how well he balances physical discipline with focus and responsibility.

Hudson has also embraced leadership in service to his peers. As Secretary of his class, Vice President of the National Honor Society, and a member of the Peer Advocacy Group, Hudson has taken every opportunity to represent and support his fellow students. Whether he's organizing fundraisers, mentoring peers, or advocating for his fellow students, Hudson consistently leads with empathy, reliability, and vision.

Hudson's passion for history has been a defining part of his academic journey. His deep analytical thinking and appreciation for how history shapes our world have all influenced his decision to major in history. His love of learning, ability to understand complex ideas, and thoughtful perspective make him exceptionally well-suited for deeper study in this field.

Hudson, you have set an incredible example for your classmates and all who come after you. As you step into this next chapter at Brown University, please know that the entire Windsor Locks community is behind you. Congratulations, Hudson, on this well-earned honor.

CAS Scholar Leader Award

James McAbee

Over the past three years we have watched James transform from a young 6th grader to an independent young man who is a positive and contributing member of his academic class. During the three years he has spent with our school community we can attest to his positive contributions and personal growth. James has strived for academic success throughout his career at the middle school, and his teachers describe him as creative, intelligent, and well-read.

In his school community, James is an active member of the Student Council, serving as the Vice President in his 7th grade year, and as President this year. He participates in the Drama Club and has acted in various plays for two years. He showcases his athletic ability when he swims for the Waterjets swim team, and his artistic ability through his participation in Honors Art and as a finalist for the Peace Poster project.

We are proud to recognize James for his civic leadership, his commitment to speaking up for those who have no voice, and his academic dedication.

Mia Maltese

Mia is described by her teachers as a dedicated worker and a skillful, analytic problem solver who is focused and driven to succeed. Her teachers describe her as reflective, respectful to all, with an ability to self-advocate when needed. She demonstrates maturity in her thinking and through her actions, and has set high personal standards for her achievement.

Mia is a dedicated athlete who showcases her outstanding athletic ability and leadership in three sports. She plays soccer, softball and basketball, and served as the captain of the basketball team in her 8th grade year.

In the greater community, Mia has volunteered to work with younger peers on her brother's soccer team, participates in East Windsor community events and food drives, and is hoping to train to be a camp counselor for the East Windsor Parks and Rec summer program.

We are proud to recognize Mia for her consistently positive outlook, her scholarship and work ethic, and her athletic leadership.

Other WLHS Student Recognition:

Nicardo Gooden - BOE Student Representative

Abigail Guyette - BOE Student Representative

Matthew DiPoppo- CAS-CIAC Scholar Athlete

Allison Gough - CAS-CIAC Scholar Athlete

WLHS Lady Raider Track Athletes - 1st Place Finish, Small School Division

Alis Oberg - 1st Place Javelin, Javelin Record at Ellington Invitational

Julia Dufresne - 1st Place 100 Meter Hurdles at Ellington Invitational

Ramell Walton - 2nd Place Shot Put at Ellington Invitational

Caroline McGinnis - 3 Place Triple Jump at Ellington Invitational

Alis Oberg - NCCC Javelin Champion, Second Consecutive Undefeated Season

Zavier Hunt - NCCC All Conference Honors - Baseball

Xavier Angel - NCCC All Conference Honors - Baseball

EXHIBIT II

MEMORANDUM TO: MEMBERS OF THE BOARD OF EDUCATION
FROM: SHAWN L. PARKHURST, SUPERINTENDENT
DATE: JUNE 4, 2025
RE: APPROVAL OF MINUTES

- May 15, 2025 Special Meeting

Board Motion: “**Move** that the Board of Education approve the minutes of the May 15, 2025, Special Meeting.”

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

**MINUTES OF THE SPECIAL MEETING
May 15, 2025 at 6:00 p.m.**

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

Members Present:	K. Christianson, D. Gragnolati, L. Cutler, A. Osorio, and G. Guyette
Members Absent:	None
Administrators:	S. Parkhurst, R. Stacy, P. Proctor, R. Bissonnette, M. Warner, G. Weigert and A. Goodwin
Student Representatives:	None
Students:	S. Pathak, A. Bartolucci, N. Burton and A. Guyette
Staff:	P. Sibila
Others:	Parents and grandparents of recognized students
Press:	None

I. Call to Order

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

A. Roll Call for Quorum

All Board Members were present.

B. Pledge of Allegiance

All stood up and pledged allegiance to the flag.

II. Board of Education and Superintendent Communications

Board Member Mr. Guyette remarked that he attended the Windsor Locks Middle School Eighth Grade play. It was fantastic, well done! He attended a conference at UCONN discussing technology, specifically AI. There were two sessions and both were very good. The conference is set-up for educators and he would recommend teachers attend next year's conference.

Board Member Ms. Osorio mentioned she attended the Parent's Advisory meeting a few weeks ago at the high school. It was well attended. Dr. Bissonnette was able to answer all the questions she was asked. She hopes more parents attend next year's meetings. She attended the Windsor Locks High School Spring Concert. It was an amazing and she was very impressed with students and their talent to perform. She also attended the AI conference. She expressed the district needs to start talking

about what platforms will be used to aid and assist teachers while using AI and understanding assessments to match with AI.

Board Member Ms. Cutler also attended the Dollars for Scholars Ceremony. This event is one of her favorite nights of the school year. A great job done by the Dollars for Scholars organization.

Chairwoman Ms. Christianson also commented about attending the Dollars for Scholars Ceremony. It was a magnificent evening! She congratulated all of the students and thanked the Dollars for Scholars organization for all of their hard work. She also thanked all of the donors, including Windsor Locks businesses who have made donations.

Mr. Greg Weigert, Director of Facilities, addressed the Board. He wanted to give a shout-out to Main Lopez, a custodian in the district. He was scheduled for a personal day today as it is his birthday, but he came in to help set-up for the Board meeting. He thanked Mr. Lopez.

Mr. Shawn Parkhurst, Superintendent of Schools, addressed the Board. He noted it is a busy time of year with all of the end of the year events. The prom was held last week and it was an amazing evening. It is now hiring season, and he thanked Mr. Stacy and Ann Marie for all of their work during this busy season. On Tuesday, May 20, 2025, the Town Budget Meeting and vote will take place; however, a valid petition has been received and a referendum will take place on June 3, 2025. The meeting will establish the date and time of the referendum.

III. Student Board Representative(s) Report

Ms. Abigail Guyette, Student Representative, addressed the Board. She spoke about the prom which took place at the Log Cabin. Everyone enjoyed themselves. The band and chorus spring concert was held and seniors were honored at the end of the show. Dollars for Scholars Ceremony was held on Tuesday. The Senior Outing is scheduled for May 30, 2025. AP testing is wrapping up for the year.

IV. Public Audience (only Agenda Items)

None.

V. Student Recognition: CABA Student Leaders

Mr. Parkhurst explained this award is based on being exemplary leaders, innovative thinkers and positive citizens. The following criteria is used to determine the award winners at the middle and high school level. Leadership skills should include:

- Willingness to take on challenges
- Capability to make difficult decisions
- Concern for others
- Ability to work with others

- Willingness to commit to a project
- Diplomacy
- Ability to understand issues clearly
- Ability to honor a commitment

Windsor Locks Middle School

- Suchit Pathak
- Adalyn Bartolucci

Windsor Locks High School

- Nicholas Burton
- Abigail Guyette

Board Recessed at 6:19 p.m.

Board Reconvened at 6:22 p.m.

VI. Approval of Minutes

- April 22, 2025 Special Meeting
- April 24, 2025 Regular Meeting

It was **MOVED** (Cutler) and **SECONDED** (Osorio) and **PASSED** (U) that the Board of Education approve the minutes of the April 22, 2025 Special Meeting and the minute of April 24, 2025 Regular Meeting as presented.

VII. Human Resources Report

A. Resignation/Retirement

Mr. Robert Stacy, Executive Director of Human Resources, addressed the Board. He indicated that he received a resignation of Ms. Alyssa Mancini, a Science Teacher at Windsor Locks High School, will be resigning effective June 17, 2025. Alyssa has served the students of Windsor Locks for the past nine years.

He also received a retirement notice of Mr. Jason Qua, a Social Studies Teacher at Windsor Locks High School, will be retiring effective June 30, 2025. Jason has served the students of Windsor Locks for the past seventeen years.

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

B. Job Descriptions

Mr. Stacy addressed the Board, indicating job descriptions were presented to the Board for the first read and approval. Those job descriptions are as follows:

1. **Coordinator of Alternative Services – Elementary**
2. **Coordinator of Alternative Services – Secondary**

It was noted the two job descriptions are for new positions aligned with the proposed budget; however, the budget has not yet been approved by the residents of the town and it was the consensus to table this discussion and approval until after the budget is approved at the referendum.

VIII. Policy Priority List

Mr. Stacy gave the Board Members the policy priority list and the dates those policies will be presented for review and approval. He briefly went over the list.

IX. Finance Report

A. April Financials

Ms. Patricia Proctor, Director of Operations and Finance gave the Finance Report update on the April, 2025 Financials and the remaining available funds of the FY 2025 Budget.

B. Budget Line-Item Transfers

Ms. Proctor discussed the line items transfers, those transfers that did not have to be approved by the Board because they are under the threshold of \$10,000. She also discussed line item transfers exceeding \$10,000, which have to be approved. The transfers were as follows:

Budget Transfer 2025-22: To be recorded in May 2025. To reclass salary savings to reconcile Xerox Lease Agreement budget shortfall.

010.HS.213.1000.111.100	HS Teacher Salary	-3,000.00
010.MS.213.1000.111.100	MS Teacher Salary	-3,000.00
010.NS.213.1000.111.100	NS Teacher Salary	-3,000.00
010.SS.213.1000.111.195	SS Teacher/Interventionist	-3,000.00
010.DS.721.2500.444.800	DS Copier Rental/Copy Costs	12,000.00
		0.00

A brief discussion was held.

It was **MOVED** (Guyette) and **SECONDED** (Cutler) and **PASSED** (U) that the Board of Education accepts the budget transfer request(s) itemized in control number(s) 2025-22, for the Finance Department to execute in May 2025.

X. Grading and Reporting Task Force Presentation

Mr. Parkhurst noted that since the inception of Mastery-Based Learning in Windsor Locks, there have been several staffing changes and shifts. With that in mind, over the past few months two members of the Leadership Team have been engaged in a project to take stock of where the district is at the current time with grading and reporting. Dr. Rebecca Bissonnette, Principal of Windsor Locks High School and Mr. Mark Warner, Principal of Windsor Locks Middle School shared and discussed their presentation on their findings.

A brief discussion was held.

XI. Old Business

A. Chef to Schools Grant Status

Ms. Proctor gave the Board an update on the Chef to School Grant. She noted the grant is \$150,000 over the next three years. The district is in the process of hiring a chef and should be ready to roll out for the next school year.

B. WLHS Track and Football Field Status

Mr. Parkhurst gave the Board an update on the track and football field status. He has been in contact with the lobbyist who has met with the Windsor Locks Representatives to assist in applying for this grant. The grant is approximately \$4 Million Dollars. Mr. Parkhurst will continue working with the lobbyist and will give another update at the next meeting.

A brief discussion was held.

XII. Board and Superintendent Comment

None.

XIII. EXECUTIVE SESSION

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

- A. Non-Union Wage Compensation for the Following:
 - 1. Executive Director of Human Resources
 - 2. Director of Facilities
 - 3. Director of IT
 - 4. Director of Finance and Operations

5. Executive Assistant to the Superintendent

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

- a) Members of the Board of Education
- b) Superintendent of Schools
- c) Others as Requested to Attend

XIV. Executive Session: To adjourn the meeting to Executive Session as permitted by Connecticut General Statutes Section 1-225(a) for the following purposes as allowed by Section 1-200(6), that is:

A. Goals and Evaluation of the Superintendent of Schools

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

- 1. Members of the Board of Education
- 2. Superintendent of Schools
- 3. Others as Requested to Attend

Board went into Executive Session at 7:34 p.m.

Board exited Executive Session at 8:00 p.m.

It was **MOVED** (Cutler) and **SECONDED** (Guyette) and **PASSED** (U) that the Board of Education approves salary increases presented by the Superintendent for the Executive Assistant to the Superintendent, Director of IT, Director of Facilities; and Executive Director of Human Resources and Director of Finance and Operators.

XV. Adjournment

It was **MOVED** (Gragnolati) and **SECONDED** (Guyette) and **PASSED** (U) that the Board of Education adjourn the Special Meeting of May 15, 2025 at 8:01 p.m.

Respectfully submitted,

Denise M. Piotrowicz
Recording Secretary

EXHIBIT III A

MEMORANDUM TO: MEMBERS OF THE BOARD OF EDUCATION

FROM: ROBERT STACY, EXECUTIVE DIRECTOR OF HUMAN RESOURCES

DATE: JUNE 4, 2025

RE: HUMAN RESOURCES REPORT - STAFF RECOGNITION

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

Staff Recognition for Years of Service

Staff are recognized in 5-year increments for service to the District. Fifty-two (52) staff are being recognized this year with service from 5 to 30 years. Total years of service to the District equals 770 years.

Staff Retiring

Six (6) staff members are retiring from Windsor Locks this year. Total years of service to the district equals 102 years.

Educators Achieving Tenure

Eight (8) educators achieved tenure at the end of this school year. This was the culmination of either 2 years of successful teaching service to the Windsor Locks Public Schools for teachers who had obtained tenure previously in another school district or 4 years of successful teaching service to the Windsor Locks Public Schools for teachers new to teaching or not previously tenured elsewhere.



Staff Recognition for Years of Service

30 Years	Elizabeth Aube Elisabeth Corbo-Vogler Deborah Fleck-Roy Amy Ouellette	North Street School South Elementary School South Elementary School North Street School
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25 Years	Doreen Baruffaldi Joanne Cutler Corinne Fahey Jill Minnocci Amy Nemeth James O'Brien Alanna Orlandi Maria Pelley Karen Phillips Teresa Romero Susan Rossetti	North Street School South Elementary School District Level District Level North Street School High School South Elementary School North Street School Middle School High School District Level
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Staff Recognition for Years of Service

20 Years	Donna Dennis Brian Dube Deborah Foster Jessica Groleau Tracy Rasmussen	South Elementary School High School North Street School South Elementary School High School
15 Years	Beth Beizek Catherine Dallesander Cynthia DeCasperis Wendy Foy Maria Landry Heather O'Donnell Elizabeth Sheridan George Sibilia Kimberly Vohden John Woods	South Elementary School North Street School High School South Elementary School/North Street School South Elementary School South Elementary School South Elementary School Middle School PMA Middle School



Staff Recognition for Years of Service

10 Years Anthony Calabro
Nicole Ferlauto
Tracy Gibbons
Patricia Janowski
Lindsay Mellon
Devika Munasinghe
Kelly O'Connell
Coral Ruggiero
David Whitton

District Level
PMA
Middle School
North Street School
Middle School
South Elementary School
South Elementary School
RISE
High School



Staff Recognition for Years of Service

5 Years

Rebecca Bissonnette
Adrianna Breda
Jessica Brown
Anne Marie Caselli
Lourdes Cintron
Michael Deluco
Christopher Duggan
Megan Ellis
Alexis Glynn
Kelly Klem
Kate Mazur
Milun Mraz
Cierra Muchin
Liam Reynolds
Karen Rojas
Lenora Rouleau
Gloria Staples
Abigail Sullivan

High School
North Street School
North Street School/South Elementary School
South Elementary School
Middle School
High School
High School
South Elementary School
South Elementary School
North Street School
South Elementary School
High School
South Elementary School
High School
South Elementary School
District Level
Middle School
South Elementary School

MEMORANDUM TO: MEMBERS OF THE BOARD OF EDUCATION

FROM: ROBERT STACY, EXECUTIVE DIRECTOR OF HUMAN RESOURCES

DATE: JUNE 4, 2025

RE: JOB DESCRIPTION REVISIONS

The job descriptions attached are presented for Board review.

Second Read for Review and Approval:

- Coordinator of **Pupil** Services – Elementary
- Coordinator of **Pupil** Services – Secondary

NOTE: Title changed subsequent to May 15th First Read from “Alternative” to “Pupil”

First Read for Review:

- Head Chef
- School Climate Coordinator
- School Climate Specialist

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

Board Motion: “**Move** that the Board of Education approve the Job Descriptions for the Coordinator of Pupil Services - Elementary and the Coordinator of Pupil Services - Secondary as presented.”

WINDSOR LOCKS PUBLIC SCHOOLS
POSITION DESCRIPTION

Position Title:	Coordinator of Alternative Pupil Services - Elementary
Department:	Pupil Services
Reports to:	Director of Pupil Services
Created:	May June 2025

BROAD FUNCTIONS:

The Coordinator plays a crucial role in ensuring the efficient and compliant operation of the special education department. This position is responsible for a wide range of administrative and organizational tasks related to student referrals, evaluations, Individualized Education Program (IEP) meetings, and paraeducator assignments. The ideal candidate will be highly organized, detail-oriented, possess excellent communication and interpersonal skills, and have a strong understanding of special education procedures and timelines. This role requires proactive problem-solving, the ability to manage multiple tasks simultaneously, and a commitment to supporting students with disabilities and their families at the elementary grades.

ESSENTIAL DUTIES, FUNCTIONS AND RESPONSIBILITIES:

The requirements listed below are representative of the knowledge, skills and/or abilities required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Scheduling and Meeting Coordination:

- Develop and manage schedules for paraeducator assignments in collaboration with case managers.
- Share and review the ParaEducator Welcome Binder with essential information and resources with all new elementary ParaEducators.
- Manage all aspects of scheduling for Initial Evaluation, Reevaluation, Annual Review, and Parent Request/PPT meetings:
 - Create and send CTSEDS meeting notices in a timely manner.
 - Send Outlook meeting invitations to the relevant school staff.
 - Arrange necessary coverage for staff attending meetings.
 - Confirm meeting dates and times with parents/guardians.
 - Reserve appropriate conference room space.
 - Schedule parent request meetings and meetings to review/revise PPTs.
 - Coordinate the scheduling of initial and reevaluation testing with relevant specialists.
 - Remind families of upcoming meetings 1-2 days before the scheduled date.

Referral and Evaluation Process:

- Manage paperwork for new referrals, including:
 - Reaching out to families to initiate the process.
 - Creating and organizing new referral documentation.
 - Informing classroom teachers, related service providers and building administration of new referrals.
- Upload worksheets/reports and other relevant documentation to CTSEDS
- Manage the Evaluation Module in CTSEDS, including:
 - Completing embedded (LD/MER) and non-embedded (ED, ID, etc.) eligibility checklists.
 - Creating and tracking consent forms for evaluations.
- Send evaluation reports home to parents/guardians prior to Initial Evaluation, Reevaluation, and Annual Review meetings.
- Organize and track Annual Review classroom teacher reports, ensuring they are available two weeks prior to the PPT date.
- Manage the process of sending and receiving consent for evaluations for remote PPT Meetings.
- Organize and facilitate the process for Outside Evaluations, including obtaining Releases of Information (ROI), scheduling record sharing, and distributing information.
- Collaborate with the school SBA Coordinator (grades 3-5) to organize SBA accommodations in TIDE (Test Information Distribution Engine).

Communication and Coordination:

- Prepare and submit Special Transportation Requests to designated personnel.
- Prepare and submit Interpreter/Translator Requests to designated personnel and follow up for confirmation.
- Coordinate the Progress Report process, including sending reminders to Occupational Therapy (OT), Physical Therapy (PT), Speech Therapy (Sp), and Counseling providers.
- Facilitate team meetings as required.

Data Management and Compliance:

- Participate in developing and implementing internal processes to ensure accuracy and compliance.
- Implement a system for case managers to cross-check IEP documents before finalization.
- Finalize IEP documents within required timelines.

Other Duties:

- Provides leadership in conjunction with the Director of Pupil Services to enhance all aspects of student achievement while maintaining a positive school climate and culture that supports the students' social and emotional learning needs
- Collaborates closely with the Director of Pupil services focused on the educational achievement of students identified with exceptionalities, focusing on leveraging resources to meet these students' unique educational needs

- Provides critical evaluation and feedback to all staff members in keeping with the district's evaluation plans. (Teachers, Para-Educators, Related Services)
- Oversee the SRBI team to monitor students' progress towards competency of grade-level standards at PMA
- Collaborate with the attendance committee on reports and parents' contact logs regarding truant students. Develop plans for students who are struggling to attend school
- Oversee SAT testing for PMA
- Oversee Interim assessments for alternative services
- Build the school's schedule, oversee guidance counseling services, and communicate academic progress to parents for alternative services
- Collaborate with Big Picture Learning and PMA staff to design professional development that aligns with the school and district's vision
- Collect and analyze data to monitor growth toward meeting the school's and district's vision
- Facilitate faculty meetings and PLC meetings
- Address students' behavioral needs as well as communication with parents
- Establish and maintain high expectations and standards for student learning and positive interactions
- Maintain a thriving, supportive, and caring learning community of children, families, and educators
- Participate in developing and implementing school goals focused on a clear vision
- Participates in the screening and selection of well-qualified, diverse staff members who share the district and school vision
- Develop relationships and partnerships with local businesses and community organizations to support internships and educational programming
- Prepare and monitor budget and resources related to alternative services
- Support the Director of Pupil Services in preparing state, federal, and other reports as necessary for the two schools
- Oversee after-school activities at PMA
- Ensures the safety and well-being of students in the physical space by monitoring the maintenance of the physical grounds, connecting with SRO as needed, and communicating needs to the Director of Pupil Services
- Collaborate with the Director of Pupil Services in providing support and resources for related services. (SLP, OT/PT, Social Workers, School Psychologists)
- Perform such other duties as may be assigned by the Director of Pupil Services and Superintendent

SUPERVISORY RESPONSIBILITIES:

Supervises teaching and support staff as assigned.

QUALIFICATION REQUIREMENTS:

- To perform this job successfully, an individual must be able to satisfactorily perform each essential duty.

- Preferred certification in Special Education, School Psychology, Social Work, or School Counseling
- 092 Required
- Experience working in an alternative school setting or outplacement program preferred
- Experience utilizing Inquiry-Based Instruction and Project-Based Learning Preferred

EDUCATION AND/OR EXPERIENCE:

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

LANGUAGE SKILLS:

Ability to read and interpret documents such as safety rules, operating and maintenance instructions, and procedure manuals. Ability to write routine reports and correspondence. Ability to speak effectively before parents, staff and students. Strong oral and written communication skills. Ability to use proper telephone etiquette. Multilingual (Spanish) preferred.

PHYSICAL DEMANDS:

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

While performing the duties of this job, the employee is frequently required to stand, walk, sit and talk or hear. The employee is occasionally required to reach with hands and arms and stoop, kneel, crouch, or crawl. Specific vision abilities required by this job include close vision, such as to read type or handwritten material.

WORK ENVIRONMENT:

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

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

WINDSOR LOCKS PUBLIC SCHOOLS
POSITION DESCRIPTION

Position Title:	Coordinator of Alternative Pupil Services - Secondary
Department:	Pupil Services
Reports to:	Director of Pupil Services
Created:	May June 2025

BROAD FUNCTIONS:

The Coordinator plays a crucial role in ensuring the efficient and compliant operation of the special education department. This position is responsible for a wide range of administrative and organizational tasks related to student referrals, evaluations, Individualized Education Program (IEP) meetings, and paraeducator assignments. The ideal candidate will be highly organized, detail-oriented, possess excellent communication and interpersonal skills, and have a strong understanding of special education procedures and timelines. This role requires proactive problem-solving, the ability to manage multiple tasks simultaneously, and a commitment to supporting students with disabilities and their families at the secondary grades.

ESSENTIAL DUTIES, FUNCTIONS AND RESPONSIBILITIES:

The requirements listed below are representative of the knowledge, skills and/or abilities required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Scheduling and Meeting Coordination:

- Develop and manage schedules for paraeducator assignments in collaboration with case managers.
- Share and review the ParaEducator Welcome Binder with essential information and resources with all new secondary ParaEducators.
- Manage all aspects of scheduling for Initial Evaluation, Reevaluation, Annual Review, and Parent Request/PPT meetings:
 - Create and send CTSEDS meeting notices in a timely manner.
 - Send Outlook meeting invitations to the relevant school staff.
 - Arrange necessary coverage for staff attending meetings.
 - Confirm meeting dates and times with parents/guardians.
 - Reserve appropriate conference room space.
 - Schedule parent request meetings and meetings to review/revise PPTs.
 - Coordinate the scheduling of initial and reevaluation testing with relevant specialists.
 - Remind families of upcoming meetings 1-2 days before the scheduled date.

Referral and Evaluation Process:

- Manage paperwork for new referrals, including:
 - Reaching out to families to initiate the process.
 - Creating and organizing new referral documentation.
 - Informing classroom teachers, related service providers and building administration of new referrals.
- Upload worksheets/reports and other relevant documentation to CTSEDS
- Manage the Evaluation Module in CTSEDS, including:
 - Completing embedded (LD/MER) and non-embedded (ED, ID, etc.) eligibility checklists.
 - Creating and tracking consent forms for evaluations.
- Send evaluation reports home to parents/guardians prior to Initial Evaluation, Reevaluation, and Annual Review meetings.
- Organize and track Annual Review classroom teacher reports, ensuring they are available two weeks prior to the PPT date.
- Manage the process of sending and receiving consent for evaluations for remote PPT Meetings.
- Organize and facilitate the process for Outside Evaluations, including obtaining Releases of Information (ROI), scheduling record sharing, and distributing information.
- Collaborate with the school SBA Coordinator (grades 6-8) to organize SBA accommodations in TIDE (Test Information Distribution Engine).
- Collaborate with the District Testing Coordinator (grades 9-11) to organize PSAT/SAT/NGSS/CTAA accommodations.
- Ensure PPT recommended accommodations for PSAT/SAT are communicated to school counselors for entry into the College Board SSD (Services for Students with Disabilities) for grades 9-11.

Communication and Coordination:

- Prepare and submit Special Transportation Requests to designated personnel.
- Prepare and submit Interpreter/Translator Requests to designated personnel and follow up for confirmation.
- Coordinate the Progress Report process, including sending reminders to Occupational Therapy (OT), Physical Therapy (PT), Speech Therapy (Sp), and Counseling providers.
- Facilitate team meetings as required.

Data Management and Compliance:

- Participate in developing and implementing internal processes to ensure accuracy and compliance.
- Implement a system for case managers to cross-check IEP documents before finalization.
- Finalize IEP documents within required timelines.

