

WINDSOR LOCKS PUBLIC SCHOOLS



BOARD OF EDUCATION MEETING

Regular Meeting

August 20, 2026

5:00 p.m

Windsor Locks High School ~~Library Media Center~~ Auditorium

[Click Here for Zoom Registration](#)

Windsor Locks Board of Education

Alba Osorio, Chairwoman

Greg Guyette, Vice Chairman

Dennis Gragnolati

Lindsay Cutler

Amber Mortensen-Hurdle

Superintendent of Schools

Shawn Parkhurst

WLPS 2026-2031 Strategic Plan Priority Goal Areas:

Student Performance - ...will improve student performance through the consistent implementation of high-quality curriculum and personalized learning experiences at all grade levels, where students are engaged, empowered, and expected to achieve at the highest levels

Culture & Climate - ...will provide an equitable and safe school culture, developed through relationships, partnerships, and community connections, where all are free to be their best selves and pursue their dreams

Facilities and Operations - ...committed to a safe, sustainable, and forward-thinking infrastructure and operational system that enables student success in all learning environments; from classrooms and cafeterias to athletic fields and transportation services

Board of Education
Town of Windsor Locks
Regular Meeting - Agenda
August 20, 2026 5:00 pm
Windsor Locks High School ~~Library Media Center~~ Auditorium
[Click Here for Zoom Registration](#)

- I. Call to Order
 - A. Roll Call
 - B. Pledge of Allegiance
- II. Community Recognition p. 4 Exhibit I
 - A. Summer Basketball League
- III. Public Audience (only on Agenda Items)
 - A. *In Accordance with BOE Policy 1100 - The Windsor Locks Board of Education (Board) Chairperson shall recognize speakers, request proper identification and maintain proper order. The Board shall hear only concerns, views, and opinions on topics within the jurisdiction of the Board. The appropriateness of the subject being presented, the suitability of the time for such presentation, the number of speakers, and the time to be allowed for public comment will be determined by the Chairperson. The public is advised that any discussion of specific employees will not be allowed at meetings and should be addressed to the employee's immediate supervisor or the Superintendent.*
- IV. Approval of Minutes: **Vote Needed** p. 5 Exhibit II
- V. Human Resources Report: **Vote Needed** p. 12 Exhibit III
- VI. Appointment of Director of Pupil Services **Vote Needed**
- VII. CABA/CAPSS Convention p. 13 Exhibit IV
- VIII. School Liaisons for 2026 - 2027 p. 14 Exhibit V
- IX. Policy p. 15 Exhibit VI
 - A. Second Read and Approval: **Vote Needed**
 - 1330 - School Facility Use p. 16
 - 5111/5112 - Admission and Placement p. 29
 - 5114 Suspension and Expulsion - Due Process p. 37
 - 5138 - Pay to Participate p. 57
 - 5144.1 Use of Physical Force p. 61
- X. Legislative Updates p. 85 Exhibit VII
- XI. Community Outdoor Wellness & Athletic Center at
WLHS - CIF Grant & Kickoff Meeting p. 87 Exhibit VIII

- XII. Opening Professional Development p. 88 Exhibit IX
- XIII. 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.*
- 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. Confidential Student Matter - Out of Town Residency Request
That attendance in the Executive Session shall be limited to:
1. Members of the Board of Education
 2. Superintendent of Schools
 3. Others if Requested to Attend
- XV. Action, if any, on Executive Session Item: **Vote Needed**
- XVI. Adjourn Meeting

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

MEMORANDUM TO: MEMBERS OF THE BOARD OF EDUCATION

FROM: SHAWN L. PARKHURST, SUPERINTENDENT

DATE: AUGUST 20, 2026

RE: COMMUNITY RECOGNITION

Over the summer months, through the financial generosity of community member and parent, **Michelle Singh**, girls of Windsor Locks Public Schools, were given the opportunity to participate in a weekly Summer Basketball League, *She Got Next*. Through her commitment and recruitment efforts, WLPS was able to have a team that played against several high-level teams at the Day Hill Dome on Tuesday evenings.

Tonight, I want to publicly thank and recognize Michelle for her efforts and hard work in creating this opportunity for our student-athletes.

MEMORANDUM TO: MEMBERS OF THE BOARD OF EDUCATION

FROM: SHAWN L. PARKHURST, SUPERINTENDENT

DATE: AUGUST 20, 2026

RE: APPROVAL OF MINUTES

- August 3, 2026 Special Meeting
- August 5, 2026 Special Meeting

Board Motion: “**Move** that the Board of Education approve the minutes of the August 3, 2026 Special Meeting, and the August 5, 2026 Special Meeting.”