Other Duties:

- Provides leadership in conjunction with the Director of Pupil Services to enhance all aspects of student achievement while maintaining a positive school climate and culture that supports the students' social and emotional learning needs

- Collaborates closely with the Director of Pupil services focused on the educational achievement of students identified with exceptionalities, focusing on leveraging resources to meet these students' unique educational needs
- Provides critical evaluation and feedback to all staff members in keeping with the district's evaluation plans. (Teachers, Para-Educators, Related Services)
- Oversee the SRBI team to monitor students' progress towards competency of grade-level standards at PMA
- Collaborate with the attendance committee on reports and parents' contact logs regarding truant students. Develop plans for students who are struggling to attend school
- Oversee SAT testing for PMA
- Oversee Interim assessments for alternative services
- Build the school's schedule, oversee guidance counseling services, and communicate academic progress to parents for alternative services
- Collaborate with Big Picture Learning and PMA staff to design professional development that aligns with the school and district's vision
- Collect and analyze data to monitor growth toward meeting the school's and district's vision
- Facilitate faculty meetings and PLC meetings
- Address students' behavioral needs as well as communication with parents
- Establish and maintain high expectations and standards for student learning and positive interactions
- Maintain a thriving, supportive, and caring learning community of children, families, and educators
- Participate in developing and implementing school goals focused on a clear vision
- Participates in the screening and selection of well-qualified, diverse staff members who share the district and school vision
- Develop relationships and partnerships with local businesses and community organizations to support internships and educational programming
- Prepare and monitor budget and resources related to alternative services
- Support the Director of Pupil Services in preparing state, federal, and other reports as necessary for the two schools
- Oversee after-school activities at PMA
- Ensures the safety and well-being of students in the physical space by monitoring the maintenance of the physical grounds, connecting with SRO as needed, and communicating needs to the Director of Pupil Services
- Collaborate with the Director of Pupil Services in providing support and resources for related services. (SLP, OT/PT, Social Workers, School Psychologists)
- Perform such other duties as may be assigned by the Director of Pupil Services and Superintendent

SUPERVISORY RESPONSIBILITIES:

Supervises teaching and support staff as assigned.

QUALIFICATION REQUIREMENTS:

- To perform this job successfully, an individual must be able to satisfactorily perform each essential duty.
- Preferred certification in Special Education, School Psychology, Social Work, or School Counseling
- 092 Required
- Experience working in an alternative school setting or outplacement program preferred
- Experience utilizing Inquiry-Based Instruction and Project-Based Learning Preferred

EDUCATION AND/OR EXPERIENCE:

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

LANGUAGE SKILLS:

Ability to read and interpret documents such as safety rules, operating and maintenance instructions, and procedure manuals. Ability to write routine reports and correspondence. Ability to speak effectively before parents, staff and students. Strong oral and written communication skills. Ability to use proper telephone etiquette. Multilingual (Spanish) preferred.

PHYSICAL DEMANDS:

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

While performing the duties of this job, the employee is frequently required to stand, walk, sit and talk or hear. The employee is occasionally required to reach with hands and arms and stoop, kneel, crouch, or crawl. Specific vision abilities required by this job include close vision, such as to read type or handwritten material.

WORK ENVIRONMENT:

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

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

WINDSOR LOCKS PUBLIC SCHOOLS
POSITION DESCRIPTION

Position Title:	Head Chef
Department:	Business Office
Reports to:	Superintendent of Schools or designee
Created:	June 2025

1. BROAD FUNCTIONS:

Responsible for all aspects of kitchen operations, from menu development to food quality and staff management. Oversees food preparation, ensures compliance with health and safety regulations, and collaborates with management to align kitchen operations.

2. ESSENTIAL DUTIES, AND PERFORMANCE RESPONSIBILITIES:

Key Responsibilities of a Head Chef:

- **Menu Planning and Development:**
Develops and updates menus, considering seasonal ingredients, customer preferences, and cost-effectiveness.
- **Kitchen Management:**
Supervises and delegates tasks to kitchen staff, ensuring efficient workflow and high quality.
- **Food Preparation and Cooking:**
Oversees the entire food preparation process, from sourcing ingredients to preparing dishes, ensuring consistent quality and presentation.
- **Inventory Management:**
Responsible for ordering supplies, maintaining inventory, and minimizing food waste.
- **Food Safety and Hygiene:**
Ensures that the kitchens adhere to all food safety and hygiene regulations, maintaining a clean and sanitary environment.
- **Staff Management:**
Assists with hiring, training, and managing kitchen staff, providing guidance and support to ensure a productive and positive work environment.
- **Collaboration with Management:**
Works closely with management to align kitchen operations with the overall goals of the district.

Windsor Locks Public Schools	Head Chef
Position Description	Page 2

- **Continuous Improvement:**

Stays updated on culinary trends and techniques, constantly seeking ways to improve the quality and efficiency of the kitchens.

- Performs such additional tasks and assumes such additional responsibilities relative to kitchen operations as the Director and/or Superintendent of Schools may assign.

3. AUTHORITY

The Head Chef reports directly to the Superintendent of Schools or designee. He/She shall collaborate with school principals and kitchen managers for input and mutual understanding on food service operational issues.

4. SUPERVISORY RESPONSIBILITIES:

The Head Chef supervises the Kitchen Managers.

5. QUALIFICATION REQUIREMENTS:

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

6. EDUCATION AND/OR EXPERIENCE:

- Two to three years of proven experience as a Head Chef, Sous Chef or experience in managing a culinary team
- Degree in Culinary Arts preferred
- Serve-Safe Certification required
- Experience in an educational environment preferably public school experience in CT, preferred

7. LANGUAGE SKILLS:

Ability to read, analyze, and interpret common scientific and technical journals, financial reports and legal documents. Ability to respond to common inquiries or complaints from customers, regulatory agencies, or members of the business community. Ability to write speeches and articles for publication that conform to prescribed style and format. Ability to effectively present information to administrators, public groups/community, and Board of Education. Ability to use proper telephone etiquette. Multilingual (Spanish) preferred.

8. MATHEMATICAL SKILLS:

Ability to work with mathematical concepts such as probability and statistical inference and fundamentals of plane and solid geometry and trigonometry. Ability to apply concepts such as fractions, percentages, ratios, and proportions to practical situations. Ability to apply financial concepts such as compound interest, time value of money, tax rates and discounts.

9. REASONING ABILITY:

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

10. OTHER SKILLS AND ABILITIES:

Must be able to transport between school buildings, districts and cities. Personal computer knowledge and spreadsheet knowledge and skills. Ability to apply knowledge of current research and theory in a specific field. Can establish and maintain effective working relationships with students, staff and the school community. Ability to speak clearly and concisely both in oral and written communication. Ability to perform duties with awareness of all district requirements and Board of Education policies.

11. PHYSICAL DEMANDS:

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

While performing the duties of this job, the employee is frequently required to sit and frequently walk or stand. The employee is occasionally required to talk and hear. Specific vision abilities required by this job include close vision and the ability to adjust focus. Must be able to lift, push and carry weights of up to 60 pounds. The position requires meeting deadlines with severe time constraints, interacting with the public and staff, irregular or extended work hours. The employee is responsible for the safety, well-being and work output of others.

12. WORK ENVIRONMENT:

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

The noise level in the work environment is noisy. The kitchen environment will at times be hot due to stoves and cooking.

**WINDSOR LOCKS PUBLIC SCHOOLS
POSITION DESCRIPTION**

Position Title: School Climate Coordinator

Department: Central Office

Reports to: Superintendent

Revised: September 2024

For the school year commencing July 1, 2025, and each school year thereafter, the superintendent of schools for each school district, or an administrator appointed by the superintendent, shall serve as the school climate coordinator for the school district.

1 BROAD FUNCTIONS:

The School Climate Coordinator must assure that the District is in compliance with the state and federal regulations and implement the District's Climate Improvement Plan.

2 ESSENTIAL DUTIES, FUNCTIONS AND RESPONSIBILITIES:

1. Providing district-level leadership and support for the implementation of the District Climate Improvement Plan for each school;
2. Collaborate with the school climate specialists for each school, the Superintendent, and the Board ~~to prevent, identify and respond to inappropriate behavior;~~
(A) develop a continuum of strategies to prevent, identify and respond to challenging behavior, including, but not limited to, alleged bullying and harassment in the school environment, and
(B) communicate such strategies to the school community, including, but not limited to, through publication in the district student handbook;
3. Collect and maintain data, ~~and information derived from the school climate assessments,~~ in collaboration with the Superintendent, regarding school climate improvement, ~~and restorative practices for the purposes of tracking continued improvement;~~ including, but not limited to, school discipline records, school climate assessments, attendance rates, social and emotional learning assessments, academic growth data, types and numbers of alleged and verified bullying complaints submitted by members of the school community, types and numbers of challenging behaviors addressed using the restorative practices response policy, and data concerning the implementation and outcome of restorative practices; and
4. Meet with the school climate specialists for each school at least twice during the school year to:
(A) identify strategies to improve school climate ~~and implement restorative practices~~ including, but not limited to, by responding to challenging behavior and implementing evidence and research-based interventions, such as restorative practices,
(B) propose recommendations for revisions to the District Climate Improvement Plan

- (C) assist with the completion of the district and school climate surveys;
5. Performs other duties as appropriate and required.

The School Climate Committee shall be responsible for:

1. Assisting in the development, annual scheduling, and administration of the school climate survey, and reviewing of the school climate survey data.
2. Using the school climate survey data to identify strengths and challenges to improve school climate, and to create or propose revisions to the school climate improvement plan.
3. Assisting in the implementation of the school climate improvement plan and recommending any improvements or revisions to the plan.
4. Advising on strategies to improve school climate and implementing evidence and research-based interventions, including, but not limited to, restorative practices, in the school community.
5. Annually providing notice of report process
6. Membership of the school climate committee shall be annually reviewed and approved by the school climate specialist, in coordination with the school climate coordinator.

3 SUPERVISORY RESPONSIBILITIES:

None

4 QUALIFICATION REQUIREMENTS:

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

5 EDUCATION AND/OR EXPERIENCE:

Experience as a building administrator.

6 LANGUAGE SKILLS:

Ability to read and interpret documents such as safety rules, operating and maintenance instructions, and procedure manuals. Ability to write routine reports and correspondence. Ability to speak effectively before employees of

organization. Ability to utilize proper telephone etiquette.
Bilingual (Spanish) preferred

7 MATHEMATICAL SKILLS:

Ability to add, subtract, multiply and divide in all units of measure, using whole numbers, common fractions and decimals. Ability to compute rate, ratio and percent and to draw and interpret bar graphs.

8 REASONING ABILITY:

Ability to apply common sense understanding to carry out detailed but uninvolved written or oral instructions. Ability to deal with problems involving a few concrete variables in standardized situation.

Ability to understand the integrity and confidentiality of certain matters pertaining to the work of the system.

9 OTHER SKILLS AND ABILITIES:

Ability to operate a personal computer and related software. Ability to lead a team in establishing and achieving goals. Strong communication skills, both written and oral. Organizational and management skills, with appreciation for attention to detail. Commitment of and ability to facilitate cooperation within a team and between academic areas. Knowledge of and commitment to effective instructional strategies. Ability to perform duties with awareness of all district requirements and Board of Education policies.

10 LENGTH OF APPOINTMENT:

Continuous based upon satisfactory evaluation.

11 PHYSICAL DEMANDS:

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

12 WORK ENVIRONMENT:

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

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

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

**WINDSOR LOCKS PUBLIC SCHOOLS
POSITION DESCRIPTION**

Position Title: School Climate Specialist

Department:

Reports to: School Principal

Revised: September 2024

For the school year commencing July 1, 2025, and each school year thereafter, the principal of each school, or a school employee who holds professional certification pursuant to section 10-145 of the general statutes, is trained in school climate improvement or restorative practices and is designated as the school climate specialist by the school principal, shall serve as the school climate specialist for the school.

1 BROAD FUNCTIONS:

The School Climate Specialist must assure that the school is in compliance with the state and federal regulations and lead the implementation of the school climate improvement plan.

2 ESSENTIAL DUTIES, FUNCTIONS AND RESPONSIBILITIES:

- ~~1. Act as the primary school official responsible for preventing, identifying and responding to inappropriate behavior, Lead the prevention, identification, and response to challenging behavior, including but not limited to reports of alleged bullying, and harassment;. and teen dating violence reports in the school~~
- ~~2. Identification and response to inappropriate behavior, including, but not limited to, reports of alleged bullying, harassment, and teen dating violence reports;~~
- ~~3. Collect and maintain records of reports and investigations of inappropriate behavior, including but not limited to alleged bullying, harassment, and teen dating violence in the school;~~
2. Implement evidence and research-based interventions, including, but not limited to, restorative practices;
3. Schedule meetings for and leading the school climate committee;
4. Lead the implementation of the school climate improvement plan;
5. Performs other duties as appropriate and required.

Membership of the school climate committee shall be annually reviewed and approved by the school climate specialist, in coordination with the school climate coordinator.

The School Climate Committee shall be responsible for:

1. Assisting in the implementation of the school climate improvement plan and recommending any improvements or revisions to the plan.

2. Advising on strategies to improve school climate with stakeholders and implementing evidence and research-based interventions, including, but not limited to, restorative practices, in the school community.
3. Annually providing notice of the report process
4. Membership of the school climate committee shall be annually reviewed and approved by the school climate specialist, in coordination with the school climate coordinator.

3 SUPERVISORY RESPONSIBILITIES:

None

4 QUALIFICATION REQUIREMENTS:

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

5 EDUCATION AND/OR EXPERIENCE:

Certification as a teacher in designated area.

6 LANGUAGE SKILLS:

Ability to read and interpret documents such as safety rules, operating and maintenance instructions, and procedure manuals. Ability to write routine reports and correspondence. Ability to speak effectively before employees of the organization. Ability to utilize proper telephone etiquette.
Bilingual (Spanish) preferred

7 MATHEMATICAL SKILLS:

Ability to add, subtract, multiply and divide in all units of measure, using whole numbers, common fractions and decimals. Ability to compute rate, ratio and percent and to draw and interpret bar graphs.

8 REASONING ABILITY:

Ability to apply common sense understanding to carry out detailed but uninvolved written or oral instructions. Ability to deal with problems involving a few concrete variables in standardized situations.

Ability to understand the integrity and confidentiality of certain matters pertaining to the work of the system.

9 OTHER SKILLS AND ABILITIES:

Ability to operate a personal computer and related software. Ability to lead a team in establishing and achieving goals. Strong communication skills, both written and oral. Organizational and management skills, with appreciation for attention to detail. Commitment of and ability to facilitate cooperation within a team and between academic areas. Knowledge of and commitment to effective instructional strategies. Ability to perform duties with awareness of all district requirements and Board of Education policies.

10 LENGTH OF APPOINTMENT:

Continuous based upon satisfactory evaluation.

11 PHYSICAL DEMANDS:

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

12 WORK ENVIRONMENT:

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

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

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

EXHIBIT IV

MEMORANDUM TO: MEMBERS OF THE BOARD OF EDUCATION

FROM: ROBERT STACY, EXECUTIVE DIRECTOR OF HUMAN RESOURCES

DATE: JUNE 4, 2025

RE: POLICY PRIORITY LIST

June 4, 2025

- 5131.911 School Climate Mandatory Revision

August 21, 2025

- 3542.43 Charging Policy Food Services Revision
- 5131.601(a)/4118.236/4218.236 Medical (Palliative) Use of Marijuana New
- 5141.12 Restorative Practices Response Mandatory New
- 5141.25 Students with Special Health Care Needs New

Future Board Meetings

- Review any policies from CAGE monthly recommended policy packet

EXHIBIT V

MEMORANDUM TO: MEMBERS OF THE BOARD OF EDUCATION

FROM: ROBERT STACY, EXECUTIVE DIRECTOR OF HUMAN RESOURCES

DATE: JUNE 4, 2025

RE: POLICY REVIEW

The following policy is being presented for a combined **First and Second Read**. The reason for this being a combined reading is that the state just released a version of this policy that districts are required to adopt effective July 1, 2025.

- 5131.911 School Climate

This is a required policy that the State requires to be adopted as is by July 1st. This replaces our current 5131.911 Bullying policy, which is provided below:

Current Version: 5131.911:

Students

Bullying

The Board of Education (Board) promotes a secure and happy school climate, conducive to teaching and learning that is free from threat, harassment and any type of bullying behavior. Therefore, it shall be the policy of the Board that bullying of a student by another student is prohibited.

The Board believes that a school environment in which students feel safe, supported, engaged and helpfully challenged is optimal for learning and healthy development. The Board seeks an environment in which students and adults feel socially, emotionally, intellectually, and physically safe; an environment that is free of harassment, intimidation and bullying and teen dating violence.

Definitions

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

- A. causes physical or emotional harm to an individual,

- B. places an individual in reasonable fear of physical or emotional harm, or
- C. infringes on the rights and opportunities of an individual at school.

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

Examples of conduct that may be bullying include, but are not limited to:

1. physical violence and attacks
2. verbal taunts, name-calling and put-downs including ethnically based or gender- based verbal put-downs
3. threats and intimidation
4. extortion or stealing of money and/or possessions
5. exclusion from peer groups within the school
6. misuse of electronic communications for the purpose of bullying, harassing, or sexually harassing other students within school or out of school (“cyberbullying”)
7. targeting of a student based on the student’s actual or perceived “differentiating” characteristics such as race; color; religion; ancestry; national origin; gender; sexual orientation; gender identity or expression; socioeconomic or academic status; physical appearance; or mental, physical, developmental, or sensory disability.
8. taking, disseminating, transferring, or sharing of obscene, pornographic, lewd, or illegal images or photographs, whether by electronic data transfer such as emailing or texting which is otherwise commonly called sexting or by other means.

Additional Definitions

“Cyberbullying” means any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices or any electronic communications.

“Teen dating violence” means any act of physical, emotional or sexual abuse, including stalking, harassing and threatening that occurs between two students who are currently in or have recently been in a dating relationship.

“Mobile electronic device” means any hand-held or other portable electronic equipment capable of providing data communication between two or more individuals, including, but not limited to, a text messaging device, a paging device, a personal digital assistant, a laptop computer, equipment that is capable of playing a video game or a digital video disk, or equipment on which digital images are taken or transmitted.

“Electronic communication” means any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photoelectronic or photo-optical system.

“Hostile environment” means a situation in which bullying among students is sufficiently severe or pervasive to alter the conditions of the school climate.

“Outside of the school setting” means at a location, activity or program that is not school related, or through the use of an electronic device or a mobile electronic device that is not owned, leased or used by a local or regional board of education.

“School employee” means (a) a teacher, substitute teacher, school administrator, school superintendent, guidance counselor, school counselor, psychologist, social worker, nurse, physician, school paraprofessional or coach employed by a local or regional board of education or working in a public elementary, middle or high school; or (b) any other individual who, in the performance of his or her duties, has regular contact with students and who provides services to or on behalf of students enrolled in a public elementary, middle or high school, pursuant to a contract with the local or regional board of education.

“School climate” means the quality and character of school life based on students', parents', guardians' and school employees' experiences of school life, including, but not limited to, norms, goals, values, interpersonal relationships, teaching and learning practices and organizational structures.

“Positive school climate” means (A) a school climate in which the norms, values, expectations and beliefs that support feelings of social, emotional and physical safety are promoted, (B) students, parents and guardians of students and school employees feel engaged and respected and work together to develop and contribute to a shared school vision, (C) educators model and nurture attitudes that emphasize the benefits and satisfaction gained from learning, and (D) each person feels comfortable contributing to the operation of the school and care of the physical environment of the school.

“Emotional intelligence” means the ability to (A) perceive, recognize and understand emotions in oneself or others, (B) use emotions to facilitate cognitive activities, including, but not limited to, reasoning, problem solving and interpersonal communication, (C) understand and identify emotions, and (D) manage emotions in oneself and others.

“Social and emotional learning” means the process through which children and adults achieve emotional intelligence through the competencies of self-awareness, self-management, social awareness, relationship skills and responsible decision-making.

Prohibition Against Bullying and Teen Dating Violence

Bullying and teen dating violence is disruptive of the educational process and, therefore, such behavior in this district and is prohibited.

Students who engage in any act of bullying and teen dating violence, on school grounds, at a school-sponsored or school related activity, function or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased or used by the Board of Education, or through the use of an electronic device or an electronic mobile device owned, leased or used by the Board of Education, and outside of the school setting if such bullying and teen dating violence:

1. creates a hostile environment at school for the victim,
2. infringes on the rights of the victim at school, or
3. substantially disrupts the education process or the orderly operation of a school, are subject to appropriate disciplinary action up to and including suspension, expulsion and/or referral to law enforcement officials.

A comprehensive program, to improve the school climate, involving everyone in the schools and the community, to address bullying at all school levels is essential to reducing incidences of bullying. Such a program must involve interventions at all levels, school wide, classroom and individual.

The District's program:

1. Requires the development and implementation of a safe school climate plan by the Board of Education to address the existence of bullying and teen dating violence in its schools;
2. Permits anonymous reports of bullying by students to school employees and written reports of suspected bullying or teen dating violence by parents or guardians and requires at the beginning of each school year that students and their parents be notified of the process by which students may make such reports;
3. Requires school employees who witness acts of bullying or teen dating violence or receive reports of bullying or teen dating violence to orally notify the safe school climate specialist or another school administrator if the safe school climate specialist is unavailable, not later than one school day after such school employee witnesses or receives a report of bullying or teen dating violence, and to file a written report not later than two school days after making such an oral report;
4. Requires the safe school climate specialist to investigate or supervise the investigation of all reports of bullying or teen dating violence and ensure that such investigation is completed promptly after receipt of any written report, and that the parents or guardians of the student alleged to have committed an act or acts of bullying or teen dating violence and the parents or guardians of the student against whom such alleged act or acts were directed receive prompt notice that such investigation commenced;

5. Requires the safe school climate specialist to review any anonymous reports, except that no disciplinary action shall be taken solely on the basis of an anonymous report;
6. Requires each school to have a prevention and intervention strategy, as defined by statute, as amended, for school employees to deal with bullying or teen dating violence;
7. Provides for the inclusion of language in student codes of conduct concerning bullying and teen dating violence;
8. Requires each school to notify the parents or guardians of students who commit any verified acts of bullying and teen dating violence and the parents or guardians of students against whom such acts were directed not later than forty-eight hours after the completion of the investigation of the results of such investigation, and verbally and by electronic mail, if such parents' or guardians' electronic mail addresses are known, that such parents or guardians may refer to the plain language explanation of the rights and remedies available under sections 10-4a and 10-4b published on the Internet web site of the board of education.
9. Requires each school to invite the parents or guardians of a student against whom such act was directed to a meeting to communicate to such parents or guardians the measures being taken by the school to ensure the safety of the students against whom such act of bullying or teen dating violence was directed and the policies and procedures in place to prevent further acts of bullying and teen dating violence;
10. Requires each school to invite the parents/guardians of a student who commits any verified act of bullying or teen dating violence to a meeting, separate and distinct from the meeting of the parents/guardians of the student against whom the act of bullying or teen dating violence was directed, to discuss specific interventions undertaken by the school to prevent further acts of bullying and teen dating violence.
11. Establishes a procedure for each school to document and maintain records relating to reports and investigations of bullying and teen dating violence in such school and make such list publicly available; and report such number to the Department of Education and in such manner as prescribed by the Commissioner of Education;
12. Requires the development of case-by-case interventions for addressing reported incidents of bullying or teen dating violence against a single individual or recurrently perpetrated bullying incidents by the same individual that may include both counseling and discipline;
13. Prohibits discrimination and retaliation against an individual who reports or assists in the investigation of an act of bullying or teen dating violence;

14. Requires the development of student safety support plans for students against whom an act of bullying or teen dating violence was directed that addresses safety measures the school will take to protect such students against further acts of bullying or teen dating violence;
15. Requires the principal of a school or the principal's designee, to notify the appropriate local law enforcement agency when such principal or the principal's designee believes that any acts of bullying or teen dating violence constitute criminal conduct;
16. Prohibits bullying and teen dating violence (A) on school grounds, at a school sponsored or school-related activity, function or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased or used by a local or regional board of education, or through the use of an electronic device or an electronic mobile device owned, leased or used by the local or regional board of education, and (B) outside of the school setting if such bullying or teen dating violence (i) creates a hostile environment at school for the student against whom such bullying was directed, (ii) infringes on the rights of the student against whom such bullying or teen dating violence was directed at school, or (iii) substantially disrupts the education process or the orderly operation of a school;
17. Requires, at the beginning of each school year, for each school to provide all school employees with a written or electronic copy of the school district's safe school climate plan, and 18. Requires that all school employees annually complete the training described in section 10-220a or section 10-222j.
19. As required, the Board of Education shall approve the safe school climate plan developed pursuant to statute and submit such plan to the Department of Education for its review, analysis, and cooperative assistance and approval not later than July 1, 2014; and
20. Requires that not later than thirty calendar days after approval by the State Department of Education, the safe school climate plan shall be made available on the Board's and each individual school in the District's Internet website and such plan is to be included in the District's publication of the rules, procedures and standards of conduct for schools and in all student handbooks.

The notification required at (8) and the invitation required at (9) above shall include a description of the response of school employees to such acts and any consequences that may result from the commission of further acts of bullying.

Investigations

The Board expects prompt and reasonable investigations of alleged acts of bullying and teen dating violence. The safe school climate specialist of each school is responsible for handling all complaints of alleged bullying and teen dating violence. The safe climate specialist shall investigate or supervise the investigation of all reports of bullying and teen dating violence promptly.

In addition, the norms that are established by adults through consistent enforcement of all policies pertaining to conduct and modeling appropriate behavior at school and at home will reduce the instances and damage of bullying and teen dating violence. It is necessary for students to promote the concept that caring for others is a valued quality, one that is accepted and encouraged.

Prevention and Intervention Strategy

The District shall implement, as required by C.G.S. 10-222d, as amended, a prevention and intervention strategy which may include, but is not limited to:

1. Implementation of a positive behavioral interventions and supports process or another evidence-based model approach for safe school climate or for the prevention of bullying and teen dating violence identified by the Department of Education.
2. School rules prohibiting bullying, teen dating violence, harassment, and intimidation and establishing appropriate consequences for those who engage in such acts.
3. Adequate adult supervision of outdoor areas, hallways, the lunchroom, and other specific areas where bullying or teen dating violence is likely to occur.
4. 4. Inclusion of grade-appropriate bullying and teen dating violence education and prevention curricula in kindergarten through high school.
5. Individual interventions with the bully or student who commits teen dating violence, parents and school employees and interventions with the students against whom the acts of bullying and teen dating violence are directed, parents, and school employees.
6. School wide training related to safe school climate.
7. Student peer training, education and support
8. Promotion of parent involvement in bullying and teen dating violence prevention through individual or team participation in meetings, trainings, and individual interventions.
9. Culturally competent school-based curriculum focusing on social-emotional learning, self-awareness and self-regulation.

District Safe School Climate Coordinator

For the school year commencing July 1, 2012, and each school year thereafter, the Superintendent of Schools shall appoint, from among existing District staff, a District Safe School Climate Coordinator.

The Coordinator shall:

1. Implement the District's safe school climate plan;

2. Collaborate with safe school climate specialists, the Board, and the Superintendent to prevent, identify, and respond to bullying and teen dating violence in District schools;
3. Provide data and information derived from the safe school climate assessments, in collaboration with the Superintendent, to the Department of Education;
4. Respond to bullying and teen dating violence in District schools;
5. Meet with the safe school climate specialists at least twice during the school year to discuss bullying and teen dating issues in the District and make recommended changes to the District's safe school climate plan;
6. Successfully complete, for the school year commencing July 1, 2014, the mental health first aid training provided by the Commissioner of Mental Health and addiction Services (such training is only required once).

Safe School Climate Specialist

For the school year commencing July 1, 2012, and each school year thereafter, each school Principal shall serve, or designate someone to serve, as the Safe School Climate Specialist for the school.

The Specialist in each school shall:

1. Investigate or supervise the investigation of reported acts of bullying or teen dating violence in the school in accordance with the District's Safe School Climate Plan;
2. Collect and maintain records of reports and investigations of bullying and teen dating violence in the school; and
3. Act as the primary school official responsible for preventing, identifying and responding to bullying and teen dating violence reports in the school.

Safe School Climate Committee

For the school year commencing July 1, 2012, and each school year thereafter, the Principal of each District school shall establish a new committee or designate at least one existing committee that is responsible for developing and fostering a safe school climate and addressing issues related to bullying in the school. The committee must include at least one parent/guardian of a student enrolled in the school, appointed by the Principal. Commencing July 1, 2021, and each school year thereafter, such committee shall also include school personnel, including, but not

limited to, at least one teacher selected by the exclusive bargaining representative for certified employees chosen pursuant to section 10-153b, medical and mental health personnel assigned to such school, and in the case of a committee for a high school, at

least one student enrolled at such high school who is selected by the students of such school in a manner determined by the school principal.

The Safe School Climate Committee shall:

1. Receive copies of completed reports following investigations of bullying and teen dating violence;
2. Identify and address patterns of bullying and teen dating violence among students in the school;
3. Implement the provisions of the school security and safety plan, (developed pursuant to Section 87 of PA 13-3) regarding the collection, evaluation and reporting of information relating to instances of disturbing or threatening behavior that may not meet the definition of bullying or teen dating violence (defined in Connecticut General Statutes 10-222d) and report such information, as necessary, to the District Safe School Climate Coordinator and to the school's security and safety committee;
4. Review and amend school policies relating to bullying and teen dating violence;
5. Review and make recommendation to the District Safe School Climate Coordinator regarding the District's Safe Climate Plan based on issues and experiences specific to the school;
6. Educate students, school employees and parents and guardians of students on issues relating to bullying and teen dating violence;
7. Collaborate with the District Safe School Climate Coordinator in the collection of data regarding bullying and teen dating violence; and
8. Perform any other duties as determined by the School Principal that are related to the prevention, identification and response to school bullying and teen dating violence for the school.

Parent or guardian or student members of the Safe School Climate Committee are excluded from activities #1 and #3 above and from any other committee activities that may compromise student confidentiality.

Safe School Climate Plan

The Board of Education shall develop and implement a Safe School Climate Plan to address the existence of bullying and teen dating violence in its schools. The Safe School Climate Plan shall minimally include all of the actions required under state law for school response and prevention and intervention to bullying and teen dating violence inclusive, but not limited to, the actions described as elements of the Board's program at numbers one (1) through twenty (20) above.

The Superintendent shall develop rules and procedures, which carry out the provisions of this policy. In addition, the Superintendent shall provide that students and parents of

students are notified of this prohibition against bullying and teen dating and violence and the penalties for violating the prohibition by ensuring the posting of such information at each school and by ensuring inclusion of such information in student and parent handbooks.

This policy shall not be interpreted to prohibit a reasonable and civil exchange of opinions, or debate that is protected by state or federal law.

Assessments

On and after July 1, 2012, and biennially thereafter, the Board of Education shall require each school in the district to complete an assessment using the school climate assessment instruments, including surveys, approved and disseminated by the Department of Education pursuant to C.G.S. 10-222h. The Board of Education shall collect the school climate assessments for each school in the district and submit such school climate assessments to the department.

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

- (cf. 6121.1 – Equal Educational Opportunity)

Legal Reference: Connecticut General Statutes

10-15b Access of parent or guardian to student's records. Inspection and subpoena of school or student records.

10-222d Policy on bullying behavior as amended by PA 08-160, PA 11-232 and PA 14-172. 10-222g. Prevention and intervention strategy re bullying and teen dating violence. 10-222i. State-wide safe school climate resource network. 10-222j. Training re prevention, identification and response to school bullying, teen dating violence and youth suicide. 10-222k. District safe school climate coordinator. Safe school climate specialist. Safe school climate committee. 10-222l. Immunity of school employees, students, parents or guardians, individuals and boards of education from liability for certain actions relating to reporting, investigating and responding to school bullying and teen dating violence.

PA 06-115 An Act Concerning Bullying Policies in Schools and Notices Sent to Parents or Legal Guardians.

PA 08-160 An Act Concerning School Learning Environment.

PA 11-232 An Act Concerning the Strengthening of School Bullying Laws.

PA 14-172 An Act Concerning Improving Employment Opportunities through Education And Ensuring Safe School Climates.

PA 14-234 An Act Concerning Domestic Violence and Sexual Assault.

PA 18-15 An Act Concerning School Counselors.

PA 19-166 An Act Concerning School Climates.

Policy Adopted: June 7, 2007

Revised: March 28, 2013, March 24, 2016, May 25, 2023

Possible Board Motion: “**Move** that the Board of Education waive a second reading of the new policy 5131.911 School Climate and replace the current policy 5131.911 Bullying with the new School Climate required policy.”

Students

Windsor Locks School Climate Policy

Policy Statement

All schools must support and promote teaching and learning environments where all students thrive academically and socially, have a strong and meaningful voice, and are prepared for lifelong success.

Implementation of the following set of guiding principles and systemic strategies will promote a positive school climate, which is essential to achieving these goals.

This policy sets forth the framework for an effective and informed school climate improvement process, which includes a continuous cycle of (i) planning and preparation, (ii) evaluation, (iii) action planning, and (iv) implementation, and serves to actualize the Connecticut School Climate Standards, as detailed herein.

The Board recognizes that improving school climate is contextual. Each school needs to consider its history, strengths, needs, and goals. Furthermore, this policy will support and promote the development of restorative action plans that will create and sustain safe and equitable learning environments.

The Windsor Locks District Board of Education adopts this policy.

Definitions

1. **"School climate"** means the quality and character of the school life, with a particular focus on the quality of the relationships within the school community, and which is based on patterns of people's experiences of school life and that reflects the norms, goals, values, interpersonal relationships, teaching, learning, leadership practices and organizational structures within the school community.
2. **"Positive Sustained School Climate"** is the foundation for learning and positive youth development and includes:
 - a. Norms, values, and expectations that support people feeling socially, emotionally, culturally, racially, intellectually, and physically safe.
 - b. People who treat one another with dignity and are engaged, respected and solve problems restoratively.
 - c. school community that works collaboratively together to develop, live, and contribute to a shared school vision.
 - d. Adults who model and nurture attitudes that emphasize the benefits and satisfaction gained from learning; and

- e. school community that contributes to the operations of the school and the care of the physical environment.
- 3. **"Social and emotional learning"** means the process through which children and adults achieve emotional intelligence through the competencies of self-awareness, self-management, social awareness, relationship skills and responsible decision-making.
- 4. **"Emotional intelligence"** means the ability to (A) perceive, recognize, and understand emotions in oneself or others, (B) use emotions to facilitate cognitive activities, including, but not limited to, reasoning, problem solving and interpersonal communication, (C) understand and identify emotions, and (D) manage emotions in oneself and others.
- 5. **"Bullying"** means unwanted and aggressive behavior among children in grades kindergarten to twelve, inclusive, that involves a real or perceived power imbalance.
- 6. **"School environment"** means a school-sponsored or school-related activity, function or program, whether on or off school grounds, including at a school bus stop or on a school bus or other vehicle owned, leased or used by a local or regional board of education, and may include other activities, functions or programs that occur outside of a school-sponsored or school-related activity, function or program if bullying at or during such other activities, functions or programs negatively impacts the school environment.
- 7. **"Cyberbullying"** means any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices or any other electronic communication.
- 8. **"Teen dating violence"** means any act of physical, emotional or sexual abuse, including stalking, harassing and threatening, that occurs between two students who are currently in or who have recently been in a dating relationship.
- 9. **"Mobile electronic device"** means any hand-held or other portable electronic equipment capable of providing data communication between two or more individuals, including, but not limited to, a text messaging device, a paging device, a personal digital assistant, a laptop computer, equipment that is capable of playing a video game or a digital video disk or equipment on which digital images are taken or transmitted.
- 10. **"Electronic communication"** means any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photoelectronic or photo-optical system.
- 11. **"School climate improvement plan"** means a building-specific plan developed by the school climate committee, in collaboration with the school climate specialist, using school climate survey data and any other relevant information, through a process that engages all members of the school community and involves such members in a series of overlapping systemic improvements, school-wide instructional practices and relational practices that prevent, identify and respond to challenging behavior, including, but not limited to alleged bullying and harassment in the school environment.
- 12. **"Restorative practices"** means evidence and research-based system-level practices that focus on (A) building high-quality, constructive relationships among the school community, (B) holding each student accountable for any challenging behavior, and (C)

ensuring each such student has a role in repairing relationships and reintegrating into the school community.

13. **"School climate survey"** means a research-based, validated and developmentally appropriate survey administered to students, school employees and families of students, in the predominant languages of the members of the school community, that measures and identifies school climate needs and tracks progress through a school climate improvement plan.
14. **"Connecticut school climate policy"** means the school climate policy developed, updated and approved by an association in the state that represents boards of education and adopted by the Social and Emotional Learning and School Climate Advisory Collaborative, established pursuant to section [10-222q](#) of the general statutes, as amended by this act, that provides a framework for an effective and democratically informed school climate improvement process that serves to implement Connecticut school climate standards, and includes a continuous cycle of (A) planning and preparation, (B) evaluation, (C) action planning, and (D) implementation.
15. **"School employee"** means (A) a teacher, substitute teacher, administrator, school superintendent, school counselor, school psychologist, social worker, school nurse, physician, paraeducator or coach employed by a local or regional board of education, or (B) any other individual who, in the performance of his or her duties, has regular contact with students and who provides services to or on behalf of students enrolled in a public school, pursuant to a contract with a local or regional board of education.
16. **"School community"** means any individuals, groups, businesses, public institutions and nonprofit organizations that are invested in the welfare and vitality of a public school system and the community in which it is located, including, but not limited to, students and their families, members of the local or regional board of education, volunteers at a school and school employees.
17. **"Challenging behavior"** means behavior that negatively impacts school climate or interferes, or is at risk of interfering, with the learning or safety of a student or the safety of a school employee.
18. **"Evidence-Based Practices"** in education refers to instructional and school-wide improvement practices that systematic empirical research has provided evidence of statistically significant effectiveness.
19. **"Effective School Climate Improvement"** is a restorative process that engages all stakeholders in the following six essential practices:
 - A. Promoting decision-making that is collaborative and actively involves all stakeholders (e.g., school personnel, students, families, community members) with varied and meaningful roles and perspectives, where all voices are heard;
 - B. Utilizing psychometrically sound quantitative (e.g., school climate survey, discipline data) and qualitative (e.g., interviews, focus groups) data to drive action planning, preventive and intervention practices, and implementation strategies that continuously improve all dimensions of school climate, including regularly collecting data to evaluate progress and inform the improvement process;

- C. Tailoring improvement goals to the unique needs of the students, educators, and broader school community. These goals shall be integrated into overall school improvement efforts, thereby leveraging school strengths to address evidence-based areas of need, while sustaining the improvement process over time.
- D. Fostering adult learning in teams and/or professional learning communities to build capacity building among school personnel and develop common staff skills to educate the whole child;
- E. Basing curriculum, instruction, student supports, and interventions on scientific research and grounding in cognitive, social-emotional, and psychological theories of youth development. Interventions include strength-based programs and practices that together represent a comprehensive continuum of approaches to promote healthy student development and positive learning environments, as well as address individual student barriers to learning and adult barriers to teaching; and
- F. Strengthening policies and procedures related to:
 - a. climate and restorative informed teaching and learning environments;
 - b. infrastructure to facilitate data collection, analysis, and effective planning;
 - c. Implementation of school climate improvement plans with the goal of becoming restorative.
 - d. evaluation of the school climate improvement process; and
 - e. sustainability of school climate and restorative improvement efforts.
- G. Fostering adult learning in teams and/or professional learning communities to build capacity

For the school year commencing July 1, 2025, and each school year thereafter, the superintendent of schools for each school district, or an administrator appointed by the superintendent, shall serve as the school climate coordinator for the school district.

The school climate coordinator shall be responsible for:

1. providing district-level leadership and support for the implementation of the school climate improvement plan for each school;
2. collaborating with the school climate specialist, for each school to (A) develop a continuum of strategies to prevent, identify and respond to challenging behavior, including, but not limited to, alleged bullying and harassment in the school environment, and (B) communicate such strategies to the school community, including, but not limited to, through publication in the district student handbook;
3. collecting and maintaining data regarding school climate improvement, including, but not limited to, school discipline records, school climate assessments, attendance rates, social and emotional learning assessments, academic growth data, types and numbers of alleged and verified bullying complaints submitted by members of the school community, types and numbers of challenging behaviors addressed using the restorative practices response policy, and data concerning the implementation and outcome of restorative practices; and

4. meeting with the school climate specialist for each school at least twice during the school year to (A) identify strategies to improve school climate, including, but not limited to, by responding to challenging behavior and implementing evidence and research-based interventions, such as restorative practices, (B) propose recommendations for revisions to the school climate improvement plan, and (C) assist with the completion of the school climate survey.

School Climate Specialist

For the school year commencing July 1, 2025, and each school year thereafter, the principal of each school, or a school employee who holds professional certification pursuant to section 10-145 of the general statutes, is trained in school climate improvement or restorative practices and is designated as the school climate specialist by the school principal, shall serve as the school climate specialist for the school.

The school climate specialist shall be responsible for:

1. leading in the prevention, identification, and response to challenging behavior, including, but not limited to, reports of alleged bullying and harassment;
2. implementing evidence and research-based interventions, including, but not limited to, restorative practices;
3. scheduling meetings for and leading the school climate committee; and
4. leading the implementation of the school climate improvement plan.

For the school year commencing July 1, 2025, and each school year thereafter, each school climate specialist shall appoint members to the school climate committee who are diverse, including members who are racially, culturally, and linguistically representative of various roles in the school community.

The school climate committee shall consist of:

1. The school climate specialist;
2. a teacher selected by the exclusive bargaining representative for certified employees chosen pursuant to section 10-153b of the general statutes;
3. a demographically representative group of students enrolled at the school, as developmentally appropriate;
4. families of students enrolled at the school; and
5. at least two members of the school community, as determined by the school climate specialist.

Membership of the school climate committee shall be annually reviewed and approved by the school climate specialist, in coordination with the school climate coordinator.

The school climate committee shall be responsible for:

1. assisting in the development, annual scheduling, and administration of the school climate survey, and reviewing of the school climate survey data.

2. using the school climate survey data to identify strengths and challenges to improve school climate, and to create or propose revisions to the school climate improvement plan.
3. Assisting in the implementation of the school climate improvement plan and recommending any improvements or revisions to the plan.
4. advising on strategies to improve school climate and implementing evidence and research-based interventions, including, but not limited to, restorative practices, in the school community.
5. annually providing notice of the uniform challenging behavior and/or bullying complaint form, or similar complaint form used by the school, to the school community.

School Climate Survey

For the school year commencing July 1, 2025, and biennially thereafter, the school climate committee, for each school, shall administer a school climate survey to students, school employees and families of students, provided the parent or guardian of each student shall receive prior written notice of the content and administration of such school climate survey and shall have a reasonable opportunity to opt such student out of such school climate survey.

For the school year commencing July 1, 2025, and each school year thereafter, the school climate specialist, for each school, in collaboration with the school climate coordinator, shall develop and update as necessary a school climate improvement plan. Such a plan shall be based on the results of the school climate survey, any recommendations from the school climate committee, including the protocols, supports, and any other data the school climate specialist and school climate coordinator deem relevant. Such a plan shall be submitted to the school climate coordinator for review and approval on or before December 31st of each school year. Upon approval of such plan, a written or electronic copy of such plan shall be made available to members of the school community and such plan shall be used in the prevention of, identification of and response to all challenging behavior.

Additionally, districts may place the school climate improvement plans into their district and school improvement plans.

Training

For the school year commencing July 1, 2024, and each school year thereafter, each local and regional Board of Education shall provide resources and training to school employees regarding:

1. social and emotional learning;
2. school climate and culture and evidence and research-based interventions; and
3. restorative practices.

Such resources and training may be made available at each school under the jurisdiction of such board and include technical assistance in the implementation of a school climate improvement plan. Any school employee may participate in any such training offered by the board under this

section. The school climate coordinator, shall select, and approve, the individuals or organizations that will provide such training.

Funding

The school district shall in its discretion allocate sufficient funding to satisfy the requirements of this policy for all schools in the district. Such funding shall be distributed accordingly, with Superintendent approval, for assessments and professional development, as well as for school community outreach, training, and technical assistance.

Accountability

The Board shall adopt and allocate adequate resources to support the Connecticut School Climate Policy and adhere to state regulations set forth in Public Act 23-167.

1. The school district community has a shared vision and plan for promoting and sustaining a positive school climate that focuses on prevention, identification, and response to all challenging behavior.
2. The school district community adopts policies that promote:
 - a. a sound school environment that develops and sustains academic, social, emotional, ethical, civic, and intellectual skills; and
 - b. a restorative school environment focused on overcoming barriers to teaching and learning by building and supporting meaningful school-wide relationships, and intentionally re-engaging any disengaged students, educators, and families of students in the school community.
3. The school community's practices are identified, prioritized, and supported to:
 - a. promote learning and the positive academic, social, emotional, ethical, and civic development of students;
 - b. enhance engagement in teaching, learning, and school-wide activities;
 - c. address barriers to teaching and learning; and
 - d. develop and sustain a restorative infrastructure that builds capacity, accountability, and sustainability.
4. The school community creates a school environment⁵ where everyone is safe, welcomed, supported, and included in all school-based activities.
5. The school community creates a restorative system that cultivates a sense of belonging through norms and activities that promote social and civic responsibility, and a dedication to cultural responsiveness, diversity, equity, and inclusion.

Policy Adopted:

⁵ School environment means a school-sponsored or school-related activity, function or program, whether on or off school grounds, including at a school bus stop or on a school bus or other vehicle owned, leased or used by a local or regional board of education, and may include other activities, functions or programs if bullying at or during such other activities, functions, or programs negatively impacts the school environment

EXHIBIT VI A

MEMORANDUM TO: MEMBERS OF THE BOARD OF EDUCATION

FROM: PATRICIA PROCTOR, DIRECTOR OF FINANCE AND OPERATIONS

DATE: JUNE 4, 2025

RE: FINANCE REPORT - FINANCIALS AS OF 5/23/25

FY25 Financials

FY25 GL BUDGET	\$ 34,051,186.00
Range to Date (May 1 - 23, 2025)	\$ 856,929.46
YTD through May 23, 2025	\$ 29,755,109.10
FY25 Encumbrance	\$ 3,561,353.42
FY25 Budget Balance	\$ 734,723.48
FY25 % of Budget Remaining	2.16%

RFP was accepted by the State on 5-21-2025. Legal notice was posted in Hartford Courant on 5-22-2025.

Windsor Locks Public Schools

_BOE GF Monthly Expenditures by Acct Area

Fiscal Year: 2024-2025

☐ Subtotal by Collapse Mask

☒ Include pre encumbrance

☐ Print accounts with zero balance

☒ Filter Encumbrance Detail by Date Range

☐ Exclude Inactive Accounts with zero balance

From Date: 5/1/2025

To Date: 5/31/2025

Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud
010.00.100.0000.000.000	Balance Sheet	\$587,458.60	\$6,840.76	\$368,573.11	\$218,885.49	\$143,822.88	\$75,062.61	12.78%
	Account Area: Student Activity - 100	\$587,458.60	\$6,840.76	\$368,573.11	\$218,885.49	\$143,822.88	\$75,062.61	12.78%
010.00.110.0000.000.000	Balance Sheet	\$1,178,356.49	\$97,967.17	\$1,015,697.22	\$162,659.27	\$140,578.99	\$22,080.28	1.87%
	Account Area: Central Administration - 110	\$1,178,356.49	\$97,967.17	\$1,015,697.22	\$162,659.27	\$140,578.99	\$22,080.28	1.87%
010.00.120.0000.000.000	Balance Sheet	\$8,833.38	\$0.00	\$4,989.90	\$3,843.48	\$3,831.68	\$11.80	0.13%
	Account Area: Capital Improv & Equip - 120	\$8,833.38	\$0.00	\$4,989.90	\$3,843.48	\$3,831.68	\$11.80	0.13%
010.00.130.0000.000.000	Balance Sheet	\$269,702.89	\$3,923.15	\$268,623.44	\$1,079.45	\$58,649.81	(\$57,570.36)	-21.35%
	Account Area: Administrative Expenses - 130	\$269,702.89	\$3,923.15	\$268,623.44	\$1,079.45	\$58,649.81	(\$57,570.36)	-21.35%
010.00.140.0000.000.000	Balance Sheet	\$2,535,361.79	\$17,331.25	\$2,983,884.07	(\$448,522.28)	(\$542,069.70)	\$93,547.42	3.69%
	Account Area: Tuition & Special Services - 140	\$2,535,361.79	\$17,331.25	\$2,983,884.07	(\$448,522.28)	(\$542,069.70)	\$93,547.42	3.69%
010.00.211.0000.000.000	Balance Sheet	\$1,092,544.30	\$81,098.96	\$943,242.87	\$149,301.43	\$139,152.97	\$10,148.46	0.93%
	Account Area: Principals - 211	\$1,092,544.30	\$81,098.96	\$943,242.87	\$149,301.43	\$139,152.97	\$10,148.46	0.93%
010.00.213.0000.000.000	Balance Sheet	\$14,872,765.17	\$1,300,526.84	\$12,271,575.79	\$2,601,189.38	\$2,414,203.63	\$186,985.75	1.26%
	Account Area: Instructional Staff - 213	\$14,872,765.17	\$1,300,526.84	\$12,271,575.79	\$2,601,189.38	\$2,414,203.63	\$186,985.75	1.26%
010.00.214.0000.000.000	Balance Sheet	\$2,900,013.47	\$331,096.84	\$2,435,811.72	\$464,201.75	\$380,429.25	\$83,772.50	2.89%
	Account Area: Support Staff - 214	\$2,900,013.47	\$331,096.84	\$2,435,811.72	\$464,201.75	\$380,429.25	\$83,772.50	2.89%
010.00.215.0000.000.000	Balance Sheet	\$390,361.51	\$29,365.61	\$341,113.75	\$49,247.76	\$49,330.21	(\$82.45)	-0.02%
	Account Area: Secretarial Staff - 215	\$390,361.51	\$29,365.61	\$341,113.75	\$49,247.76	\$49,330.21	(\$82.45)	-0.02%
010.00.220.0000.000.000	Balance Sheet	\$9,104.25	\$150.11	\$8,805.91	\$298.34	\$290.00	\$8.34	0.09%
	Account Area: Textbooks - 220	\$9,104.25	\$150.11	\$8,805.91	\$298.34	\$290.00	\$8.34	0.09%
010.00.230.0000.000.000	Balance Sheet	\$28,514.04	\$1,042.70	\$26,498.04	\$2,016.00	\$1,989.50	\$26.50	0.09%
	Account Area: Library - 230	\$28,514.04	\$1,042.70	\$26,498.04	\$2,016.00	\$1,989.50	\$26.50	0.09%
010.00.231.0000.000.000	Balance Sheet	\$231,377.72	\$4,461.84	\$212,912.01	\$18,465.71	\$19,516.64	(\$1,050.93)	-0.45%
	Account Area: Technology - 231	\$231,377.72	\$4,461.84	\$212,912.01	\$18,465.71	\$19,516.64	(\$1,050.93)	-0.45%
010.00.240.0000.000.000	Balance Sheet	\$223,531.79	\$21,031.19	\$192,109.57	\$31,422.22	\$32,988.68	(\$1,566.46)	-0.70%
	Account Area: Teaching Supplies - 240	\$223,531.79	\$21,031.19	\$192,109.57	\$31,422.22	\$32,988.68	(\$1,566.46)	-0.70%
010.00.250.0000.000.000	Balance Sheet	\$56,168.07	\$6,751.49	\$34,460.12	\$21,707.95	\$18,599.64	\$3,108.31	5.53%
	Account Area: Instructional Support - 250	\$56,168.07	\$6,751.49	\$34,460.12	\$21,707.95	\$18,599.64	\$3,108.31	5.53%
010.00.300.0000.000.000	Balance Sheet	\$419,336.65	\$40,828.50	\$365,907.35	\$53,429.30	\$42,138.24	\$11,291.06	2.69%
	Account Area: Health Care - 300	\$419,336.65	\$40,828.50	\$365,907.35	\$53,429.30	\$42,138.24	\$11,291.06	2.69%
010.00.520.0000.000.000	Balance Sheet	\$1,912,847.74	\$121,532.08	\$1,425,725.40	\$487,122.34	\$536,062.40	(\$48,940.06)	-2.56%
	Account Area: Transportation - 520	\$1,912,847.74	\$121,532.08	\$1,425,725.40	\$487,122.34	\$536,062.40	(\$48,940.06)	-2.56%
010.00.610.0000.000.000	Balance Sheet	\$1,424,348.49	\$106,693.76	\$1,255,659.56	\$168,688.93	\$155,661.07	\$13,027.86	0.91%
	Account Area: Custodial Staff - 610	\$1,424,348.49	\$106,693.76	\$1,255,659.56	\$168,688.93	\$155,661.07	\$13,027.86	0.91%
010.00.620.0000.000.000	Balance Sheet	\$419,501.46	\$27,551.18	\$258,350.61	\$161,150.85	\$100,991.38	\$60,159.47	14.34%

Windsor Locks Public Schools

_BOE GF Monthly Expenditures by Acct Area

Fiscal Year: 2024-2025

☐ Subtotal by Collapse Mask

☒ Include pre encumbrance

☐ Print accounts with zero balance

☒ Filter Encumbrance Detail by Date Range

☐ Exclude Inactive Accounts with zero balance

From Date: 5/1/2025

To Date: 5/31/2025

Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud
	Account Area: Contracted Service/Plant Op - 620	\$419,501.46	\$27,551.18	\$258,350.61	\$161,150.85	\$100,991.38	\$60,159.47	14.34%
010.00.640.0000.000.000	Balance Sheet	\$1,046,292.38	\$84,894.61	\$928,434.16	\$117,858.22	\$167,247.15	(\$49,388.93)	-4.72%
	Account Area: Utilities - 640	\$1,046,292.38	\$84,894.61	\$928,434.16	\$117,858.22	\$167,247.15	(\$49,388.93)	-4.72%
010.00.650.0000.000.000	Balance Sheet	\$154,000.00	\$29,287.79	\$109,277.01	\$44,722.99	\$44,722.99	\$0.00	0.00%
	Account Area: Custodial Supplies - 650	\$154,000.00	\$29,287.79	\$109,277.01	\$44,722.99	\$44,722.99	\$0.00	0.00%
010.00.720.0000.000.000	Balance Sheet	\$186,685.00	\$12,508.07	\$132,730.26	\$53,954.74	\$30,068.45	\$23,886.29	12.79%
	Account Area: Building & Grounds Repairs - 720	\$186,685.00	\$12,508.07	\$132,730.26	\$53,954.74	\$30,068.45	\$23,886.29	12.79%
010.00.721.0000.000.000	Balance Sheet	\$141,850.42	\$3,067.06	\$108,696.58	\$33,153.84	\$35,242.23	(\$2,088.39)	-1.47%
	Account Area: Equip Repair & Rental - 721	\$141,850.42	\$3,067.06	\$108,696.58	\$33,153.84	\$35,242.23	(\$2,088.39)	-1.47%
010.00.729.0000.000.000	Balance Sheet	\$76,323.00	\$0.00	\$72,061.66	\$4,261.34	\$6,551.06	(\$2,289.72)	-3.00%
	Account Area: Lease/Rental - 729	\$76,323.00	\$0.00	\$72,061.66	\$4,261.34	\$6,551.06	(\$2,289.72)	-3.00%
010.00.730.0000.000.000	Balance Sheet	\$26,957.39	\$90.00	\$17,829.57	\$9,127.82	\$9,117.82	\$10.00	0.04%
	Account Area: Replacement Equipment - 730	\$26,957.39	\$90.00	\$17,829.57	\$9,127.82	\$9,117.82	\$10.00	0.04%
010.00.810.0000.000.000	Balance Sheet	\$1,575,000.00	\$124,971.14	\$1,361,364.70	\$213,635.30	\$5,347.17	\$208,288.13	13.22%
	Account Area: Retire/Social Security - 810	\$1,575,000.00	\$124,971.14	\$1,361,364.70	\$213,635.30	\$5,347.17	\$208,288.13	13.22%
010.00.820.0000.000.000	Balance Sheet	\$2,283,950.00	(\$1,596,082.64)	\$2,610,774.72	(\$326,824.72)	(\$433,110.72)	\$106,286.00	4.65%
	Account Area: Insurance - 820	\$2,283,950.00	(\$1,596,082.64)	\$2,610,774.72	(\$326,824.72)	(\$433,110.72)	\$106,286.00	4.65%
Grand Total:		\$34,051,186.00	\$856,929.46	\$29,755,109.10	\$4,296,076.90	\$3,561,353.42	\$734,723.48	2.16%

End of Report

EXHIBIT VI B

MEMORANDUM TO: MEMBERS OF THE BOARD OF EDUCATION

FROM: PATRICIA PROCTOR, DIRECTOR OF FINANCE AND OPERATIONS

DATE: JUNE 4, 2025

RE: FINANCE REPORT - BUDGET LINE-ITEM TRANSFERS

Budget Line-item Transfer(s) – VOTE NOT NEEDED

Budget Transfer 2025-23: Recorded on 05/22/2025. Reclass postage budget to correct expenditure line.

010.DS.130.2500.580.800	CO Mileage	-1,750.00
010.DS.130.2500.532.800	DS Postage	1,750.00

Budget Transfer 2025-24: Recorded on 05/22/2025. Reclass degree change savings to HR /Frontline system contract shortfall.

010.DS.213.2310.111.100	Contingency Degree Changes	-5,303.73
010.DS.130.2500.810.500	Human Resources Dues/Fees	5,303.73

EXHIBIT VII

MEMORANDUM TO: MEMBERS OF THE BOARD OF EDUCATION
FROM: SHAWN L. PARKHURST, SUPERINTENDENT
DATE: JUNE 4, 2025
RE: 2025-2026 PARENT/TEACHER CONFERENCE DATES

Due to the timing of the 2025-2026 Calendar Committee meeting happening after the posting of this agenda/packet, the proposed parent/teacher conference dates will be provided to all BOE members at the meeting for review, discussion and potential approval.

Possible Board Motion: “**MOVE** that the Board of Education approve the 2025-2026 conference dates as presented.”

EXHIBIT VIII

MEMORANDUM TO: MEMBERS OF THE BOARD OF EDUCATION

FROM: SHAWN L. PARKHURST, SUPERINTENDENT

DATE: JUNE 4, 2025

RE: WLPS SYSTEM FOR EDUCATIONAL LEADER EVALUATION
AND SUPPORT PLAN

In the spring of 2025, a small team of WLPS Leaders, alongside members of our Professional Development and Evaluation Committee (PDEC), worked diligently to review and revise the WLPS System for Education Leader Evaluation and Support Plan for implementation in the 25-26 school year. The plan mirrors the plan in structure, timeline and expectations that you previously approved and adopted for the WLPS Educators that was implemented in the 24-25 school year.

Possible Board Motion: “**MOVE** that the Board of Education approve the WLPS System for Educational Leader Evaluation and Support Plan as presented.”

WINDSOR LOCKS PUBLIC SCHOOLS

System for Educational Leader Evaluation and Support Plan



WINDSOR LOCKS, CONNECTICUT

Shawn L. Parkhurst, Superintendent

BOARD OF EDUCATION

Kylee Christianson, Chair

Dennis Gragnolati, Vice Chair

Alba Osorio, School Liaison

Greg Guyette, School Liaison

Lindsay Cutler, School Liaison

Professional Development and Evaluation Committee

Professional Development and Educator Evaluation Committee 2024-2025

School/Department	Name
North Street School	Vita Beebe, EL Teacher Heather Leeman, Pre-Kindergarten Teacher
South Elementary School	Jo-Anne Cutler, Instructional Specialist Lynn Weppler, Teacher
Windsor Locks Middle School	Brian Deming, Health/PE Teacher Tracy Gibbons, Support Services Provider
Pine Meadow Academy	Kristofer Schumacher, Special Education Teacher
Windsor Locks High School	Jeff Bernabe, Science Teacher Shereese Kelly, Business Teacher Melissa Lopes, Library Media Specialist Deb Luzietti, Special Education Teacher
District Leadership	Monica Briggs, South Elementary School Principal Rachel March, Coordinator of Alternative Services Joshua Robinson, Director of Special Education Services
Central Office	Shawn Parkhurst, Superintendent of Schools

Professional Development and Leader Evaluation Sub-Committee 2024-2025

School/Department	Name
District Leadership Pupil Services Alternative Education Elementary Curriculum	Joshua Robinson, Director of Special Education Services Rachel March, Coordinator of Alternative Services Giovanna Testani, North Street School Megan Parrette, Curriculum Director
Windsor Locks High School	Deb Luzietti, Special Education Teacher
North Street School	Vita Beebe, EL Teacher

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Windsor Locks Public Schools Vision and Mission

All students will meet or exceed grade level standards because...

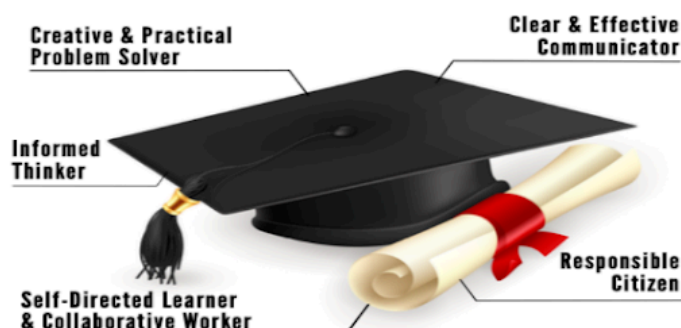
We want all students
to feel a sense of
accomplishment to
pursue their passions.



Windsor Locks Public Schools Vision of The Graduate

Prepared to Make a Difference

The Windsor Locks Public Schools will create and sustain a community of lifelong 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 ensures: a Windsor Locks High School Graduate will:

- demonstrate his/her understanding and knowledge of English Language Arts, Mathematics, Science, Social Studies, Computer Literacy/Technology, Visual and Performing Arts, Health and Physical Education, World Language, and Career Preparation. In addition,

Be A Clear and Effective Communicator Who:

- reads, listens to, interprets and evaluates messages from various media sources;
- uses oral, written, visual, artistic, and technological modes of expression in diverse environments to clearly and effectively communicate his/her ideas, beliefs, and understandings, including multiple languages;
- utilizes multiple media and technologies, and knows how to judge their effectiveness as well as assess their impact while demonstrating their learning.

Be A Self-Directed Learner and A Collaborative Worker Who:

- explores and creates both career and educational plans that reflect personal goals, interests, and abilities, which may include job shadows, internships, college visits, on-line learning and dual credit (HS/college) opportunities;
- develops a variety of research skills and demonstrates a capacity for independent study;
- initiates, proposes, implements, and perseveres to complete tasks when working independently;
- demonstrates personal reliability, flexibility, work ethic, and regard for quality;
- practices teamwork and collaboration in academic and/or co-curricular settings.

Be A Creative and Practical Problem Solver Who:

- observes situations and is able to define problems clearly and accurately;
- creates new purposeful and effective ideas and is open and responsive to new and diverse perspectives;
- demonstrates originality and inventiveness in work and understands the real-world limits to adopting new ideas;
- frames questions and designs data collection and analysis strategies from all disciplines to answer those questions;
- generates a variety of solutions, builds a case for the best response, and evaluates critically its effectiveness.

Be A Responsible Citizen Who:

- demonstrates responsibility and an awareness of others by participating in the required number of community service activities;
- accepts responsibility for personal decisions and actions;
- demonstrates an understanding of wellness in order to make lifelong decisions about his/her physical, mental, emotional, and social health;
- demonstrates the ability to work effectively and respectfully with diverse members of society.

Be An Informed Thinker Who:

- applies, documents and defends his/her knowledge and skills in and across the core curriculum and electives;
- effectively analyzes and evaluates evidence, arguments, claims and beliefs and major alternative points of view;
- analyzes information and arguments to be able to draw conclusions;
- reflects critically on learning experiences and processes to reason effectively as appropriate to the situation.

Introduction

The primary goal of the leader evaluation and development model is to strengthen individual and collective practices to increase student learning, growth, and achievement. The Windsor Locks Professional Development and Evaluation Committee (PDEC) Sub-Committee engaged in a collaborative process to reach consensus on the design principles that would most impact the design of a transformative leader evaluation and development system that uses high-quality professional learning to improve leader practice and student outcomes.

Purpose and Rationale of the Professional Support and Learning Process

Windsor Locks' professional support and learning process is aligned with the State of Connecticut's vision, ensuring that all educators and leaders have the opportunity for continuous learning and feedback. Our system is designed to foster the development and growth of educators both individually and collectively. We believe that by supporting educators in examining and reflecting upon their professional practice, we can improve instruction and ultimately increase student achievement. Our commitment to continual learning allows educators to meet the diverse needs of all students, ensuring growth and success for every learner.

Guiding Principles for Changes to Professional Support and Learning:

The transformational design of the leader evaluation and support model is grounded in six guiding principles that use high quality professional learning to advance leader practice, educator practice, and student learning, growth, and achievement.

- **Allow for differentiation of roles**
(for example, for leaders: assistant superintendents, directors, various leaders in central office, principal, assistant principal; or for educators: teachers, counselors, instructional coaches, student support staff).
- **Simplify and reduce the burden**
(eliminate technical challenges, paperwork, steps).
- **Focus on things that matter**
(identify high leverage goal focus areas).
- **Connect to best practices aimed at the development of the whole child**
(including, but not limited to, academic, social, emotional, and physical development).
- **Focus on leader growth and agency**
(meaningfully engage professionals by focusing on growth and practice in partnership with others aligned to a strategic focus).
- **Meaningful connections to professional learning**
(provide multiple pathways for participants to improve their own practice in a way that is meaningful and impactful).
- **Specific, timely, accurate, actionable, and reciprocal feedback**

Professional Leadership Support and Learning System Overview

Windsor Locks Leader Evaluation and Support System reflects researched-based effective practices and includes six key elements:

- Standards and criteria
- Goal setting process
- Professional practice and educator growth
- Evaluator/observer/stakeholder feedback and engagement
- Process elements
- Dispute resolution

The vision, guiding principles, and overall framework for the leader evaluation and support describe a systematic process of continuous improvement and professional learning leading to high quality professional practice and enhanced learning, growth, and achievement for all students and staff.

Professional Leadership Learning Standards and Structures

Standards and Criteria for Leaders

The primary goal of the leader evaluation and support system is to ensure the growth and development of staff so they in turn may develop and enhance personal and professional strengths to meet the needs of all the students they serve. Leader practice discussions are based on a set of national or state performance standards set by professional organizations and mutually agreed upon by the PDEC. The following professional practice standards ground this model's framework.

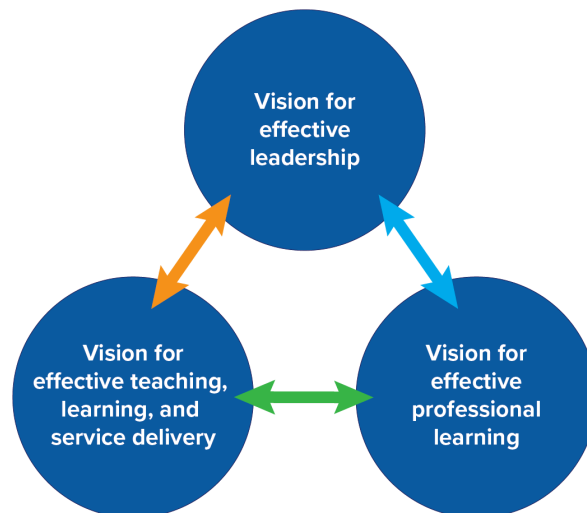
1. [Professional Standards for School Leaders \(PSEL\)](#)
2. [Learning Forward's Professional Learning Standards \(2022\)](#)

To ensure clarity and consistency in evaluation practice, we have adopted a single-point rubric to accompany these standards, allowing for a focus on high leverage goal(s) setting and professional learning, within a flexible growth minded model. A single point rubric is used to provide focus for high leverage goal(s) setting and professional learning.



Professional Leadership Learning Standards and Structures

Professional learning is essential to the CT Guidelines 2023 model. [Learning Forward Professional Learning Standards 2022](#), serve as a useful tool to illustrate how professional learning can deepen leader knowledge, promote reflection, and maximize leader impact. As a tool, the professional learning standards help leaders intentionally design learning, address content, and consider how to accomplish the expected learning transformation desired. Together the professional standards for leaders, educators and professional learning serve as the three visions that work together to lay the foundation for meaningful feedback and continuous learning.



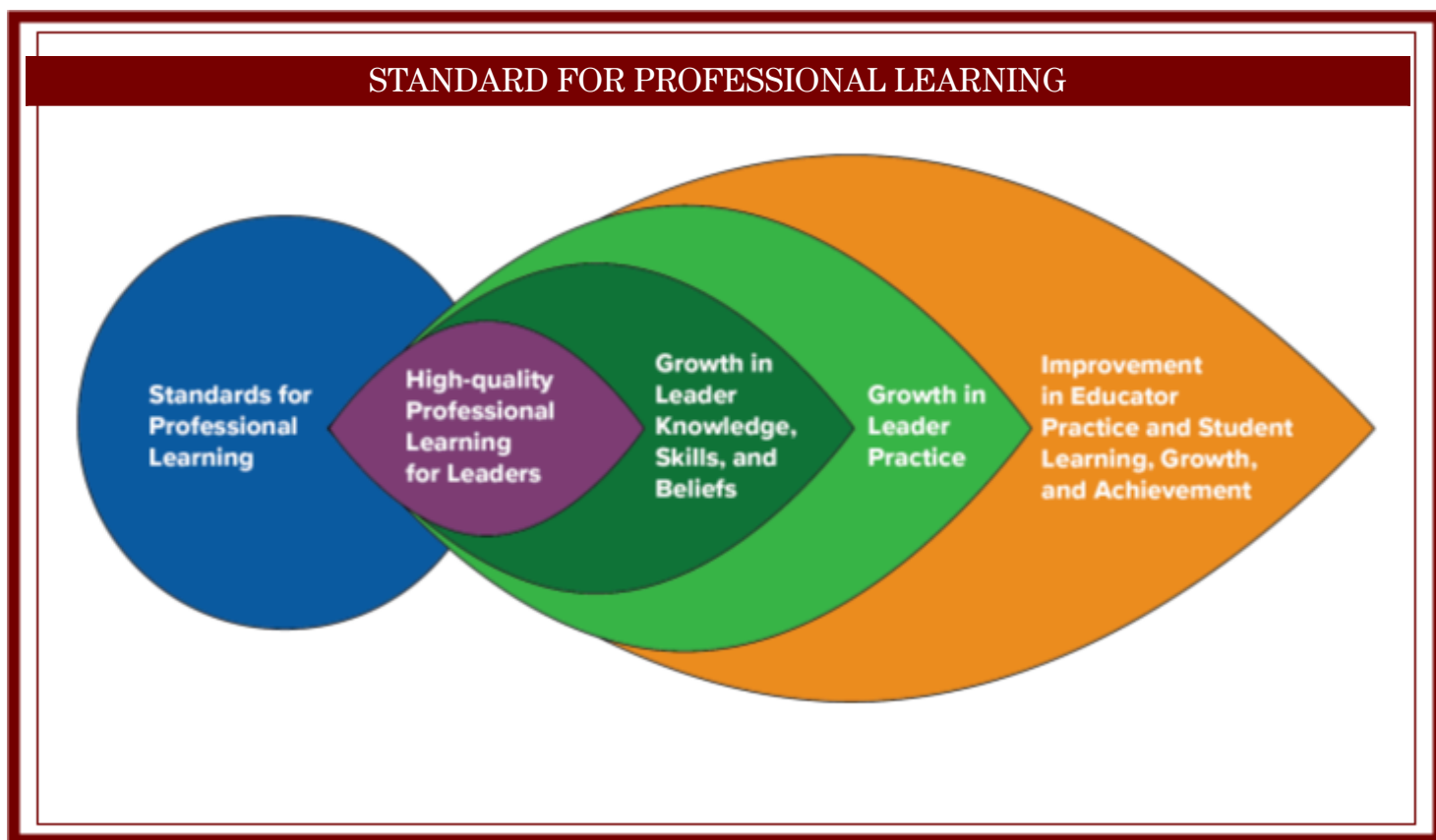
The Continuous Learning Process: Goal Setting, Professional Practice, and Evaluator/Observer/ Stakeholder Feedback and Engagement

The evaluation and support model is designed as a continuous learning process. The goal of the continuous learning process is to provide leaders with continuous learning opportunities for professional growth through self-directed analysis and reflection, planning, implementation, and collaboration. Regular dialogue and feedback, coupled with the opportunity to reflect on and advance practice, drive the continuous learning process. The process provides an opportunity for leaders to address organizational system and structure questions. In this process, the leader serves as the learner who actively engages in and directs their learning and feedback. The evaluator serves as a learning partner who supports the leader through the learning and growth process. Within the process, the leader collaborates and serves as a reflective practitioner to determine mutually agreed upon leader goal(s), professional practice and leader growth, and observation/site visit and feedback focus.

Within the continuous learning process, leaders check in with their evaluator a minimum of three times a year (fall goal setting, midyear check-in, and end-of-year reflection) to provide an opportunity for a reciprocal discussion of what is happening in the school or district, a sharing of evidence of professional learning and impact on growth, and identification of needs and mutually agreed upon next steps. The meetings are approached in a spirit of continuous improvement, reflection, and collaboration. Dialogue is important, however, there must be a balance of written and verbal feedback provided between check-ins based on observations/site visits, reviews of practice, and artifacts as required by the district plan, which must be provided periodically. Effective feedback is tied to standards and identifies strengths and areas of focus for growth.

At the core, educators and students learn best when educational leaders foster safe, caring, supportive learning communities, and promote rigorous curricula and instructional and assessment systems. This work requires educational leaders to build and strengthen a network of organizational supports — the professional capacity of teachers and staff; the professional community in which they learn and work; family and community engagement; and effective, efficient management and operations of the school/district. In all their work, educational leaders are driven by the district/school’s mission, vision, and portrait of a graduate. They are called to act ethically and with professional integrity, and they promote equity and cultural responsiveness. Finally, educational leaders believe their district/schools, educators, and they themselves, can continuously grow. They are tenacious change agents who model transformational leadership (adapted from PSEL Standards).

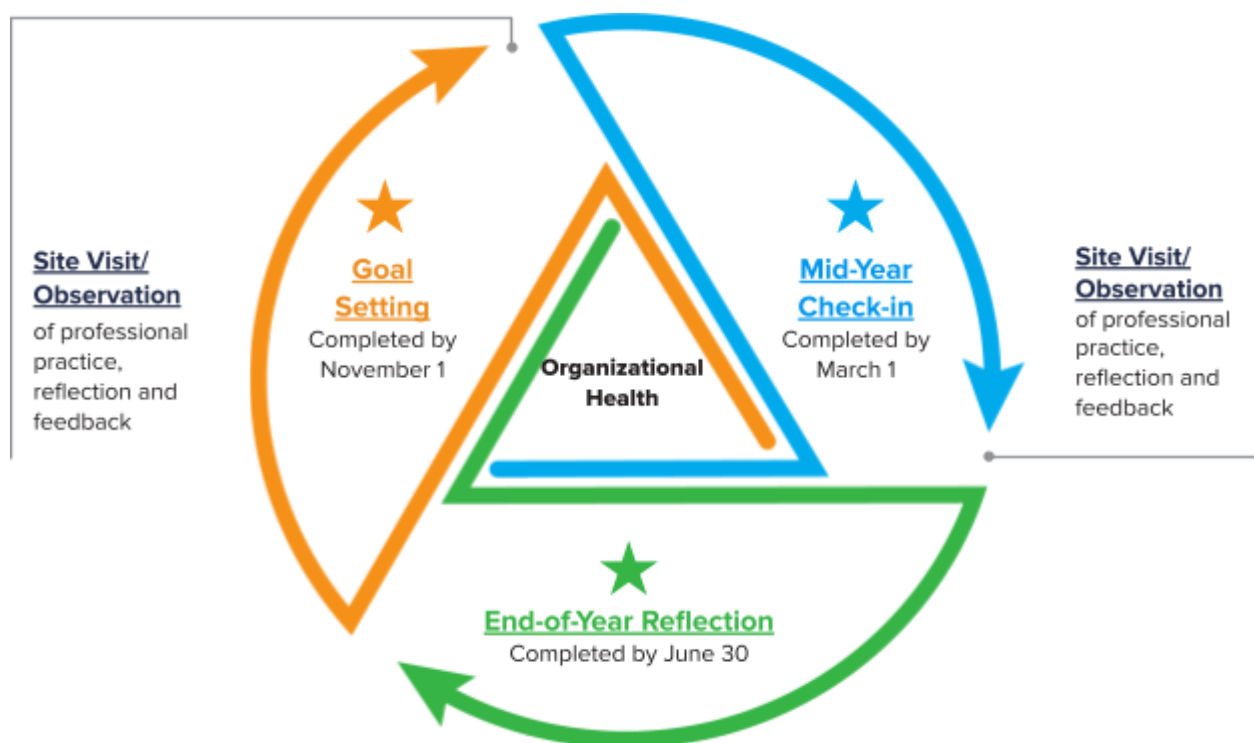
The graphic below, adapted from Learning Forward’s Standards for Professional Learning 2022, shows the relationship between professional learning for leaders, educators, and students.



Continuous Learning: Leadership Professional Growth Planning

Evaluation Orientation

Completed prior to the start of the Continuous Learning Process



Goal Setting Completed by November 1

Beginning of the Year Goal(s) and Planning

- Self reflect
- Review evidence

Goal(s), Rationale, Alignment, and Professional Learning Plan

- Draft goal(s), rationale, alignment, professional learning plan

Goal Setting Conference

- Mutually agree on 1-, 2-, or 3-year goal(s)
- Determine individual or group goal(s)
- Mutually agree on professional learning needs and support

Mid-Year Check-in Completed by March 1

Mid-Year Check-in: Reflection, Adjustments, and Next Steps

- Review & discuss currently collected evidence towards goal(s) and of practice
- Review professional learning, evidence, and impact on organization health, educator and student learning, growth and achievement

Mid-Year Conference

- Discuss evidence, reflection, and feedback from evaluator
- Adjust and revise as needed

End-of-Year Reflection Completed by June 30

End-of-Year Reflection and Feedback Process

- Self-reflection: Review & discuss professional learning, evidence of impact on organizational health, educator and student learning, growth and achievement

End-of-Year Conference/ Summative Feedback and Growth Criteria

- Evaluator provides written summative feedback and guides next steps
- Annual Summary sign-off

Continuous Learning: Leadership Professional Growth Planning

Orientation and Training:

Orientation on the leader evaluation and support process shall take place prior to the start of the process, no later than October 15. The orientation shall include:

- High leverage goal setting and professional learning plans
- Use of rubrics and standards
- Observation of practice/site visits
- Tiered supports
- Dispute resolution

Annual training for evaluators as required by C.G.S. 10-151b will include engaging in and providing reciprocal feedback tied to standards and evidence of professional practice.

Goal(s) Setting (Completed by November 1):

Leaders and their evaluators mutually agree upon a high leverage professional practice one-, two-, or three-year goal(s) and develop a plan for professional learning and support that is consistent with their professional status and goals ([see Appendix B](#)). Goals should always be connected to standards recommended by the PDEC and approved by the local board of education.

This is a process of feedback, reflection, goal setting, opportunities for professional learning, observations by an evaluator, and collection of multiple measures of leader growth, educator growth, and impact on student learning, growth, and achievement. Within this process, the leader collaborates in a learning partnership with their evaluator. The continuous learning process begins with dialogue around leaders' self-reflection (based on review of evidence and practice) to the identified rubric while collecting and analyzing evidence to identify and support an area for leader practice, educator and student outcomes, and organizational growth.

The leader will:

- Self-assess using the identified rubric.
- Identify a high leverage goal that impacts leadership practice and educator and organizational growth.
- Identify an individual or a collaborative goal.
- Develop a proposed professional learning plan to build knowledge and skill.

The leader shares the above with their evaluator during an initial goal setting conference that consists of dialogue around the proposed goal(s) and professional learning plan. During this conference, reciprocal dialogue between the evaluator and leader takes place to refine the proposed goal and professional learning plan as needed. In partnership, the leader and evaluator come to mutual agreement on the goal(s), multiple measures of evidence, professional learning plan, and support to drive progress toward goal attainment.

Midyear Check-in (Completed by March 1):

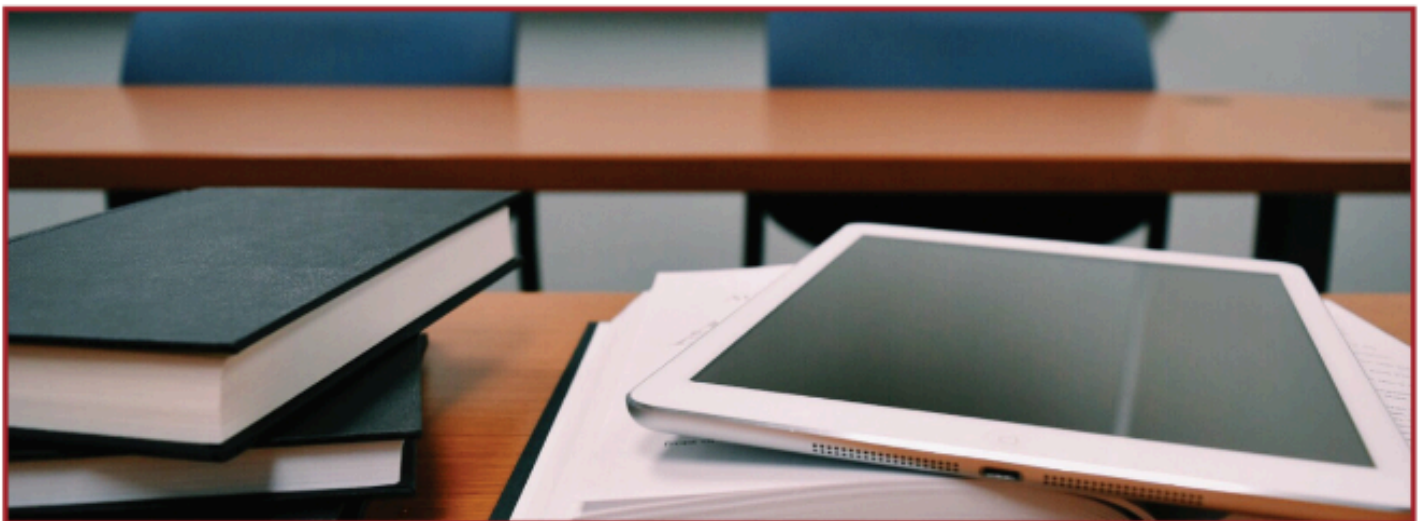
The midyear check-in provides an opportunity for the leader to self-reflect and review multiple and varied qualitative and quantitative indicators of evidence of impact on professional leadership practice; organizational growth; educator growth; and impact on student learning, growth, and achievement. Through reciprocal dialogue, the evaluator provides specific feedback based on evidence, standards, and the leader's goal(s). This is an overview of where the leader is in the process and what steps need to be taken to assist in continuous learning. During this check-in, revisions to the goal or learning plan, direction to tiered support, and next steps are documented.

Continuous Learning: Leadership Professional Growth Planning

End-of-Year Reflection/Summative Review (Completed by June 30):

End-of-year reflection provides an opportunity for the leader and evaluator to engage in reciprocal dialogue, similar to the midyear check-in, to discuss progress toward the leader's goal(s); professional learning as it relates to the leader's professional growth and professional practice; and impact on student learning, growth, and achievement as evidenced by multiple and varied qualitative and quantitative indicators of evidence. A written end-of-year summary includes the impact on leader practice and growth; possible next steps for the upcoming year; any concerns with the continuous learning process; new learning; and highlights of impact on educators, students, and school community; and completion of current goal or rationale for continuing the goal the following year. Analysis of evidence from the end-of-year summary is important for the leader's subsequent self-assessment and goal setting revisions or new goal(s).

This summary is based upon the mutually agreed upon goal(s) and identified standards and will make a distinction regarding the leader's successful completion of the professional learning process.



Continuous Learning: Leadership Practice

Professional Practice and Growth

The implementation of the continuous learning process is shared between the leader and evaluator. For the duration of the learning process, leaders pursue learning and attainment of their goal(s), collecting evidence of practice related to their high leverage professional learning goal. Evaluators will provide leaders with feedback from observations of professional practice/site visits and dialogue, ensure timely access to support and collect evidence of leader performance and practice toward goal(s) through multiple sources, including site visits, student and staff feedback, or family engagement.

Observation of Professional Practice/Site Visits and Feedback

Observation of professional practice or site visits occur throughout the continuous learning process. The identified high leverage goal(s) provides a focus for strategic evidence collection and feedback. Evaluators provide leaders with feedback based on evidence, standards, and the educator's goal(s); ensure timely access to planned support(s); and collect evidence of leader practice and progress toward goal(s) through multiple sources of evidence including site visits, feedback, written or verbal, that is provided within five school days.

"Feedback is defined as a dynamic, dialogic process that uses evidence to engage a learner, internally or with a learning partner, in constructing knowledge about practice and self. Its primary purpose is learning that guides change" (Killion, 2019).

Quality feedback:

- Is based on multiple and varied quantitative and qualitative indicators of evidence, standards, and goal(s)
- Is personalized
- Is learning-focused or growth-oriented
- Provides questions for reflection to refine or revise strategies
- Expands understanding of one's experiences and their implications for future experiences
- Provides reflective opportunities to rework, refine, and reorder knowledge, attitudes, skills and/or practices
- Is timely, frequent, and reciprocal

Observation Requirements

- Three observations of professional practice and/or site visits
- Pre-observation as needed Post-observation each time
- Leader Reflection within 5 school days
- Evaluator Feedback written and verbal within five school days
- Additional observations of professional practice and/or site visits as mutually agreed upon or deemed necessary

Continuous Learning: Leadership Practice

Growth Criteria

Successful completion of the learning process is determined through multiple forms of evidence and reflection that is demonstrated by:

- Reflection supported with evidence of the impact of the leader's new learning on their practice/goal
- The impact the leader's new learning and practice had on the leader's practice, organizational growth, educator growth, and student outcomes.
- Next steps

Growth Criteria

Development of New Learning and Impact on Practice

- The leader can demonstrate how they developed new learning within the continuous learning process through multiple sources (e.g., observational feedback, data, walkthroughs, etc.) and how they used their new learning to improve practice.

Impact on the Organization

- The leader can demonstrate how they positively impacted the organizational health and can articulate connections/ rationale between the improved learning and their own changes in practice.

Impact on Community

- The leader can demonstrate how they worked effectively with colleagues/ families/community

Possible Sources of Evidence

- Information from site visits
- Strategic plans
- Learning walk/instructional rounds
- Self-reflection (e.g., journals, learning logs)
- Leader created professional learning materials
- Operational artifacts (e.g., schedules, procedural revisions)
- Educator learning outcomes
- Policy updates
- Community communications
- Constituent feedback
- Program development and implementation
- Quantitative measure of whole child development (including, but not limited to, academic, social, emotional, and physical development)
- Systems and structures



Process Elements

Tiered Support and Corrective Support Planning

All leaders require access to high-quality, targeted professional learning support to improve practice over time. Leaders and their evaluators thoughtfully consider and apply three tiers of support, as appropriate, with an evaluation process. All three tiers of support must be implemented prior to the development of a Corrective Support Plan.

A pattern of persistent lack of growth and reflection or resistance to growth-oriented feedback should lead to advancing levels of support with a defined process for placing a leader on a Corrective Support Plan with indicators of success for transitioning out of it. Evaluators must utilize and document all three tiers of support prior to the development of a Corrective Support Plan. The Corrective Support Plan shall be developed in consultation with the evaluator, leader and their exclusive bargaining representative if applicable.

Tier 1

It is the expectation that all leaders consistently access opportunities for professional growth within their district. Tier 1 supports are broadly accessible professional learning opportunities for all, inclusive of, but not limited to, collegial conversations, school site visits, available district resources (e.g., books, articles, videos, etc.), formal professional learning opportunities developed and designed by your district PDEC and other leader supports (e.g., leadership coaching). These resources should be identified through a goal setting process by mutual agreement.

Tier 2

Leaders may need additional support that is provided after they are moved into Tier 2. Movement occurs after evaluator's third (3rd) observation that shows continued need for growth in the same specific focus area. The evaluator and leader will engage in a conversation to discuss the actions that the leader has already taken and then determine the next best steps to remediate the specific area of concern. Tier 2 includes all of the Tier 1 supports. Tier 2 also includes supports that are more intensive in duration, frequency, and focus. Supports can be either suggested by the leader and/or is recommended by an evaluator. Suggested additional supports may include, but are not limited to:

- having the leader engage in a professional learning opportunity;
- having the leader observe specific elements aligned to professional standards;
- collaborating with other leaders;
- coaching where available and appropriate, etc.

Movement from Tier 2 back into Tier 1 occurs when the leader shows satisfactory progress toward improving in the specific targeted area. Movement into Tier 1 is at the evaluator's discretion. The evaluator will communicate in writing all movements between tiers; e.g. from Tier 1 into Tier 2 or from Tier 2 back to Tier 1.

Process Elements

Tier 3

Leaders are moved into Tier 3 when previously discussed concerns continue to persist and/or be unresolved. Tier 3 support includes all supports described in Tiers 1 and 2. Additionally, Tier 3 supports:

- are developed in collaboration with the leaders and may be assigned by the evaluator;
- have clearly articulated areas of focus, duration of time, and criteria for success, and may include a decision to move to a Corrective Support Plan;
- shall be developed in consultation with the evaluator, leader, and their exclusive bargaining representative for certified educators pursuant to C.G.S. §10-153b;
- will be clearly documented including the start date and duration of time a leader is receiving this level of support.

Leaders that show satisfactory progress toward improving in the specific targeted area shall be moved back into Tier 1 or Tier 2 at the evaluator's discretion. The evaluator will communicate in writing all movements from one tier to another.

Corrective Support Plan

Leaders that show a pattern of persistent lack of growth and reflection or resistance to growth-oriented feedback will be given advancing levels of support. Entry into a Corrective Support Plan, with indicators of success for transitioning out of it, requires that evaluators have used and documented all three tiers of support prior to the development of a Corrective Support Plan. The Corrective Support Plan shall be developed in consultation with the evaluator, leader (evaluatee) and their exclusive bargaining representative for certified leaders chosen pursuant to C.G.S. §10-153b.

The Corrective Support Plan must contain:

- the specific area of concern and summary steps taken to date;
- clear objectives specific to the well documented area of concern;
- resources, support, and interventions to address the area of concern;
- timeframes for implementing the resources, support, and interventions; and
- supportive actions from the evaluator.

At the conclusion of the Corrective Support Plan period, a number of outcomes are possible as determined in consultation with the evaluator, leader and bargaining unit representative. The evaluator makes one of the following recommendations after reviewing the leader's progress according to the established plan.

- Leaders that demonstrate satisfactory improvement according to the established plan are moved to Tier 1 or Tier 2 as determined by the evaluator;
- Leaders that are making progress toward but have not fully met the objectives established in the Corrective Support Plan remain in the Corrective Support Plan for an additional period of time to be determined by the evaluator;
- Leaders that continue to show a persistent lack of growth and reflection or have not made satisfactory progress toward the objectives established in the Corrective Support Plan are recommended by the Superintendent for dismissal in accordance with the provisions of [CGS, Section 10-151d](#).

[See Appendix](#) for a Corrective Support Plan form and example

Dispute Resolution

The purpose of the dispute resolution process is to secure at the lowest possible administrative level equitable solutions to disagreements, which from time to time may arise related to the evaluation process. The right of appeal is available to all in the evaluation and support system. As our evaluation and support system is designed to ensure continuous, constructive and cooperative processes among professional educators, educators/leaders and their evaluators are encouraged to resolve disagreements informally.

Ultimately, should a leader disagree with the evaluator's assessment and feedback, the parties are encouraged to discuss these differences and seek common understanding of the issues. As a result of these discussions, the evaluator may choose to adjust the report but is not obligated to do so. The leader being evaluated has the right to provide a statement identifying areas of concern with the goals/ objectives, evaluation period, feedback, and/or professional development plan, which may include the individual professional learning plan or a Corrective Support Plan.

Any such matters will be handled as expeditiously as possible, and in no instance will a decision exceed thirty (30) workdays from the date the leader initiated the dispute resolution process. Confidentiality throughout the resolution process shall be conducted in accordance with the law.

Process

The leader being evaluated shall be entitled to collective bargaining representation at all levels of the process.

1. Within three school days of articulating the dispute in writing to his/her/their evaluator, the leader being evaluated and the evaluator will meet with the objective of resolving the matter informally.
2. If there has been no resolution, the individual may choose to continue the dispute resolution process in writing to the superintendent or designee within three workdays of the meeting with his/her/their evaluator (step 1). The leader being evaluated may choose between two options.

a. Option 1:

The issue in dispute may be referred for resolution to a subcommittee of three individuals, the superintendent and leader may select three mutually agreed upon persons to serve as this neutral party for resolving the dispute. Each individual must be a Connecticut certified leader and may or may not be from within the district. It is the role of the subcommittee to determine the resolution of the dispute and to identify any actions to be taken moving forward and to notify the superintendent of the decision.

**In the instance that a district is too small to have a full PDEC from which to select three individuals, the superintendent and leader may select three mutually agreed upon persons to serve as the neutral party for resolving the dispute. Each individual must be a Connecticut certified leader and may or may not be from within the district.*

b. Option 2:

The leader being evaluated requests that the superintendent or designee solely arbitrate the issue in dispute. In this case, the superintendent will review all applicable documentation and meet with both parties (evaluator and leader being evaluated) as soon as possible, but no longer than five school days from the date of the written communication to the superintendent. The superintendent will act as arbitrator and make a final decision, which shall be binding.

Dispute Resolution

Time Limits

1. Since it is important that appeals be processed as rapidly as possible, the number of days indicated within this plan shall be considered maximum. The time limits specified may be extended by written agreement of both parties.
2. Days shall mean workdays. Both parties may agree, however, to meet during breaks at mutually agreed upon times.
3. The leader being evaluated must initiate the appeals procedure within five workdays of the scheduled meeting in which the feedback was presented. If no written initiation of a dispute is received by the evaluator within five workdays, the leader shall be considered to have waived the right of appeal.
4. The leader being evaluated must initiate each level of the appeal process within the number of days indicated. The absence of a written appeal at any subsequent level shall be considered as waiving the right to appeal further.



Appendices — Leader:

Information and Resources to Support Effective Implementation

Appendix A: Sample Reflection Questions – Leader

Self-Reflection Sample Questions

- Thinking about the success and challenges you may have encountered last year, or at the start of this year, what questions do you have about leadership and organizational well-being? What new learning might you want to explore to inform your understanding of these questions and professional leadership practice?
- In reviewing the rubric, what areas emerge as opportunities for your professional learning and practice?
- Based on your current organization's strengths and needs, and/or knowledge of district/school/program goals, what new learning might you explore to address the needs?
- Based on knowledge of your students/adult learners, and/or knowledge of school/program goals, are there any new strategies or methods you'd like to explore and implement this year?
- How do you see yourself contributing to the school or district's mission, vision, and/or Portrait of a Graduate and what strategies can you learn more about to support that focus?
- What are you considering for your learning goal?
- What will it look like when you achieve your goal?

Professional Learning and Action Questions

Indicators of success

- What question will you focus on to address your goals?
- What are the criteria for an accomplished practice?
- How do you plan to collect and analyze evidence to assess progress toward your goals?
- What research/professional readings might you explore to support your professional learning and achieve your goal?
- What specific professional learning might you need to achieve your goal?
- What support might you need from your colleagues, supervisor, others? How frequently?
- How might you apply your learning to practice? How often?

Determine Evidence

- What evidence might you collect and analyze to understand progress toward your goal?
Quantitative or qualitative or both?
- What ways would you like me as your evaluator to collect data/evidence for feedback?
- From how many different situations should we examine data/evidence?
- What are the advantages and disadvantages of the identified evidence?
- How will the data help us to analyze your practice?
- What is your timeline for collecting this evidence and measuring impact?
- What are the anticipated challenges or obstacles, and how do you plan to address them?
- How might you communicate/share your professional learning to your colleagues or families?
- What opportunities for professional learning do you believe would be beneficial for your growth as an educator?
- In what ways can we encourage collaboration and communication among colleagues to promote a culture of sharing best practices?

Analysis of Evidence

- What do you observe in your evidence?
- What patterns, themes, or outliers do you notice?
- What does the evidence say about how you are doing in relation to your goal and indicators of success?
- Based on the evidence and your practice overall, what are your strengths?
- In what aspect do you want to continue to grow or refine your knowledge, skill, practice?

Learning Reflection and Next Steps

- What is clear to you now?
- What are you learning?
- What do you understand now that you didn't understand as clearly before?
- How will this learning influence future actions?
- What is a single sentence conclusion that represents your learning?
- Under what circumstance might this conclusion not be true?
- What are ways you continue to refine your practice?
- What more do you want to learn and practice?
- How might you accomplish that? What is your next plan?
- What resources and support do you want or need?
- Once learning has been implemented: What effect did the learning have on practice, students?

Reflect on the Feedback Process

- In what ways did my engagement with you support your learning?
- What did I do as a learning partner that helped you as a learner and how did it help

Appendix B: WLPS Administrator Practice Expectations: PSEL

Instructional Leadership:

- a) Develop an educational mission for the school to promote the academic success and well-being of each student.
- b) In collaboration with members of the school and the community and using relevant data, develop and promote a vision for the school on the successful learning and development of each child and on instructional and organizational practices that promote such success.
- c) Articulate, advocate, and cultivate core values that define the school's culture and stress the imperative of child-centered education; high expectations and student support; equity, inclusiveness, and social justice; openness, caring, and trust; and continuous improvement.
- d) Strategically develop, implement, and evaluate actions to achieve the vision for the school.
- e) Review the school's mission and vision and adjust them to changing expectations and opportunities for the school, and changing needs and situations of students.
- f) Develop shared understanding of and commitment to mission, vision, and core values within the school and the community.
- g) Model and pursue the school's mission, vision, and core values in all aspects of leadership.
- h) Implement coherent systems of curriculum, instruction, and assessment that promote the mission, vision, and core values of the school, embody high expectations for student learning, align with academic standards, and are culturally responsive.
- i) Align and focus systems of curriculum, instruction, and assessment within and across grade levels to promote student academic success, love of learning, the identities and habits of learners, and healthy sense of self.
- j) Promote instructional practice that is consistent with knowledge of child learning and development, effective pedagogy, and the needs of each student.
- k) Ensure instructional practice that is intellectually challenging, authentic to student experiences, recognizes student strengths, and is differentiated and personalized.
- l) Promote the effective use of technology in the service of teaching and learning.
- m) Employ valid assessments that are consistent with knowledge of child learning and development and technical standards of measurement.
- n) Use assessment data appropriately and within technical limitations to monitor student progress and improve instruction.
- o) Seek to make school more effective for each student, teachers and staff, families, and the community.
- p) Use methods of continuous improvement to achieve the vision, fulfill the mission, and promote the core values of the school.
- q) Prepare the school and the community for improvement, promoting readiness, an imperative for improvement, instilling mutual commitment and accountability, and developing the knowledge, skills, and motivation to succeed in improvement.
- r) Engage others in an ongoing process of evidence-based inquiry, learning, strategic goal setting, planning, implementation, and evaluation for continuous school and classroom improvement.
- s) Employ situationally-appropriate strategies for improvement, including transformational and incremental, adaptive approaches and attention to different phases of implementation.
- t) Assess and develop the capacity of staff to assess the value and applicability of emerging educational trends and the findings of research for the school and its improvement.
- u) Develop technically appropriate systems of data collection, management, analysis, and use, connecting as needed to the district office and external partners for support in planning, implementation, monitoring, feedback, and evaluation.
- v) Adopt a systems perspective and promote coherence among improvement efforts and all aspects of school organization, programs, and services.
- w) Manage uncertainty, risk, competing initiatives, and politics of change with courage and perseverance, providing support and encouragement, and openly communicating the need for, process for, and outcomes of improvement efforts.
- x) Develop and promote leadership among teachers and staff for inquiry, experimentation and innovation, and initiating and implementing improvement.

Professional Capacity and Community:

- a) Recruit, hire, support, develop, and retain effective and caring teachers and other professional staff and form them into an educationally effective faculty.
- b) Plan for and manage staff turnover and succession, providing opportunities for effective induction and mentoring.
- c) Develop teachers' and staff members' professional knowledge, skills, and practice through differentiated opportunities for learning and growth.
- d) Foster continuous improvement of individual and collective instructional capacity to achieve outcomes envisioned for each student.
- e) Deliver actionable feedback about instruction and other professional practice through valid, research-anchored systems of supervision and evaluation to support the development of teachers' and staff members' knowledge, skills, and practice.
- f) Empower and motivate teachers and staff to the highest levels of professional practice and to continuous learning and improvement.
- g) Develop the capacity, opportunities, and support for teacher leadership and leadership from other members of the school community.
- h) Promote the personal and professional health, well-being, and work-life balance of faculty and staff.
- i) Tend to their own learning and effectiveness through reflection, study, and improvement, maintaining a healthy work-life balance.
- j) Develop workplace conditions for teachers and other professional staff that promote effective professional development, practice, and student learning.
- k) Empower and entrust teachers and staff with collective responsibility for meeting the academic, social, emotional, and physical needs of each student, pursuant to the mission, vision, and core values of the school.
- l) Establish and sustain a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child; high expectations for professional work; ethical and equitable practice; trust and open communication; collaboration, collective efficacy, and continuous individual and organizational learning and improvement.
- m) Promote mutual accountability among teachers and other professional staff for each student's success and the effectiveness of the school as a whole.
- n) Develop and support open, productive, caring, and trusting working relationships among leaders, faculty, and staff to promote professional capacity and the improvement of practice.
- o) Design and implement opportunities for professional learning collaboratively with faculty and staff.
- p) Provide opportunities for collaborative examination of practice, collegial feedback, and collective learning.
- q) Encourage faculty-initiated improvement of programs and practices.

Operations Management:

- a.) Institute, manage, and monitor operations and administrative systems that promote the mission and vision.
- b.) Manage staff resources, assigning and scheduling teachers and staff to roles and responsibilities that optimize their professional capacity to address each student's learning needs.
- c.) Seek, acquire, and manage fiscal, physical, and other resources to support curriculum, instruction, and assessment; student learning community; professional capacity and community; and family and community engagement.
- d.) Responsible, ethical, and accountable stewards of the school's monetary and nonmonetary resources, engaging in effective budgeting and accounting practices.
- e.) Protect teachers' and other staff members' work and learning from disruption.
- f.) Employ technology to improve the quality and efficiency of operations and management.
- g.) Develop and maintain data and communication systems to deliver actionable information for classroom and school improvement.
- h.) Know, comply with, and help the school community understand local, state, and federal laws, rights, policies, and regulations so as to promote student success.
- i.) Develop and manage relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation.
- j.) Develop and manage productive relationships with the central office and school board.
- k.) Develop and administer systems for fair and equitable management of conflict among students, faculty and staff, leaders, families, and community.
- l.) Manage governance processes and internal and external politics toward achieving the school's mission and vision.

Culture and Climate:

- a.) Act ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the school's resources, and all aspects of school leadership.
- b.) Act according to and promote the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement.
- c.) Place children at the center of education and accept responsibility for each student's academic success and well-being.
- d.) Safeguard and promote the values of democracy, individual freedom and responsibility, equity, social justice, community, and diversity.
- e.) Lead with interpersonal and communication skill, social-emotional insight, and understanding of all students' and staff members' backgrounds and cultures.
- f.) Provide moral direction and promote ethical and professional behavior among faculty and staff.
- g.) Ensure that each student is treated fairly, respectfully, and with an understanding of each student's culture and context.
- h.) Recognize, respect, and employ each student's strengths, diversity, and culture as assets for teaching and learning.
- i.) Ensure that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success.
- j.) Develop student policies and address student misconduct in a positive, fair, and unbiased manner.
- k.) Confront and alter institutional biases of student marginalization, deficit-based schooling, and low expectations associated with race, class, culture and language, gender and sexual orientation, and disability or special status.
- l.) Promote the preparation of students to live productively in and contribute to the diverse cultural contexts of a global society.
- m.) Act with cultural competence and responsiveness in their interactions, decision making, and practice.
- n.) Address matters of equity and cultural responsiveness in all aspects of leadership.
- o.) Build and maintain a safe, caring, and healthy school environment that meets the academic, social, emotional, and physical needs of each student.
- p.) Create and sustain a school environment in which each student is known, accepted and valued, trusted and respected, cared for, and encouraged to be an active and responsible member of the school community.
- q.) Provide coherent systems of academic and social supports, services, extracurricular activities, and accommodations to meet the range of learning needs of each student.
- r.) Promote adult-student, student-peer, and school-community relationships that value and support academic learning and positive social and emotional development.
- s.) Cultivate and reinforce student engagement in school and positive student conduct.
- t.) Infuse the school's learning environment with the cultures and languages of the school's community.
- u.) Are approachable, accessible, and welcoming to families and members of the community.
- v.) Create and sustain positive, collaborative, and productive relationships with families and the community for the benefit of students.
- w.) Engage in regular and open two-way communication with families and the community about the school, students, needs, problems, and accomplishments.
- x.) Maintain a presence in the community to understand its strengths and needs, develop productive relationships, and engage its resources for the school.
- y.) Create means for the school community to partner with families to support student learning in and out of school.
- z.) Understand, value, and employ the community's cultural, social, intellectual, and political resources to promote student learning and school improvement.
- aa.) Develop and provide the school as a resource for families and the community.
- bb.) Advocate for the school and district, and for the importance of education and student needs and priorities to families and the community.
- cc.) Advocate publicly for the needs and priorities of students, families, and the community.
- dd.) Build and sustain productive partnerships with public and private sectors to promote school improvement and student learning.

Appendix C: Continuous Learning Process – Leader

Beginning-of-the-Year Goals and Planning	
Evaluation Orientation Orientation to Leader Evaluation was Completed on: <u>Date</u>	
Professional Growth and Feedback	
Educator:	Evaluator:
Length of Goal: Year ____ of ____ year(s)	Second Evaluator:
Self-Reflection Completed by Leader	
Capture your self-reflection here; consider using the Sample Questions linked above to guide your thinking. See Appendix A: Sample Reflection Questions – Leader	
Goal, Rationale, Alignment and Professional Learning Plan Completed by Leader	
Based on your analysis above, what is/are your goal(s)? Include a rationale for the length of your goal (1, 2, 3 year).	
What evidence of leader learning, educator learning, and/or student growth and achievement, and/or organizational measures will you use to reflect, monitor, and adjust your goal? What is your learning plan to support achieving your goal? See Appendix A: Professional Learning and Action Questions to guide your plan.	
For multi-year goal(s), what might be the potential focus of years 2 and 3 (to be revisited and revised annually and as needed throughout the learning process)?	
In what ways might this goal(s) contribute to the school and/or district's vision, mission, and strategic goals?	
Action Steps: What are you going to do to achieve your goal? Possible Guiding Questions: What research-based strategies will you consider? Based on what you have learned, what is your plan? What is your data collection and progress monitor plan?	
Professional Support: What Professional Development or support do you need to help you achieve your goal?	

Goal Setting Conference

Completed by Evaluator

Date (By November 1)

Notes:

Supports Suggested/Required

- Tier 1
- Tier 2 (Link to Examples of Supports)
- Tier 3 (Link to Examples of Supports)

Midyear Check-in: Reflection, Adjustment(s), and Next Steps

Completed by Leader

What has been your progress to date on your professional learning plan and your goal(s), and how do you know? What are your next steps and why?

Self-Reflection:

Links to Evidence:

Midyear Conference

Completed by Evaluator

Date (by March 1)

Feedback to Leader (Feedback regarding progress on professional learning and progress toward goal(s). Include change in tiered supports, if recommended.)

End-of-Year Reflection and Feedback Process

Self-Reflection

Completed by Leader

What impact did your new learning have on your practice/goal(s), and how do you know?

What impact did your new learning have on your leadership practice, on educator and/or student learning, growth, and/ or achievement, and/or on organizational health, and how do you know?

What challenges did you encounter and what are your next steps with your professional learning?

Links to Evidence:

End-of-Year Conference

Completed by Evaluator (by June 30)

Date

Summative Feedback and Growth Criteria

See page 13 for full description

Summative Feedback

Development of new learning and impact on leadership practice related to goal(s).

Impact of new learning and leadership practice on key partners and or organizational outcomes.

Impact of new learning on greater community.

Successful Completion of the Evaluative Cycle

• Yes • No

Supports Required/Suggested

Are tiered supports required above and beyond tier 1 (included in feedback above)?

- Not applicable
- Tier 2 (Specify below)
- Tier 3 (Specify below)

If Tier 2 and/or Tier 3
please specify strategies:

For multi-year goals only:

- What adjustments are needed to the goal(s)?
- Why?
- How might adjustments impact the timing of the goal(s)?

- Leader will continue multi-year goal.
- Leader will adjust multi-year goal.
- Leader completed multi-year goal.

Notes:

Leader Signature

Date:

Evaluator Signature

Date:

Appendix D: Observation/Site Visit Forms – Leader

Leader Evaluation Observation/Site Visit # ____		
Name:		Location:
Administrator Role:		Leader Goal/Observation Focus:
<ul style="list-style-type: none"> Additional Site Visit (Pre-/Post-Conference Optional) 		
Pre-Observation/Visit <i>Completed by Leader (as needed)</i>		
Meeting Plan and/or Context	Upload and provide hyperlink here, as appropriate	
Pre-Conference Notes		
Observation/Site Visit Evidence <i>Completed by the Evaluator</i>		
Post-Observation/Visit Reflection <i>Completed by the Leader (completed within 5 days)</i>		
What does today's evidence tell you?		
Are there patterns, trends, or outliers?		
How will our collaborative reflection help you move forward and apply your learning in your next steps?		
Post-Observation/Visit One Thing Feedback <i>Completed by the Evaluator (completed within 5 days)</i>		
Areas of Strengths	Single-Point Competencies <i>Completed by the Evaluator</i>	Areas for Growth and/or Next Steps
	Development of New Learning & Impact on Practice The leader applies new learning to improve practice	
	Impact on Organization The leader positively impacts the organizational health	
	Impact on Community The leader works effectively with colleagues/families/community	

Appendix E: Sample Corrective Support Plan – Leader

Leader A has consistently struggled with communicating appropriately with a variety of constituents. Tiered supports have been provided by the evaluator throughout the year. Leader A has demonstrated a lack of growth/improvement, which has led the evaluator to assign a Corrective Support Plan.

Objective:

To improve engagement with families in communities. (Site PSEL Standard)

Resources:

- All communications previewed by the evaluator for content and timeliness.
- Collaboration with other district leaders for exemplars of communication.

Timeframes:

- Leader A will remain on this Corrective Support Plan for six weeks.
- Improvements in communication within this six-week duration will serve as criteria for successful completion of this plan.

Supportive Actions:

- Weekly meetings with progress reporting from Leader A
- Timely feedback in person and in writing from evaluator.
- Modeling of effective communication practices with role play opportunities.
- Management of access to learning opportunities in and out of building, as appropriate.

(Leader being evaluated) has consistently struggled with engagement with families in communities. Tiered supports have been provided by the evaluator throughout the year. (Leader being evaluated) has demonstrated a lack of growth/improvement, which has led the (Evaluator) to assign a Corrective Support Plan.

Corrective Support Plan Template

Objective:

To improve _____ (Indicate specific PSEL standard in your objective language)

(Possible) Resources:

A blend of opportunities and resources should be extended to the Leader being evaluated being supported on the Corrective Support Plan

- Mentor
- Coach
- Reading as appropriate

Timeframes:

- (Length of the Corrective Support Plan – typically six to eight weeks in length)
- Improvements in (standard) within this (Length of Corrective Support Plan) will serve as criteria for successful completion of this plan

Supportive Actions: (Suggested supportive actions)

- Weekly, bi-weekly meetings with progress reporting from Leader A and written feedback from evaluator (dependent upon need for plan)
- All resources made available
- Timely feedback in person and in writing (weekly/bi-weekly meetings)
- Management of access to learning opportunities in and out of building, as appropriate.

MEMORANDUM TO: MEMBERS OF THE BOARD OF EDUCATION

FROM: SHAWN L. PARKHURST, SUPERINTENDENT

DATE: JUNE 4, 2025

RE: WLPS SYSTEM FOR EDUCATOR EVALUATION AND DEVELOPMENT UPDATE

The Professional Development and Evaluation Committee (PDEC), alongside our Leadership Team, implemented a new Education Evaluation Plan in 24-25. The committee has obtained feedback from Education and Leaders, and as a result have a revised plan for your review and approval this evening.

The changes are as follows:

- Page 12 Professional Growth Plan Requirements
 - District Priorities:
 - **Original:** Goals are clearly linked to and support building and/or district priorities.
 - **Per CT SDE requirements, added:** Goals are connected to standards that guide the work of WLPS Educators: The Connecticut Common Core of Teaching Rubric for Effective Teaching (2017), Learning Forward's Professional Learning Standards (2022) and/or The Windsor Locks Public Schools' Vision of the Graduate.
- Page 18 Full-Day Professional Learning Timing
 - **Correction:** four (4) to six (6) weeks... full-day
- Page 18 Tier 2 Awareness (middle of paragraph)
 - **Addition:** This should include a clear and focused area for the teacher to develop, with actionable steps that will best facilitate teacher growth.
- Page 22 Dispute-Resolution Process
 - **Per CT SDE requirements, added:** Any claims that the district has failed to follow the established procedures of the teacher evaluation and support program shall be subject to the grievance procedures set forth in the then-current collective bargaining agreements between the local or regional board of education and the relevant bargaining unit.

Possible Board Motion: “**MOVE** that the Board of Education approve the WLPS System for Educational Evaluation and Development Plan as presented.

WINDSOR LOCKS PUBLIC SCHOOLS

System for Educator Evaluation and Development



WINDSOR LOCKS, CONNECTICUT

Shawn L. Parkhurst, Superintendent

BOARD OF EDUCATION

Kylee Christianson, Chair

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Greg Guyette, School Liaison

Lindsay Cutler, School Liaison

Professional Development and Evaluation Committee

Professional Development and Educator Evaluation Committee 2024-2025

School/Department	Name
North Street School	Vita Beebe, EL Teacher Heather Leeman, Pre-Kindergarten Teacher
South Elementary School	Jo-Anne Cutler, Instructional Specialist Lynn Weppler, Teacher
Windsor Locks Middle School	Brian Deming, Health/PE Teacher Tracy Gibbons, Support Services Provider
Pine Meadow Academy	Kristofer Schumacher, Special Education Teacher
Windsor Locks High School	Jeff Bernabe, Science Teacher Shereese Kelly, Business Teacher Melissa Lopes, Library Media Specialist Deb Luzietti, Special Education Teacher
District Leadership	Monica Briggs, South Elementary School Principal Rachel March, Coordinator of Alternative Services Joshua Robinson, Director of Special Education Services
Central Office	Shawn Parkhurst, Superintendent of Schools

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Windsor Locks Public Schools Mission and Goals

All students will meet or exceed grade level standards because...

We want all students
to feel a sense of
accomplishment to
pursue their passions.



Overview: Observation of Educator Practice and Goal

Educator Evaluation and Development Model

Overview of the Windsor Locks Educator Evaluation Plan Requirements

Professional Learning, Observation of Educator Practice

Tenure Status Minimum	Number of Observations
<i>Non-Tenured Educators, Years 1 and 2 in District</i>	6
<i>Non-Tenured Educators, Years 3 and 4 in District</i>	4
<i>Educators New to the District and Tenured in Another District, Years 1 and 2 in District</i>	4
<i>Tenured Educators</i>	3
<i>Non-Tenured or Tenured Educators Receiving Intensive Supervision</i>	8

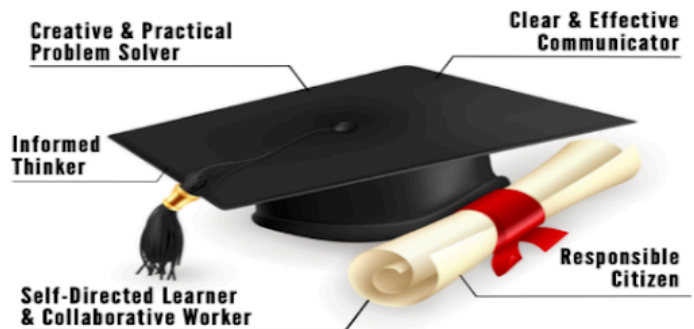
Professional Learning, Educator Goal (PGP):

Tenure Status Minimum	Number of Observations
<i>Goal Setting</i>	Completed by the end of October
<i>Mid-year Check-in</i>	Completed by the end of February
<i>End-of-year Reflection</i>	Completed by the end of May

Windsor Locks Public Schools Vision of The Graduate

Prepared to Make a Difference

The Windsor Locks Public Schools will create and sustain a community of lifelong 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 ensures: a Windsor Locks High School Graduate will:

- demonstrate his/her understanding and knowledge of English Language Arts, Mathematics, Science, Social Studies, Computer Literacy/Technology, Visual and Performing Arts, Health and Physical Education, World Language, and Career Preparation. In addition,

Be A Clear and Effective Communicator Who:

- reads, listens to, interprets and evaluates messages from various media sources;
- uses oral, written, visual, artistic, and technological modes of expression in diverse environments to clearly and effectively communicate his/her ideas, beliefs, and understandings, including multiple languages;
- utilizes multiple media and technologies, and knows how to judge their effectiveness as well as assess their impact while demonstrating their learning.

Be A Self-Directed Learner and A Collaborative Worker Who:

- explores and creates both career and educational plans that reflect personal goals, interests, and abilities, which may include job shadows, internships, college visits, on-line learning and dual credit (HS/college) opportunities;
- develops a variety of research skills and demonstrates a capacity for independent study;
- initiates, proposes, implements, and perseveres to complete tasks when working independently;
- demonstrates personal reliability, flexibility, work ethic, and regard for quality;
- practices teamwork and collaboration in academic and/or co-curricular settings.

Be A Creative and Practical Problem Solver Who:

- observes situations and is able to define problems clearly and accurately;
- creates new purposeful and effective ideas and is open and responsive to new and diverse perspectives;
- demonstrates originality and inventiveness in work and understands the real-world limits to adopting new ideas;
- frames questions and designs data collection and analysis strategies from all disciplines to answer those questions;
- generates a variety of solutions, builds a case for the best response, and evaluates critically its effectiveness.

Be A Responsible Citizen Who:

- demonstrates responsibility and an awareness of others by participating in the required number of community service activities;
- accepts responsibility for personal decisions and actions;
- demonstrates an understanding of wellness in order to make lifelong decisions about his/her physical, mental, emotional, and social health;
- demonstrates the ability to work effectively and respectfully with diverse members of society.

Be An Informed Thinker Who:

- applies, documents and defends his/her knowledge and skills in and across the core curriculum and electives;
- effectively analyzes and evaluates evidence, arguments, claims and beliefs and major alternative points of view;
- analyzes information and arguments to be able to draw conclusions;
- reflects critically on learning experiences and processes to reason effectively as appropriate to the situation.

Learning Forward, Standards for Professional Learning



Professional learning results in equitable and excellent outcomes for all students when educators ...

EQUITY PRACTICES

... understand their students' historical, cultural, and societal contexts, embrace student assets through instruction, and foster relationships with students, families, and communities.

CURRICULUM, ASSESSMENT, AND INSTRUCTION

... prioritize high-quality curriculum and instructional materials for students, assess student learning, and understand curriculum and implement through instruction.

PROFESSIONAL EXPERTISE

... apply standards and research to their work, develop the expertise essential to their roles, and prioritize coherence and alignment in their learning.

RIGOROUS CONTENT FOR EACH LEARNER

Professional learning results in equitable and excellent outcomes for all students when educators ...

EQUITY FOUNDATIONS

... establish expectations for equity, create structures to ensure equitable access to learning, and sustain a culture of support for all staff.

CULTURE OF COLLABORATIVE INQUIRY

... engage in continuous improvement, build collaboration skills and capacity, and share responsibility for improving learning for all students.

LEADERSHIP

... establish a compelling and inclusive vision for professional learning, sustain coherent support to build educator capacity, and advocate for professional learning by sharing the importance and evidence of impact of professional learning.

RESOURCES

... allocate resources for professional learning, prioritize equity in their resource decisions, and monitor the use and impact of resource investments.

CONDITIONS FOR SUCCESS

Professional learning results in equitable and excellent outcomes for all students when educators ...

EQUITY DRIVERS

... prioritize equity in professional learning practices, identify and address their own biases and beliefs, and collaborate with diverse colleagues.

EVIDENCE

... create expectations and build capacity for use of evidence, leverage evidence, data, and research from multiple sources to plan educator learning, and measure and report the impact of professional learning.

LEARNING DESIGNS

... set relevant and contextualized learning goals, ground their work in research and theories about learning, and implement evidence-based learning designs.

IMPLEMENTATION

... understand and apply research on change management, engage in feedback processes, and implement and sustain professional learning.

TRANSFORMATIONAL PROCESSES

Purpose and Rationale of the Professional Support and Learning Process

Windsor Locks' professional support and learning process is aligned with the state's vision, ensuring that all educators and leaders have the opportunity for continuous learning and feedback. Our system is designed to foster the development and growth of educators both individually and collectively. We believe that by supporting educators in examining and reflecting upon their professional practice, we can improve instruction and ultimately increase student achievement. Our commitment to continual learning allows educators to meet the diverse needs of all students, ensuring growth and success for every learner.

Guiding Principles for Changes to Professional Support and Learning:

1. Allow for Differentiation of Roles:

Our evaluation and support model recognizes the diverse roles within teaching, ensuring that educators receive tailored support and feedback aligned with their specific specialties and expertise, such as special education teachers, library media specialists, and other specialized educators. This approach fosters an inclusive environment where all educators can contribute to student learning and growth.

2. Simplify and Reduce the Burden:

We streamlined our processes, eliminating technical challenges, excessive paperwork, and unnecessary steps to ensure educators can focus on what truly matters: student learning and growth.

3. Focus on Things that Matter:

We identify high-leverage goal focus areas, directing our efforts toward initiatives that have the most significant impact on student success.

4. Connect to Best Practices for Whole Child Development:

Our model connects to best practices aimed at the holistic development of the whole child, encompassing academic, social, emotional, and physical development.

5. Focus on Educator Growth and Agency

We meaningfully engage educators in their growth and practice, fostering educator growth and agency through strategic collaboration aligned with our educational focus.

6. Provide Meaningful Connections to Professional Learning:

We provide individual and/or multiple pathways for educators to improve their own practice in a way that is meaningful and impactful, ensuring that professional learning is relevant and applicable to their specific needs and curiosities.

7. Provide Specific, Timely, Accurate, Actionable Feedback:

Feedback provided through our model is specific, timely, accurate, actionable, and allows educators to reflect, refine, and grow in their practice.

Aligned with the state's vision, these principles guide our evaluation and support model for educators in Windsor Locks, fostering continuous growth and improvement to enhance student learning and achievement.

Professional Support and Learning System Overview

Our educator evaluation and support system reflects research-based effective practices and includes five key elements:

- Standards and Criteria
- Continuous Learning: Professional Growth Planning
- Continuous Learning: Educator Practice
- Process Elements
- Dispute Resolution

Our combined vision, guiding principles, and overall framework for educator evaluation and support outline a systematic process aimed at continuous improvement and professional learning. This process leads to high-quality professional practice and enhanced learning, growth, and achievement for all students.

The primary objective of our educator evaluation and support system is to enhance individual pedagogy and collective practices to drive student learning, growth, and achievement. Our discussions on educator practice are guided by The Connecticut Common Core of Teaching Rubric for Effective Teaching (2017), Learning Forward's Professional Learning Standards (2022) and The Windsor Locks Public Schools' Vision of the Graduate.

To ensure clarity and consistency in assessing educator performance, we have adopted a single-point competency rubric to accompany these standards. These rubrics facilitate self-evaluation, dialogue, and feedback by providing clear expectations for meeting each criterion. The single point competencies rubrics allow for a focus on strengths and growth through next steps and provide flexibility for raters to observe the many types of educators in the variety of teaching and support activities that they guide. This approach takes the emphasis off of the "level" of the rating and allows for flexibility within roles and responsibilities.



Professional Educator Learning Standards

In Windsor Locks Public Schools, we recognize the role of professional learning in our educator evaluation and support system. Our approach is informed by the Learning Forward Professional Learning Standards 2022 which provide a framework for how professional learning occurs to deepen educators' understanding of their practice and positively impact student learning, growth, and achievement.

These professional learning standards serve as a valuable tool for educators and leaders as they intentionally design learning experiences, address content, and consider strategies to achieve the desired transformation in learning outcomes. By aligning our professional learning efforts with these standards, we ensure that our professional development initiatives are focused, effective, and impactful.

Together with the professional standards for educators and leaders, our professional learning standards allow for meaningful feedback and continuous learning within our district. This integrated approach promotes a culture of ongoing improvement and supports the professional growth of all educators, ultimately benefiting student success.

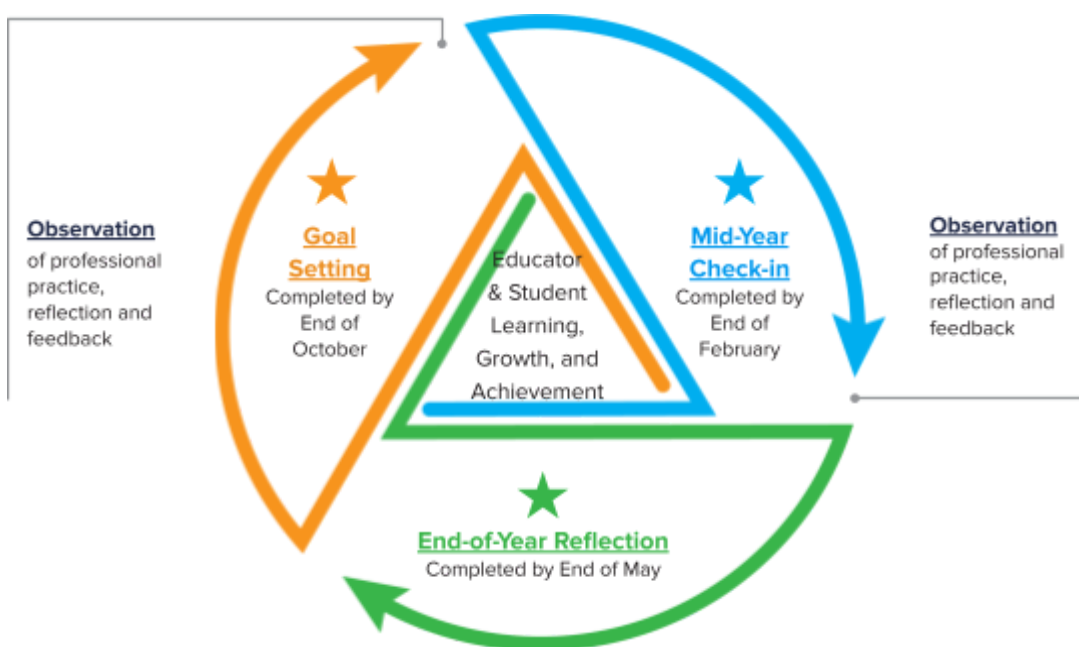
STANDARD FOR PROFESSIONAL LEARNING



Continuous Learning: Professional Growth Planning (PGP)

The graphic below shows the steps, reflections, and linked resources associated with pursuing educator growth through goal setting, engaging in the goal process, and goal achievement. All educators are assigned a primary evaluator (an administrator with an 092 certification) who has completed a comprehensive orientation on this model and relevant rubrics. Schools with additional administrators may assign a secondary evaluator to educators at their discretion. This framework is meant to encourage educators to embrace risks as they pursue improved practice and student growth despite the chance of experiencing less than ideal outcomes. Educators will have successfully completed their goal by authentically engaging in the professional learning process and having engaged in thoughtful reflection to inform their next steps throughout the goal process.

EVALUATION ORIENTATION



<u>Goal Setting</u> Completed by End of October	<u>Mid-Year Check-in</u> Completed by End of February	<u>End-of-Year Reflection</u> Completed by June 30
Beginning of the Year Goal(s) and Planning <ul style="list-style-type: none"> Self reflect Review evidence Goal(s), Rationale, Alignment, and Professional Learning Plan <ul style="list-style-type: none"> Draft goal(s), rationale, alignment, professional learning plan Goal Setting Conference <ul style="list-style-type: none"> Mutually agree on 1-, 2-, or 3-year goal(s) Determine individual or group goal(s) Mutually agree on professional learning needs and support 	Mid-Year Check-in: Reflection, Adjustments, and Next Steps <ul style="list-style-type: none"> Review & discuss currently collected evidence towards goal(s) and of practice Review professional learning, evidence, and impact on organization health, educator and student learning, growth and achievement Mid-Year Conference <ul style="list-style-type: none"> Discuss evidence, reflection, and feedback from evaluator Adjust and revise as needed 	End-of-Year Reflection and Feedback Process <ul style="list-style-type: none"> Self-reflection: Review & discuss professional learning, evidence of impact on organizational health, educator and student learning, growth and achievement End-of-Year Conference/ Summative Feedback and Growth Criteria <ul style="list-style-type: none"> Evaluator provides written summative feedback and guides next steps Annual Summary sign-off

Continuous Learning: Professional Growth Planning (PGP)

For the purposes of this document, the terms “administrator” and “evaluator” are often used interchangeably, referring to the district staff person in charge of observing, evaluating, or making judgments about the quality of an educator’s practice or products.

Orientation and Training:

Educators engage in an orientation session prior to initiating the evaluation process. This orientation is completed each year and before the end of October. This session covers essential elements, and includes:

- Expectations for establishing impactful goals and developing plans for professional growth
- Understanding the rubrics and standards and how they will be used and applied
- Sharing the available resources and support structures for educators
- Reviewing the procedures for dispute resolution.

Professional Growth Plan Requirements

Educator goals must meet the following requirements:

- **Problem Statement:** Educator conducts background research to justify the reasoning and rationale for the goal, including relevant data
- **District Priorities:** Goals are clearly linked to and support building and/or district priorities. Goals are connected to standards that guide the work of WLPS Educators: The Connecticut Common Core of Teaching Rubric for Effective Teaching (2017), Learning Forward’s Professional Learning Standards (2022) and/or The Windsor Locks Public Schools’ Vision of the Graduate.
- **Student Growth Goal:** The overall goal is based on student academic achievement, SEL growth/achievement, and family and/or student and/or stakeholder feedback
- **Goal Objectives:** educator goals are established with 2 to 3 specific, measurable objectives that support achievement of the overall goal within a stated time frame. One of the objectives should include family and/or student and/or stakeholder feedback
- **Multiple Data Sources:** goal data is based on each of the objectives and may include but is not limited to assessment results, observation checklists, progress monitoring data, student work samples, etc.
- **Action Steps:** With goal and objectives established, educator analyzes potential research-based interventions to make informed changes to their practice, considers different strategies, and develops plans based on their learning. Educator has a clear plan for data collection to monitor progress during the intervention period.
- **Professional Support:** Educator determines the professional learning, resources, or supports needed to make progress toward the established goal and objectives.

Continuous Learning: Professional Growth Planning (PGP)

Goal(s) Setting

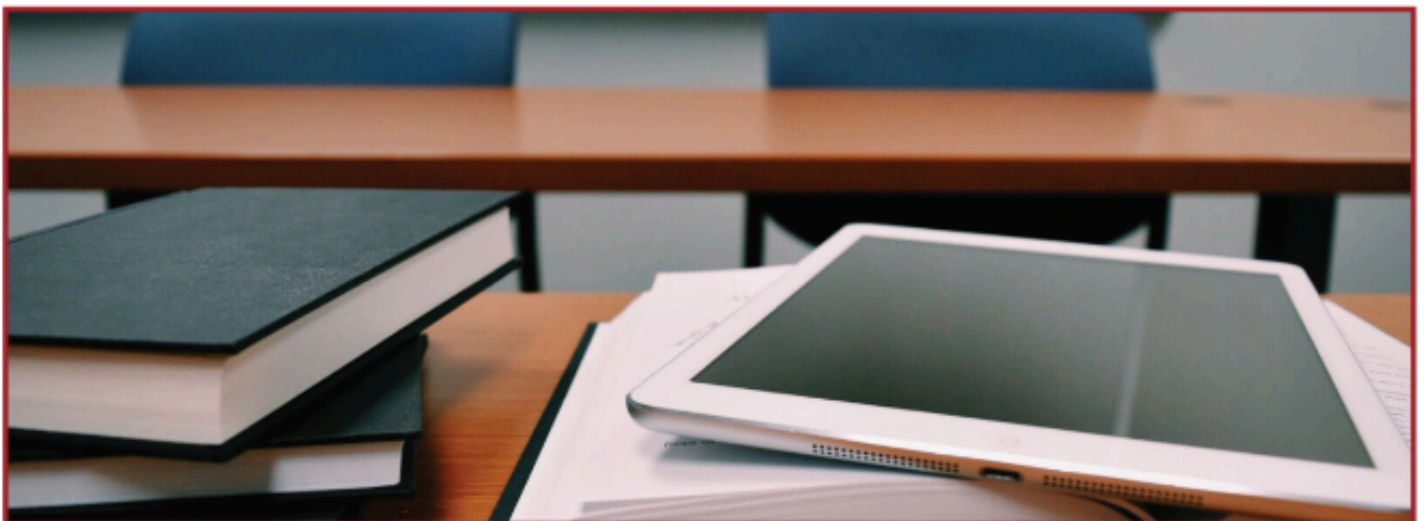
- By the end of October, evaluator schedules a meeting with their evaluatees to engage in a discussion to set professional learning goals;
- This initial meeting allows educators to present data of their practice and student achievement and/or growth as a basis for the goal;
- Evaluator and evaluatee collaboratively determine goals, evidence measures, and a professional learning plan;
- The product from the meeting is a plan for the educator that is flexible and can span either 1, 2, or 3 years depending on the complexity of the goal.

Midyear Progress

- By the end of February, educators and evaluators schedule and complete a midyear check-in meeting;
- Educator reflects on their progress toward their goals, assessing the impact of their learning on practice and student outcomes;
- Evaluators offer specific feedback using evidence from observations, rubrics, and student growth.

End-of-Year Reflection/Summative Review

- By June 1, schedule the end of year summative discussion;
- Educator completes reflection on the Professional Growth Plan and a Review of Practice in the end of the year reflection portion of the Professional Growth Plan;
- The evaluator writes a summary that includes the impacts of educator learning on their practice, student outcomes, community dynamics, strengths, concerns, and potential next steps. The evaluator's summative assessment is completed before the end of the school year.



Continuous Learning: Educator Practice

At Windsor Locks Public Schools, the continuous learning process is a collaborative effort between educators and evaluators. Throughout this process, educators strive for growth and achievement of their goals by gathering evidence of their practice related to their identified high-impact professional learning goals and objectives. Evaluators play a crucial role by providing feedback through observation and coaching conversations, ensuring educators have timely access to support, and collecting evidence of educator performance and progress through various sources, including observations and, potentially, input from students, staff, or families.

Observation of Professional Practice and Feedback

Observations of educator practice are integral to the continuous learning processes in Windsor Locks Public Schools. We use a coaching model that emphasizes a higher number of observations, though each observation is for a shorter duration. This increases the frequency of conversations between educator and evaluator as a way to keep professional learning as a consistent focus for all school personnel throughout the school year. Using an observation model based in coaching offers a number of recognized benefits:

- Coaching conversations lead to a shared understanding and language around teaching
- Coaching conversations lead educators to increased reflection on their practice and student learning
- Coaching helps to build a community of educators focused on improving their craft through professional relationships
- Educators and leaders work together, building a culture of teamwork focused on educator practice and student growth
- Ongoing discussions about teaching and learning lead to educator development
- The leader's increased presence in the classroom sends a positive message to the school community that the school cares about the teaching and learning taking place.

Observation of educator practice can take several forms. Observations can be

- Unannounced, as a way to get the most authentic look at an educator's classroom or service delivery practices
- Initiated by the educator, who has the option to invite an evaluator for an observation as a way to showcase a specific student learning task or specific educator skill
- Requested by the evaluator and/or collaboratively coordinated with the educator, to see either general or specific educator practices
- Determined by the evaluator, who can request to observe an educator in a variety of capacities including planning practices, teaching/service delivery practices, reflection practices, etc.

Continuous Learning: Educator Practice

The rubric domains identify areas that are high impact and serve as focal points for targeted evidence collection. Evaluators deliver specific feedback based on evidence, standards, and the educator goal and objectives, while also facilitating access to planned support. Administrators continue to gather evidence of educator practice and progress through various means, including observations. Feedback to the educator based on the observations of practice is provided within 3 (three) school days and can be written and/or verbal. The timelines of such feedback is a critical aspect toward educator growth and this coaching model.

Quality Feedback

Quality feedback through coaching conversations has a number of important features:

- Draws from quantitative and qualitative indicators of evidence, standards, and goals
- Is personalized to the educator's needs and objectives
- Focuses on learning and growth, guiding constructive change
- Encourages reflection by offering questions to refine or revise strategies
- Expands understanding of experiences and their implications for future practice
- Provides opportunities for reflection of knowledge, attitudes, skills, and practices
- Is delivered in a timely, frequent, and collaborative manner

Growth Criteria

In Windsor Locks Public Schools, an educator successfully concludes the learning process by showcasing the following:

- Reflection backed by evidence illustrating the influence of the educator's newfound learning on their practice and/or goals
- Evidence highlighting the effect of the educator's new learning and practice on student learning, growth, and/or achievement
- Clear identification of next steps to continue the journey of professional growth and development



Process Elements

INTRODUCTION

All educators require access to high-quality, targeted professional learning support to improve their practice over time. Educators and their evaluators need to thoughtfully consider and use the resources within the three tiers of support and as part of the evaluation process.

The educator Support and Intervention Process outlines the procedures and protocols for implementing a tiered support system and intervention process to assist educators in meeting the requirements set forth in the Windsor Locks Teacher Practice Framework, Connecticut Common Core of Teacher (CCT), Connecticut Common Core of Learning (CCL), Connecticut Code of Professional Responsibility (CCPR), the Standards for School Leaders (SSL), and the Windsor Locks Educators Evaluation model.

Formal Support Process, Initiation of Advancing Levels of Support:

Educators will receive advancing levels of support based on educator need as determined by the educator or administration. Advancing levels of support are provided to educators who demonstrate a persistent lack of growth, lack of reflection, or resistance to growth-oriented feedback. A formal process, including documentation and tracking, is essential for transitioning educators between tiers. All work within the tiers must be tracked and documented to ensure accountability and effectiveness. Educators should be made aware of their position within the tiers through a clear and transparent process. An educator's tier placement at the end of one school year remains the same and will carry over to the next school year. Any Corrective Support Plan will be developed in consultation with the evaluator, educator, and their exclusive bargaining representative if applicable as described below.

TIERED SUPPORT SYSTEM

Tier 1: Professional Growth Opportunities

It is the expectation that all educators consistently access opportunities for professional growth within their district. Tier 1 supports include all of the regular practices that educators use to support themselves, professionally engage with others, and work to improve their practice. Tier 1 supports are broadly accessible professional learning opportunities for all and inclusive of, but not limited to:

- Professional conversations (with colleagues, TEAM mentor, PLCs, department meetings, etc)
- Classroom visits
- Available district resources (e.g., books, articles, videos etc.)
- Formal professional learning opportunities developed and designed by district PDEC, and other general support for all educators (e.g., instructional coaching); see Professional Learning Sessions below
- Administrator/evaluator coaching conversations
- Any support or research initiated by the educator

Any educator not formally placed in a specific tier is operating in Tier 1.

Process Elements

PROFESSIONAL LEARNING SESSIONS

PURPOSE	To provide dedicated time for educators within each building to collaborate, share best practices, analyze student data, and plan instructional strategies. In extraordinary circumstances, limited PLC time may need to be used by administrators to address school needs, state mandates, etc.
ALIGNMENT	Aligned to the vision, mission, and needs of the building as well as educator growth goals. Professional learning is targeted and relevant to the needs and context of educator growth planning; for example, as outlined in educator PGP. Goal work will often be collaborative, but may require specific individual work depending on the educator goal.
EXAMPLES OF ACTIVITIES	Building administrators with teacher leaders plan activities such as collaboration with colleagues, data analysis, intervention planning, curriculum development/revision, and other related tasks to support student or educator growth.
TIMING	Advanced planning for meeting topics will be established and may follow, for example, a school-determined agenda with meeting topics established by the PLC team.

HALF-DAY PROFESSIONAL LEARNING

PURPOSE	To provide focused professional learning experiences that address the strategic needs of the educators within the building.
ALIGNMENT	Aligned to the vision, mission, and needs of the building in collaboration with the PDEC building representatives to ensure incorporation of educator voice and priorities.
EXAMPLES OF ACTIVITIES	Targeted professional learning to support building-wide growth needs and/or educator led professional learning. Building administrators with teacher leaders plan activities such as targeted collaboration within teams of teachers: data analysis, intervention planning, curriculum development/revision, and other related tasks to support student or educator growth.
TIMING	Initial planning for learning takes place approximately three (3) to five (5) weeks in advance of established half-day professional learning day(s). Plans are finalized two (2) weeks before professional learning day(s) and published to educators and staff one (1) week before the professional learning day(s).

Process Elements

FULL-DAY PROFESSIONAL LEARNING	
PURPOSE	To provide professional learning experiences that address the operational needs of the educators within the District.
ALIGNMENT	Aligned to the vision, mission, and needs of the schools and in collaboration with the PDEC. PDEC representatives collaborate with building administrators to ensure incorporation of educator voice and priorities as appropriate.
EXAMPLES OF ACTIVITIES	Targeted professional learning to support district-wide and building growth needs in support of district initiatives. District administrators with building leaders plan activities such as targeted collaboration within teams of teachers: data analysis, intervention planning, curriculum development/revision, and other related tasks to support student or educator growth.
TIMING	Initial planning for learning takes place approximately four (4) to six (6) weeks in advance of established full-day professional learning day(s). Plans are finalized two (2) weeks before professional learning day(s) and published to educators and staff one (1) week before the professional learning day(s).

Tier 2: Awareness

Educators may need additional support that is provided after they are moved into Tier 2. Movement occurs after an evaluator's third (3rd) observation that shows continued need for growth in the same specific focus area. The evaluator and educator will engage in a conversation to discuss the actions that the educator has already taken and then determine the next best steps to remediate the specific area of concern. This should include a clear and focused area for the teacher to develop with actionable steps that will facilitate teacher growth. Tier 2 includes all of the Tier 1 supports. Tier 2 also includes supports that are more intensive in duration, frequency, and focus. Supports can be either suggested by the educator and/or recommended by an evaluator. Suggested additional supports may include, but are not limited to:

- having the educator engage in a professional learning opportunity;
- having the educator observe specific classroom/setting practices;
- collaborating with other educators;
- coaching by the Instructional Specialist where available and appropriate, etc.

Movement from Tier 2 back into Tier 1 occurs when the educator shows satisfactory progress toward improving in the specific targeted area. Movement into Tier 1 is at the evaluator's discretion. The evaluator will communicate in writing all movements between tiers; e.g. from Tier 1 into Tier 2, or from Tier 2 back into Tier 1.

Process Elements

Tier 3: Assistance

Educators are moved into Tier 3 when previously discussed concerns continue to persist and/or be unresolved. Tier 3 support includes all supports described in Tiers 1 and 2. Additionally, Tier 3 supports:

- are developed in collaboration with the educator and may be assigned by the evaluator;
- have clearly articulated areas of focus, duration of time, and criteria for success, and may include a decision to move to a Corrective Support Plan;
- shall be developed in consultation with the evaluator, educator, and their exclusive bargaining representative for certified educators pursuant to C.G.S. §10-153b;
- will be clearly documented including the start date and duration of time an educator is receiving this level of support.

Educators that show satisfactory progress toward improving in the specific targeted area shall be moved back into Tier 1 or Tier 2 at the evaluator's discretion. The evaluator will communicate in writing all movements from one tier to another

Tier 4: Corrective Support Plan - Intensive Supervision

Educators that show a pattern of persistent lack of growth and reflection or resistance to growth-oriented feedback will be given advancing levels of support. Entry into a Corrective Support Plan requires that evaluators have used and documented all three tiers of support prior to moving into a Corrective Support Plan. When establishing a Corrective Support Plan, the educator will receive written notice of a meeting to be held with the Director of Human Resources to discuss the educator's performance. The Superintendent shall appoint an administrator to serve as a second evaluator for the educator. All evaluators involved with the educator will attend this meeting. The Corrective Support Plan shall be developed in consultation with the educator (evaluatee) and their exclusive bargaining representative for the certified educator chosen pursuant to C.G.S. §10-153b. 46 Connecticut Educator Evaluation and Support Plan 2024. The corrective Support Plan (separate from the educator growth model) includes:

- the specific area of concern and summary of steps taken to date;
- clear objectives, specific to the documented concern;
- resources, support, and interventions to address the area of concern;
- timeframes for implementing the interventions, support, and use of identified resources;
- supportive actions from administration and/or evaluator.

At the conclusion of the Corrective Support Plan, a number of outcomes are possible as determined in consultation with the evaluator, educator, and bargaining unit representative. The evaluator makes one of the following recommendations after reviewing the educator's progress according to the established plan:

- Educators that demonstrate satisfactory improvement according to the established plan are moved to Tier 1 or Tier 2 as determined by the evaluator;
- Educators that are making progress toward but have not fully met the objectives established in the Corrective Action Plan remain in the Corrective Action Plan for an additional period of time to be determined by the evaluator;
- Educators that continue to show a persistent lack of growth and reflection or have not made satisfactory progress toward the objectives established in the Correction Action Plan are recommended to the Superintendent for dismissal in accordance with the provisions of CGS, Section 10-151d.

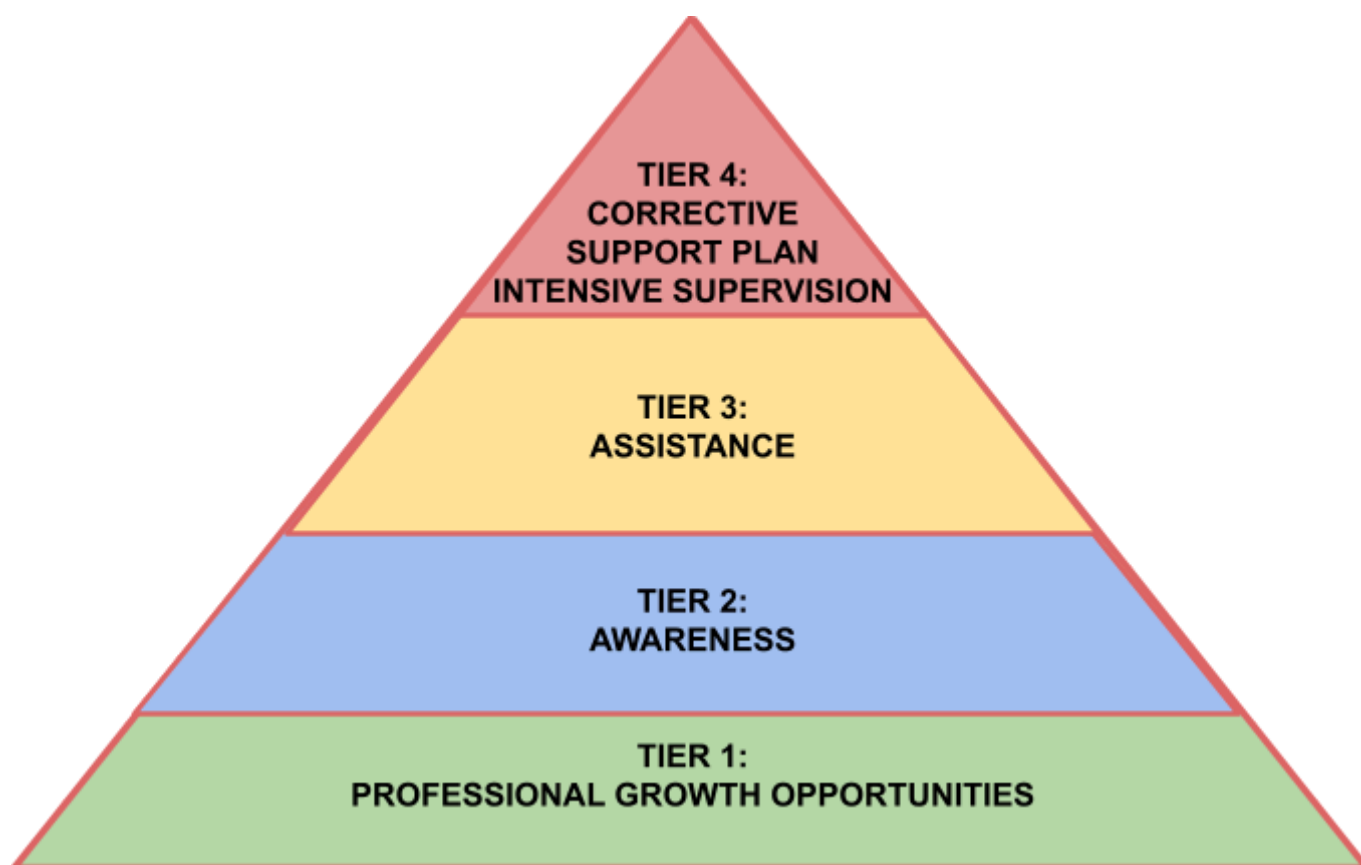
Process Elements

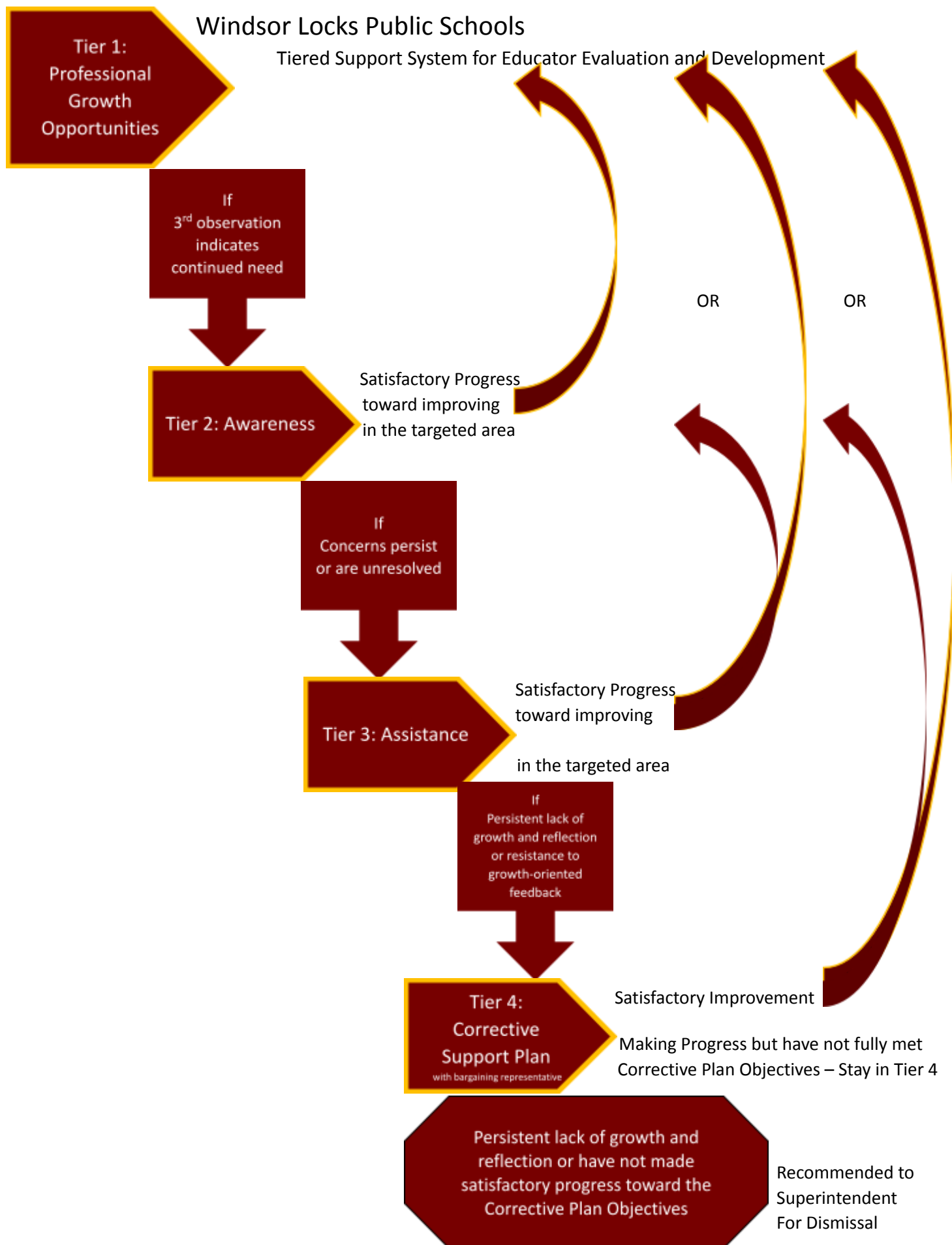
[See Appendix D](#) for the Corrective Support Plan form.

CONCLUSION

By implementing this tiered support system and intervention process, Windsor Locks Public Schools aims to provide comprehensive support to educators, ensuring continuous growth and improvement in teaching practices while adhering to state guidelines and regulations.

TIERED SUPPORT SYSTEM





Dispute Resolution

DISPUTE-RESOLUTION PROCESS

The purpose of the dispute resolution process is to secure, at the lowest level, equitable solutions to problems or disagreements related to the implementation of this plan. The dispute resolution process is an inherent right in the evaluation process and is available to every participant at any point in the evaluation process. The appeal procedure is designed to facilitate the resolution of conflicts generated by the evaluation process when resources available at the building level are not sufficient. Regardless of the level of appeal, the staff member has the right at any time to submit a written rebuttal that will be placed in his/her personnel file.

Any claims that the district has failed to follow the established procedures of the teacher evaluation and support program shall be subject to the grievance procedures set forth in the then-current collective bargaining agreements between the local or regional board of education and the relevant bargaining unit.

In the following process, failure to comply with the stated timelines may result in the cessation of the process.

Step 1 - Discussion with teacher and evaluator regarding disagreement

Most disagreements are expected to be resolved informally between the two parties. The evaluator and evaluatee meet to discuss any concerns and attempt to resolve the dispute together within fifteen (15) school days of written feedback/goal setting. If agreement cannot be reached, the evaluator will contact Human Resources in writing (email is sufficient), and as described in Step 2 of this process.

Step 2 - Notify Human Resources

Within five (5) school days of the Step 1 meeting, the evaluator concerned notifies Human Resources in writing (email is sufficient) of the need to schedule a mediated discussion. When notifying Human Resources use the following format:

Dispute Resolution Informal Mediation Request

Email/written documentation including the following:

Following an informal meeting on (Date) with my (evaluator/evaluatee), we were unable to come to a mutual agreement regarding our concerns. I am writing this to proceed to Step 3 mediation Meeting of the Dispute Resolution Process.

Human Resources will notify all parties involved upon receipt of the request for mediation.

Dispute Resolution

Step 3 - Mediation

Human Resources schedules a meeting to occur within ten (10) school days from receipt of the written Step 2 request. In order to mediate the dispute, the meeting includes the following parties in an attempt to resolve the issue informally and at the building level.

- An alternate evaluator (Evaluator B) to meet with the two parties (evaluator and evaluatee)
- A union representative

At the conclusion of the meeting, all parties will be informed of possible next steps by the alternate evaluator (Evaluator B).

- Acceptance and continuation of the evaluation cycle
- Continuation of the process by either party in the dispute resolution process within the established guidelines

The alternate evaluator (Evaluator B) will summarize the decision to all parties in writing.

Step 4 - Notify Human resources, in writing, of a need to designate an appeal panel

If the mediation is unsuccessful, either party may continue the process by sending a written notification or email to Human Resources within five (5) days of the end of the informal mediation attempts.

The communication would use the same format as in Step 2.

Upon receipt of the request for mediation, Human Resources notifies all parties involved about the request to move to Step 5. The parties may prepare a written statement, up to a single page, and should prepare to present their position to the panel in no more than ten (10) minutes. Any supporting documentation or evidence should be submitted within the written statement.



Dispute Resolution

Step 5 - Formal Appeal Panel

Within five (5) school days of receipt of a notice of appeal, Human Resources designates a panel composed of:

- A. Second alternate evaluator (Evaluator C);
- B. Human Resources Director;
- C. Teacher union president or designee;
- D. Member of the Professional Development and Educator Evaluation Committee.

The evaluatee and original evaluator (Evaluator A) are in attendance to present their positions to the panel.

At least three (3) school days prior to the panel meeting, Human Resources provides copies of all related documentation to the members of the formal appeal panel.

Between three (3) and ten (10) school days of the designation of the panel, a hearing is held. The panel (Evaluator C, Human Resources Director, teacher union president or designee, and a member of the Professional Development and Educator Evaluation Committee) renders a decision to the Human Resources Administrator. Once Human Resources begins the Formal Appeal Panel meeting, the evaluator (A) and evaluatee presents their respective position in up to 10 minutes each.

The panel may then ask procedural and factual questions of the evaluatee and evaluator (A) for clarification purposes. Once any questions have been asked and answered, the panel meets in closed session to discuss and come to a decision.

Within ten (10) school days of the hearing, Human Resources renders and disseminates the written decision to all parties through a letter or read/receipt email.

Step 6 - Notify the Superintendent of need to meet

Within five (5) school days of receipt of the written panel decision, the staff member who wishes to further appeal provides a written request to the Superintendent of Schools to review the panel's decision. The communication should be in the same format as in Step 2.

Human Resources will provide all materials created and submitted in Steps 4 and 5 of the dispute resolution process to the Superintendent for review.

The Superintendent notifies all parties involved upon receipt of the request for mediation.

Step 7 - Appeal to the Superintendent

Within ten (10) school days of the receipt of the request, the Superintendent and all parties (evaluator, evaluatee, Human Resources Director, and union representative) convene to mediate the disagreement.

Within five(5) school days of the meeting, if resolution of the disagreement is still not possible, the Superintendent of Schools renders a binding decision to be placed in the personnel files of the evaluator and evaluatee.

Appendix A

CCT Rubric for Effective Service Delivery Observation

Domain 1: Positive Environment		
Areas of Strength	Effective Practice <i>Adapted from the CCT Rubric for Effective Teaching 2017</i>	Possible Next Steps
	<p>The service provider establishes an environment:</p> <ul style="list-style-type: none"> • with clear routines, procedures and norms; • where positive and respectful interactions are consistently fostered and maintained; • promoting stakeholder engagement, independence and interdependence through a variety of strategies; • that is inclusive and equitable culturally, socially and developmentally; • other observed indicators <p><small>*Not all indicators must be observed in single observation/review of practice.</small></p>	

Potential Sources/Types of Evidence:

(Consider: PPT/504/parent meetings, small group settings, professional development, consultation with teachers and stakeholders.)

- Organizing the environment with flexible opportunities and resources for self-management
- Evidence of equity; i.e., access, differentiation and scaffolding considering customs, characteristics, experiences, and the perspectives of all stakeholders, etc.
- Agreed upon norms, which are in partnership with all stakeholders, are posted
- Agreed norms are being followed
- Settings encourage engagement, collaboration, question, dialogue and/or discussion
- Observing positive and respectful interactions (student-student, student-teacher, teacher-student)
- Structured opportunities, routines, activities, and/or transitions
- Other observed evidence

Appendix A

CCT Rubric for Effective Teacher Practice Observation

Domain 1: Positive Environment		
Areas of Strength	Effective Practice <i>Adapted from the CCT Rubric for Effective Teaching 2017</i>	Possible Next Steps
	<p>The teacher establishes a positive learning environment:</p> <ul style="list-style-type: none"> • with clear classroom expectations and routines; • where positive and respectful interactions are consistently fostered and maintained; • promoting student engagement, independence, and interdependence through various teaching strategies; • that is inclusive and equitable culturally, socially, and developmentally; • other observed indicators. <p><small>*Not all indicators must be observed in single observation/review of practice.</small></p>	

Potential Sources/Types of Evidence:

- Classroom expectations are posted
- Student-teacher classroom agreements are posted
- Students/teacher are following posted expectations/agreements
- Observing students that are engaged in learning that is teacher and/or student directed
- Students/teacher transition smoothly from one learning activity/location to another
- Students/teacher use available time for learning
- Observing positive and respectful interactions (student-student, student-teacher, teacher-student)
- Visual representation of school's Character Traits/Habits of Scholarship
- Other observed evidence.

Appendix A

CCT Rubric for Effective Service Delivery Observation

Domain 2: Planning for Service Delivery		
Areas of Strength	Effective Practice <i>Adapted from the CCT Rubric for Effective Teaching 2017</i>	Possible Next Steps
	<p>The service provider:</p> <ul style="list-style-type: none"> plans clear objectives or purpose for service; plans tasks that engage stakeholders in problem solving, critical thinking, discourse, and inquiry; plans to include stakeholder input in the learning and development process; plans assessments to monitor growth/progress; plans opportunities to approach tasks in ways that will be effective for all stakeholders; other observed indicators. <p><small>*Not all indicators must be observed in single observation/review of practice.</small></p>	

Potential Sources/Types of Evidence:

(Consider: PPT/504/parent meetings, small group settings, professional development consultation with teachers and stakeholders.)

- Reports, lesson plans, professional development plans, agendas
- Student outcome data (classroom observations, student discipline data, attendance, data/SRBI team notes, academic/testing data)
- Service provider has a plan to for stakeholders to guide services, establish next steps
- Equitable service delivery
- Communication with or from stakeholders (surveys, emails)
- Other observed evidence.

Appendix A

CCT Rubric for Effective Teacher Practice Observation

Domain 2: Planning for Active Learning		
Areas of Strength	Effective Practice <i>Adapted from the CCT Rubric for Effective Teaching 2017</i>	Possible Next Steps
	<p>The teacher:</p> <ul style="list-style-type: none">• develops a clear learning objective for students that aligns with content standards;• plans and organizes lessons and learning tasks that engage students and that build on students' prior knowledge, skills, and interests;• plans differentiated learning tasks to meet students' varied learning needs;• plans learning tasks that engage students in problem solving, critical thinking, discourse, and inquiry;• plans assessments that monitor growth/progress;• other observed indicators. <p><small>*Not all indicators must be observed in single observation/review of practice.</small></p>	

Potential Sources/Types of Evidence:

- Lesson plans
- Instructional slides, posters, visual aides
- Assessment results (state, district-wide, summative, formative, student portfolio)
- Classroom observations of equitable teaching practices
- Use of technology to support learning
- Communication with/from students (student surveys, student correspondence)
- Other observed evidence.

CCT Rubric for Effective Service Delivery Observation

Domain 3: Service Delivery		
Areas of Strength	Effective Practice <i>Adapted from the CCT Rubric for Effective Teaching 2017</i>	Possible Next Steps
	<p>The service provider:</p> <ul style="list-style-type: none"> • clearly communicates objectives or purpose of service; • fosters stakeholder engagement and autonomy by providing choice of available resources and multiple opportunities for ownership, self direction and/or collaboration; • encourages stakeholders towards new learning through differentiated strategies, tasks and/or questions; • supports and challenges stakeholders to identify ways to approach growth that is effective and meets them at their individual needs; • uses progress monitoring to adjust service delivery; • provides feedback that supports the improvement; toward academic or social/behavioral outcomes; • other observed indicators. <p><small>*Not all indicators must be observed in single observation/review of practice.</small></p>	

Potential Sources/Types of Evidence:

(Consider: PPT/504/parent meetings, small group settings, professional development, consultation with teachers and stakeholders.)

- Delivers services with a logical progression resulting in learning/growth/progress
- Consistently delivers services at a level of challenge that aligns to stakeholder's needs
- Uses resources that promote engagement/growth
- Supports and challenges stakeholders to identify ways to approach growth that is effective
- Use progress monitoring tools, for example: teacher-made assessments, anecdotal notes, asking clarifying questions/checking for understanding during a meeting
- Communicates specific observable and measurable criteria for stakeholder success
- Other observed evidence.

Appendix A

CCT Rubric for Effective Teacher Practice Observation

Domain 3: Instruction for Active Learning		
Areas of Strength	Effective Practice <i>Adapted from the CCT Rubric for Effective Teaching 2017</i>	Possible Next Steps
	<p>The teacher:</p> <ul style="list-style-type: none"> clearly communicates learning objectives; uses evidence-based instructional strategies to encourage critical thinking, creative problem solving, discourse, and inquiry; uses differentiated instruction and supplemental intervention to support students with various learning styles; varies the student and teacher roles in ways that develop independence and interdependence of learners with the gradual release of responsibility to the students; adjusts the delivery of instruction based on data and progress monitoring; provides feedback that supports the improvement toward academic or social/behavioral outcomes; other observed indicators. <p><small>*Not all indicators must be observed in single observation/review of practice.</small></p>	

Potential Sources/Types of Evidence:

- Instructional materials provide support for students at various levels
- Checks for understanding, exit tickets
- Student/teacher explains learning target
- Grappling between students
- Asks higher level questions
- DOK Levels 3 and 4 questions/tasks
- Discourse through group discussion/work
- Cites information based on observations, anecdotal notes
- Feedback is specific, helpful and linked to goals/objectives
- Other observed evidence.

Appendix A

CCT Rubric for Effective Service Delivery Observation/Review of Practice Rubric

Domain 4: Professional Responsibilities and Leadership		
Areas of Strength	Effective Practice <i>Adapted from the CCT Rubric for Effective Teaching 2017</i>	Possible Next Steps
	<p>The service provider demonstrates professional responsibilities and leadership by:</p> <ul style="list-style-type: none"> • contributes to efforts to achieve district and building goals; • engages in professional learning and applies it to improve practice and/or student learning; • accepts feedback and uses it to improve practice; • collaborates with colleagues to promote student success; • engages in efforts toward building a positive school climate; • other observed indicators <p><small>*Not all indicators must be observed in single observation/review of practice.</small></p>	

Potential Sources/Types of Evidence:

- Uses class surveys or questionnaires to gain input from family and/or student and/or stakeholder regarding teaching methods, classroom environment, etc.
- Reflects/self-evaluates to identify areas for improvement, takes action to improve practice
- Uses supervisor or peer feedback and recommendations to make changes to teaching practices
- Engages in relevant professional learning and seeks opportunities to strengthen skills and practice
- Sets professional development goals based on peer and/or administrative feedback
- Shares learning from workshops, conferences, or other professional development with colleagues
- Participates in PLC as shown by Professional Learning Community agenda and minutes
- Provides documentation of communication with stakeholders. ie: parents, guardians, students, other staff involved with students
- Reviews collaborative projects with other stakeholders
- Participates in or facilitates school/district committees and extracurricular activities
- Provides documentation of mandatory training
- Facilitates professional learning with colleagues, families, or community
- Other observed evidence.

CCT Rubric for Effective Teacher Practice Observation/Review of Practice Rubric

Domain 4: Professional Responsibilities and Leadership		
Areas of Strength	Effective Practice <i>Adapted from the CCT Rubric for Effective Teaching 2017</i>	Possible Next Steps
	<p>The teacher demonstrates professional responsibilities and leadership by:</p> <ul style="list-style-type: none"> • contributes to efforts to achieve district and building goals; • engages in professional learning that improves practice and/or student learning; • accepts feedback and uses it to improve practice; • collaborates with colleagues to promote student success; • engages in efforts toward building a positive school climate; • other observed indicators. <p><small>*Not all indicators must be observed in single observation/review of practice.</small></p>	

Potential Sources/Types of Evidence:

- Uses class surveys or questionnaires to gain input from family and/or student and/or stakeholder regarding teaching methods, classroom environment, etc.
- Reflects/self-evaluates to identify areas for improvement, takes action to improve practice
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- Shares learning from workshops, conferences, or other professional development with colleagues
- Participates in PLC as shown by Professional Learning Community agenda and minutes
- Provides documentation of communication with stakeholders. ie: parents, guardians, students, other staff involved with students
- Reviews collaborative projects with other stakeholders
- Participates in or facilitates school/district committees and extracurricular activities
- Provides documentation of mandatory training
- Facilitates professional learning with colleagues, families or community
- Other observed evidence.

Appendix B:

CCT Rubric for Service Delivery and Teacher Practice (abbreviated for administrator use)

Domain 1: Positive Environment		
Areas of Strength	Effective Practice <i>Adapted from the CCT Rubric for Effective Teaching 2017</i>	Possible Next Steps
	<p>The service provider establishes an environment:</p> <ul style="list-style-type: none"> • with clear routines, procedures and norms; • where positive and respectful interactions are consistently fostered and maintained; • promoting stakeholder engagement, independence and interdependence through a variety of strategies; • that is inclusive and equitable culturally, socially and developmentally; • other observed indicators <p><small>*Not all indicators must be observed in single observation/review of practice.</small></p>	

Administrator Notes / Comments:

Domain 2: Planning for Service Delivery		
Areas of Strength	Effective Practice <i>Adapted from the CCT Rubric for Effective Teaching 2017</i>	Possible Next Steps
	<p>The service provider:</p> <ul style="list-style-type: none"> • plans clear objectives or purpose for service; • plans tasks that engage stakeholders in problem solving, critical thinking, discourse, and inquiry; • plans to include stakeholder input in the learning and development process; • plans assessments to monitor growth/progress; • plans opportunities to approach tasks in ways that will be effective for all stakeholders; • other observed indicators. <p><small>*Not all indicators must be observed in single observation/review of practice.</small></p>	

Administrator Notes / Comments:

Appendix B:

CCT Rubric for Service Delivery and Teacher Practice (abbreviated for administrator use)

Domain 3: Service Delivery		
Areas of Strength	Effective Practice <i>Adapted from the CCT Rubric for Effective Teaching 2017</i>	Possible Next Steps
	<p>The service provider:</p> <ul style="list-style-type: none"> clearly communicates objectives or purpose of service; fosters stakeholder engagement and autonomy by providing choice of available resources and multiple opportunities for ownership, self direction and/or collaboration; encourages stakeholders towards new learning through differentiated strategies, tasks and/or questions; supports and challenges stakeholders to identify ways to approach growth that is effective and meets them at their individual needs; uses progress monitoring to adjust service delivery; provides feedback that supports the improvement; toward academic or social/behavioral outcomes; other observed indicators. <p><small>*Not all indicators must be observed in single observation/review of practice.</small></p>	

Administrator Notes / Comments:

Domain 4: Professional Responsibilities and Leadership		
Areas of Strength	Effective Practice <i>Adapted from the CCT Rubric for Effective Teaching 2017</i>	Possible Next Steps
	<p>The service provider demonstrates professional responsibilities and leadership by:</p> <ul style="list-style-type: none"> contributes to efforts to achieve district and building goals; engages in professional learning and applies it to improve practice and/or student learning; accepts feedback and uses it to improve practice; collaborates with colleagues to promote student success; engages in efforts toward building a positive school climate; other observed indicators <p><small>*Not all indicators must be observed in single observation/review of practice.</small></p>	

Administrator Notes / Comments:

Appendix B:

CCT Rubric for Effective Teacher Practice Observation

Domain 1: Positive Environment		
Areas of Strength	Effective Practice <i>Adapted from the CCT Rubric for Effective Teaching 2017</i>	Possible Next Steps
	<p>The teacher establishes a positive learning environment:</p> <ul style="list-style-type: none"> • with clear classroom expectations and routines; • where positive and respectful interactions are consistently fostered and maintained; • promoting student engagement, independence, and interdependence through various teaching strategies; • that is inclusive and equitable culturally, socially, and developmentally; • other observed indicators. <p><small>*Not all indicators must be observed in single observation/review of practice.</small></p>	

Administrator Notes / Comments:

Domain 2: Planning for Active Learning		
Areas of Strength	Effective Practice <i>Adapted from the CCT Rubric for Effective Teaching 2017</i>	Possible Next Steps
	<p>The teacher:</p> <ul style="list-style-type: none"> • develops a clear learning objective for students that aligns with content standards; • plans and organizes lessons and learning tasks that engage students and that build on students' prior knowledge, skills, and interests; • plans differentiated learning tasks to meet students' varied learning needs; • plans learning tasks that engage students in problem solving, critical thinking, discourse, and inquiry; • plans assessments that monitor growth/progress; • other observed indicators. <p><small>*Not all indicators must be observed in single observation/review of practice.</small></p>	

Administrator Notes / Comments:

Appendix B:

CCT Rubric for Effective Teacher Practice Observation

Domain 3: Instruction for Active Learning		
Areas of Strength	Effective Practice <i>Adapted from the CCT Rubric for Effective Teaching 2017</i>	Possible Next Steps
	<p>The teacher:</p> <ul style="list-style-type: none"> clearly communicates learning objectives; uses evidence-based instructional strategies to encourage critical thinking, creative problem solving, discourse, and inquiry; uses differentiated instruction and supplemental intervention to support students with various learning styles; varies the student and teacher roles in ways that develop independence and interdependence of learners with the gradual release of responsibility to the students; adjusts the delivery of instruction based on data and progress monitoring; provides feedback that supports the improvement toward academic or social/behavioral outcomes; other observed indicators. <p><small>*Not all indicators must be observed in single observation/review of practice.</small></p>	

Administrator Notes / Comments:

Domain 4: Professional Responsibilities and Leadership		
Areas of Strength	Effective Practice <i>Adapted from the CCT Rubric for Effective Teaching 2017</i>	Possible Next Steps
	<p>The teacher demonstrates professional responsibilities and leadership by:</p> <ul style="list-style-type: none"> contributes to efforts to achieve district and building goals; engages in professional learning that improves practice and/or student learning; accepts feedback and uses it to improve practice; collaborates with colleagues to promote student success; engages in efforts toward building a positive school climate; other observed indicators. <p><small>*Not all indicators must be observed in single observation/review of practice.</small></p>	

Administrator Notes / Comments:

Appendix C

WLPS Educator Professional growth Plan and Educator EOY Reflection

Professional Growth and Feedback	
Educator:	Evaluator:
Length of Goal: Year ____ of ____ year(s)	Second Evaluator:
Educator Professional Growth Plan	
Problem Statement: Briefly reflect on your academic or SEL experiences and consider an area of need to address. Include data (quantitative or qualitative) and background information on the problem.	
Connections to District/ Building Priorities:	<input type="checkbox"/> Curriculum - development of best practices in curriculum, instruction & assessment <input type="checkbox"/> Student Engagement - student attendance, involvement in learning, student ownership, contributing to positive school climate <input type="checkbox"/> Technology - To integrate technology into curricular areas that will improve student achievement <input type="checkbox"/> Equity - To increase awareness, understanding so that every child receives what they need to develop to their full academic and social potential <input type="checkbox"/> Educator Growth and Development -To enhance the professional practice of educators in order to increase student achievement <input type="checkbox"/> Vision of the Graduate - To engage in learning that advances one of the Windsor Locks' VOG competencies: <input type="checkbox"/> Other:
Student Growth Goal: Academic or SEL	Students will...
Goal Objectives: How will you measure student growth toward your goal? Include specific measures of success, data sources, and student or family or stakeholder feedback.	Objective / measure of success #1 Objective / measure of success #2 Objective / measure of success #3 (optional)

Appendix C

WLPS Educator Professional growth Plan and Educator EOY Reflection

<p>Action Steps:</p> <ul style="list-style-type: none"> • What are you going to do to achieve your goal? (see below) • What research-based strategies will you consider? • Based on what you have learned, what is your plan? • What is your data collection and progress monitoring plan? 	<p>I / We will ...</p>
<p>Professional Support:</p> <ul style="list-style-type: none"> • What PD, resources, or support do you need to help you achieve your goal? 	
<p>Midyear Progress:</p> <ul style="list-style-type: none"> • Describe what progress/action steps you have made to date on your goal and objectives. • What adjustments have you made or need to make based on your progress monitoring data? 	

WLPS Educator Professional growth Plan and Educator EOY Reflection

<p>EOY Reflection: <u>Part 1 - PGP</u> Describe the work that you did; for each objective, describe the outcomes achieved.</p> <p>Reflection:</p> <ul style="list-style-type: none"> • What risks did you take? • What would you have done the same? Differently? • What are your next steps or goals for next year? 	
<p><u>Part 2 - Review of Practice</u> Looking at the rubrics for Domain 4, describe how you met your professional responsibilities and demonstrated leadership addressing three or more of the questions below.</p> <p>Reflection: How did you:</p> <ul style="list-style-type: none"> • contribute to the collective efforts to achieve the district and building goals? • engage in professional learning and apply your learning to improve your practice and/or student learning? • accept feedback and use it to improve your practice? • collaborate with colleagues to promote student success? • engage in efforts toward building a positive school climate? 	

Appendix C

WLPS Educator Professional growth Plan and Educator EOY Reflection

Evaluator Feedback/Comments:	
Midyear	
EOY, Summative Feedback Please reflect on the educator's PGP performance and give feedback to the educator with reference to observations of their educator practice domains: Domain 1 – Environment Domain 2 – Planning Domain 3 – Service Delivery / Instruction Domain 4 – Professional Responsibilities / Leadership	(Addressed in Summative Evaluation)
Authentic engagement and reflection in support of PGP	Yes No
Successful Completion of the Educator Evaluative Cycle	Yes No

Observations of Educator Practice and Feedback			
Date:	Link to Completed Obs Rubric	Date:	Link to Completed Obs Rubric
Date:	Link to Completed Obs Rubric	Date:	Link to Completed Obs Rubric
Date:	Link to Completed Obs Rubric	Date:	Link to Completed Obs Rubric
Educator Signature:	Date:	Administrator Signature:	Date:

Corrective Support Plan (Sample)

Educator A has consistently struggled with classroom management as evidenced in observations 2, 3, and 4 during this year. Tiered supports have been provided by the evaluator throughout the year. Educator A has demonstrated a lack of growth/improvement, which has led the evaluator to assign a Corrective Support Plan.

Objective	To improve classroom management practices in order to improve a positive learning environment to support learning - from Domain 1, needs to establish clear classroom expectations and routines.
Suggested Resources	<p>Observe a mutually agreed-upon peer for structures, systems, and dispositions that support positive classroom management skills.</p> <p>Read and discuss with TEAM mentor "The First Six Weeks of School" - Center for Responsive Classroom with evaluator.</p> <p>Training in Restorative Practices.</p>
Time Frames	Educator A will remain on this Corrective Support Plan for six weeks. Improvements in classroom management within this six-week duration will serve as criteria for successful completion of this plan. Improvements will include actions in the classroom by students and adults demonstrating that there are established expectations and routines in support of teaching and learning.
Supportive Actions	<p>All resources (from above) have been made available</p> <p>Timely feedback in person and in writing (weekly meetings)</p> <p>Management of access to learning opportunities in and out of building</p> <p>Modeling of effective classroom management strategies</p> <p>Weekly meetings with progress reporting from Teacher A and written feedback from evaluator.</p>

EXHIBIT X

MEMORANDUM TO: MEMBERS OF THE BOARD OF EDUCATION

FROM: SHAWN L. PARKHURST, SUPERINTENDENT

DATE: JUNE 4, 2025

RE: WLPS WELLSAT HEALTH AND WELLNESS REPORT 2025

Every three (3) years, an evaluation of the district's Health and Wellness Policies are required by the State of CT. The goal is to ensure that districts have a comprehensive plan to support student health. This is compiled through a committee of stakeholders over the course of several meetings.

This evening, Director of Curriculum, Megan Parrette will provide you with a high level overview of the WLPS results and the work ahead.

Possible Board Motion: “**MOVE** that the Board of Education approve the WLPS WellSat Health and Wellness Report 2025 as presented.”



WINDSOR LOCKS PUBLIC SCHOOLS

HEALTH AND WELLNESS REPORT
2025

BACKGROUND

The purpose of written School Wellness Policies is to ensure that school districts have a comprehensive plan to support student health.

School wellness policies have been required by federal law for all districts participating in the federal meal programs since 2006.

Additional requirements were released in 2016.

Current federal regulations require that districts create a committee of key stakeholders and write a policy that addresses multiple domains of health promotion.

These include: nutrition education, school meals, food sold or served outside of school meals, physical education, opportunities for additional physical activity, limiting unhealthy food marketing, and a plan to review and revise the policy in regular intervals.

Many districts address other components of school health as conceptualized by the Whole School, Whole Community, Whole Child (WSCC) model.

This project is a collaboration between the Connecticut State Department of Education and two University of Connecticut centers – the Collaboratory for School and Child Health and the Rudd Center for Food Policy and Obesity.

The aim is to support Connecticut districts in assessing their
(a) written policies and
(b) current practices
concerning an array of wellness topics.

This triennial report can be used by the district as a component of its self-assessment, due June 30, 2025, to the Connecticut State Department of Education.

WHERE WE ARE TODAY

WLPS HEALTH & WELLNESS COMMITTEE

Appointed by Superintendent Parkhurst, the District Health and Wellness Committee identified the work of the Wellness Committee and the stakeholders for the interviews related to food service, nutrition, physical activity and education. The Windsor Locks District Health and Wellness Committee invited Windsor Locks Administrators, Food Service Supervisors, and Health & Physical Education Educators throughout the district to participate in the interview process. Upon completion of the survey, the Wellness School Assessment Tool (WellSAT) was used to score the written district wellness policy and rate our district's implementation of the school wellness policy.

The aim of this report is to present the results of the policy review and practice interviews for Windsor Locks Public Schools across two categories

SECTION I:

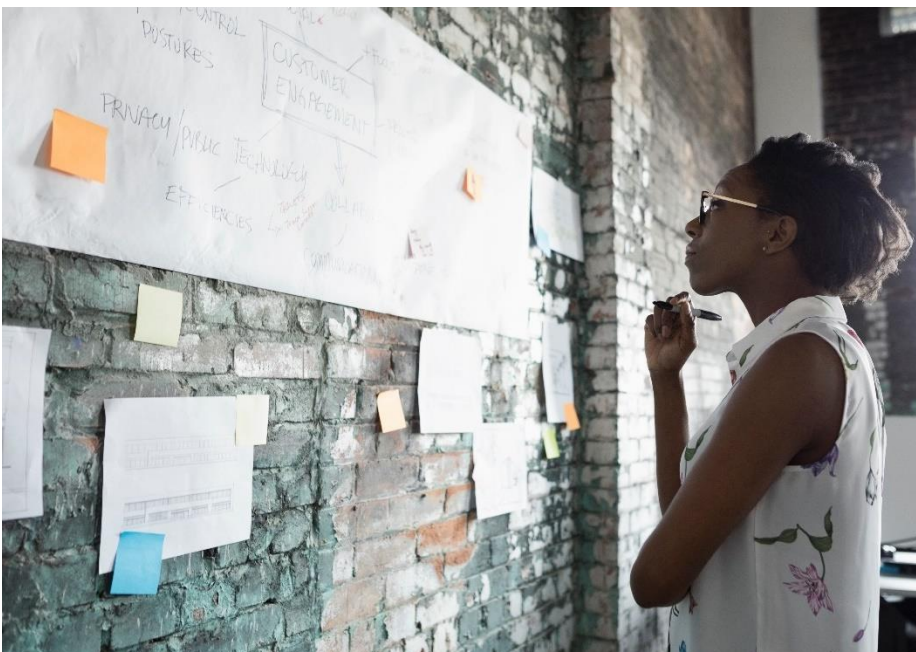
FEDERAL REQUIREMENTS

Federal requirements related to school wellness for the 2024-2025 school year

SECTION II:

TRADITIONAL WELLNESS DOMAINS

Traditional wellness domains of nutrition environment and services, nutrition education, physical education and physical activity; and wellness implementation, evaluation and communication.



WRITTEN POLICY SCORE

BASED ON OUR
REVIEW OF THE
WRITTEN POLICIES.

Scoring key:

0 = not present / not implemented

1 = weak / partial

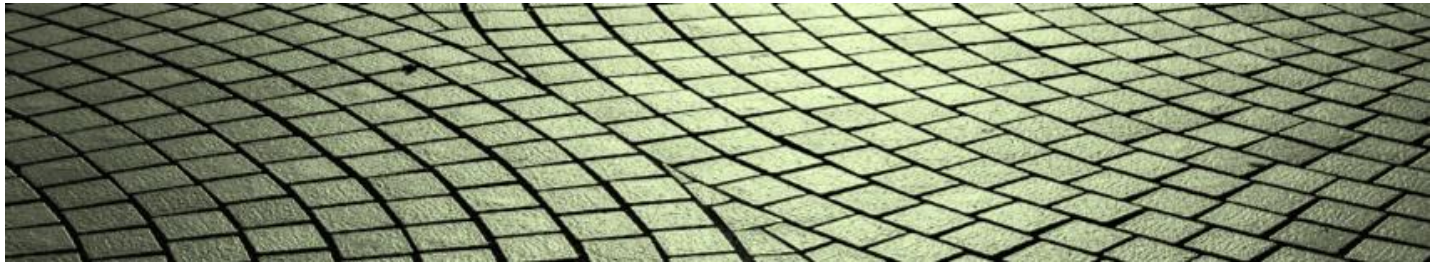
2 = strong / fully implemented

PRACTICE INTERVIEW SCORE

BASED ON OUR
INTERVIEWS WITH
KEY STAKE HOLDERS

Overall District Policy Scores: Total Comprehensiveness **84** Total Strength **65**

For each topic, the combination of the Written Policy Score and the Practice Interview Score are considered to identify one of the following 4 recommendations:



Strong Policies & Aligned Practices

This identifies where the district has a strong policy and is fully implementing practices that align with the policy.



Update Policies

This identifies items where the district is fully implementing a practice but there is weak or no language in the written policy, or where the district is partially implementing practices and there is no language in the policy.



Create Practice Implementation Plan

This identifies areas where there is a strong or weak policy, but practice implementation is either absent or limited. The recommendation is to work with the key stakeholders and develop a plan to fully implement the policy as written.



Opportunity for Growth

This identifies areas where the district has either not addressed the topic in policy or practice; or has only addressed the topic in a very limited way. The recommendation is to determine whether or not this is a priority area, and if so, update the policy and create a practice implementation plan.



SECTION 1:



FEDERAL REQUIREMENTS

FR1 – Goals for nutrition education
FR2 – USDA-compliant meals
FR3 – Privacy for free/reduced meals
FR4 – Free drinking water during meals
FR5 – Annual training (food services)
FR6 – Smart Snacks compliance
FR7 – A la carte meets Smart Snacks
FR8 – Vending meets Smart Snacks
FR9 – School store meets Smart Snacks
FR10 – Fundraisers meet Smart Snacks
FR11 – Class party nutrition
FR12 – Marketing meets Smart Snacks
FR13 – Wellness committee stakeholder representation
FR14 – Official responsible for policy
FR15 – Policy accessible to public
FR16 – Wellness policy assessed triennially
FR17 – Public report on assessment
FR18 – Policy updated based on assessment

2 = strong / fully implemented

Written Policy	Interview Practice	Plan
2	2	★
2	2	★
2	2	★
2	2	★
2	2	★
2	2	★
2	2	★
2	2	★
2	2	★
2	2	★
1	1	📈
2	2	★
1	2	📄
2	2	★
2	2	★
2	2	★
2	2	★
2	2	★

SECTION 2:

ADDITIONAL WELLSAT WELLNESS ITEMS



NUTRITION ENVIRONMENT & SERVICES

2 = strong / fully implemented

This section includes additional items from the WellSAT that go beyond the federal requirements and are considered best practices in the field.

These items are in the traditional wellness domains of nutrition environment and services, nutrition education, physical education and activity, wellness implementation, communication, and evaluation.

	Written Policy	Interview Practice	Plan
NES1 – Daily breakfast offered	2	2	★
NES 2 – Access to Breakfast Program	2	2	★
NES 3 – Unpaid balances	2	2	★
NES4 – Maximize meal participation	2	2	★
NES5 – Healthy food marketing	2	2	★
NES6 – Sufficient seat time	2	2	★
NES7 – Local food procurement	2	2	★
NES8 – Access to Smart Snacks guidance	2	2	★
NES9 – Exempt fundraiser knowledge	1	1	📈
NES10 – Caffeine in high schools	2	2	★
NES13 – Food as reward	1	0	🍷
NES14 – Access to water all day	2	2	★




NUTRITION EDUCATION

NE1 – Behavior-based & interactive

NE2 – Sequential Nutrition Education

NE5 – Integrated into other subjects

NE6 – Food services collaborate with teachers

NE7 – Agriculture & food systems

Written
Policy

Interview
Practice

Plan

2

2



2

2



2

1



2

0



1

1



2 = strong / fully implemented





PHYSICAL EDUCATION & PHYSICAL ACTIVITY

	Written Policy	Interview Practice	Plan
PEPA1 – PE curriculum in place	2	2	★
PEPA2 – PE curriculum aligned to standards	2	2	★
PEPA3 – Promotes active lifestyle	2	2	★
PEPA4, 5, 6 – Physical Education Minutes	0	0	★
PEPA7 – Certified Physical Education teachers	0	2	
PEPA8 – Professional Development for Physical Education teachers	0	2	
PEPA 9 – Physical Education exemptions	1	N/A	★
PEPA 10 – Physical Education substitutions	1	N/A	★
PEPA11 – Family/community engagement	0	1	★
PEPA12 – Before/after school activity	2	2	★
PEPA13 – Daily recess (elementary)	1	2	
PEPA14 – Classroom activity breaks	1	2	
PEPA15 – Shared/joint use agreements	0	2	
PEPA16 – Active transport (walk/bike)	2	1	
PEPA17 – Activity as reward	1	2	
PEPA18 – No activity as punishment	0	2	
PEPA19 – No withholding activity	0	2	
2 = strong / fully implemented			



WELLNESS IMPLEMENTATION, EVALUATION & COMMUNICATION

IC1 – District wellness committee

IC2 – School-level wellness committee

EW1 – Employee wellness strategies

EW2 – Staff model healthy behavior

Written
Policy

Interview
Practice

Plan

2

2



0

0



1

2



2

2



2 = strong / fully implemented

Windsor Locks Public School District

Vision & Mission

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

Health and Wellness Committee

Purpose

*Monitor the implementation of the district's
Health and Wellness policy, evaluate policy progress,
serve as a resource to school sites,
and revise the policy as necessary*

2024-2025 Membership

Superintendent: Shawn Parkhurst

Human Resources Director: Robert Stacy

Business Director: Pat Proctor

Food Services Director: Melany DeJesus

Curriculum Director: Megan Parrette

Pupil Services Director: Joshua Robinson

South Elementary School Principal: Monica Briggs

District Nurse Coordinator: Nicole Saavedra

EL/ML Coordinator: Vita Beebe

PMA Educator: Robin Anderson

WL High School Educator: James O'Brien

WL Middle School Educator: Brian Deming

South Elementary Educator: Matt Braddock

North Street School Educator: Cathi Dallesander



MEMORANDUM TO: MEMBERS OF THE BOARD OF EDUCATION

FROM: SHAWN L. PARKHURST, SUPERINTENDENT

DATE: JUNE 4, 2025

RE: ADMINISTRATIVE STRUCTURE PRESENTATION

WLPS prides itself on careful analysis to ensure that our structures and supports are in alignment with our vision; *All students will meet or exceed grade level standards*. With that as the lens by which we frame our work, I share with you this evening a proposed administrative structure that will address our vision as our needs have changed over the years.

Possible Board Motion: “**MOVE** that the Board of Education approve the Administrative Structure as presented for July 1, 2025, including the revised job descriptions based on the structure presented.”

Windsor Locks Public Schools

www.wlps.org

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