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

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

**MINUTES OF THE SPECIAL MEETING
August 3, 2026 – 6:00 p.m.**

Members Present: Alba Osorio, Greg Guyette, Lindsay Cutler
Members Absent: Amber Mortensen-Hurdle, Dennis Gragnolati
Administrators: Shawn Parkhurst, Jeff Bernabe
Students: Student A
Others: Cousin of Student A

I. Call to Order

Board Member Alba Osorio called the Special Meeting to Order at 6:05 p.m., in the Windsor Locks High School's Library Media Center.

II. Executive Session

It was **MOVED** (Guyette) and **SECONDED** (Cutler) and **PASSED** (U), that the Board of Education enters into Executive Session to discuss and a confidential student matter, and to preserve the confidentiality of student records, and that the following be invited to attend the executive session to offer testimony: Superintendent of Schools, High School Administration, Student and Guardian.

Mrs. Osorio asked all persons in attendance to identify themselves for the record:

Board of Education Members:

Alba Osorio
Greg Guyette
Lindsay Cutler

Others:

Cousin of Student A
Student A

Mr. Shawn Parkhurst, Superintendent of Windsor Locks Public Schools, and Mr. Jeff Bernabe, Windsor Locks High School Principal

Witnesses were sworn in by Mrs. Osorio.

Testimony regarding the offense and penalty phase was given by Mr. Shawn Parkhurst and Mr. Jeff Bernabe followed by questions from the Board of Education Members.

Board Recessed at 6:19 p.m.

The Board Reconvened at 6:29 p.m.

The Board reconvened to Public Session at 6:29 p.m.

It was **MOVED** (Guyette) and **SECONDED** (Cutler) and **PASSED** (U) that the Board of Education finds that Student A did engage in conduct that violated Board Policy and seriously disruptive to the educational process. The student has therefore committed an expellable offense.

It was **MOVED** (Guyette) and **SECONDED** (Cutler) and **PASSED** (U) that the Board of Education reconvenes in Executive Session to discuss a confidential student matter and to protect the confidential student records and that the same persons who were previously invited to attend the Executive Session are invited to attend at 6:30 p.m.

III. Action Regarding Expulsion

Testimony regarding the penalty phase of the expulsion was given by Mr. Shawn Parkhurst and Mr. Jeff Bernabe, followed by questions from the Board of Education Members.

Board Recessed at 6:39 p.m.

Board Reconvened at 6:57 p.m.

The Board reconvened into public session at 6:57 p.m.

It was **MOVED** (Guyette) and **SECONDED** (Cutler) and **PASSED** (U) that the Windsor Locks Board of Education (1) accepts and adopts the findings and facts discussed and presented in executive session; and find that Student A is hereby expelled from the Windsor Locks Public Schools, including all school-related activities, curricular or otherwise, for a period of one calendar year beginning 8/3/26 and ending 8/27/27, or until graduation, whichever comes first, and (2) that as a consequence of said conduct, Student A shall be expelled in accordance with the terms and conditions of the Administrations Recommendations, as amended, dated August 3, 2026 as presented.

IV. Adjournment

It was **MOVED** (Guyette) and **SECONDED** (Cutler) and **PASSED** (U) that the Board of Education adjourns the August 3, 2026 Special Meeting at 7:05 p.m.

Respectfully Submitted,
Shawn Parkhurst

**Board of Education
Town of Windsor Locks
Special Meeting - Agenda
August 5, 2026 - 6:00 pm
Windsor Locks High School Auditorium**

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

Members Present:

Alba Osorio, Greg Guyette, Amber Mortensen-Hurdle, Lindsay Cutler, Dennis Gragnolati

Administrators:

Shawn Parkhurst, Rebecca Bissonnette, Lawrence Juhasz, and various members of the Leadership Team

Others:

Members of staff and the community (in person and online)

Call to Order

Chairwoman Osorio called the meeting to order at 6:06 p.m. in the Windsor Locks High School Auditorium.

Roll Call

Superintendent Parkhurst conducted roll call with five (5) Board members present and voting.

Pledge of Allegiance

All stood for the Pledge of Allegiance.

Public Audience

Several community members provided public comments regarding the FY27 budget.

At 6:13 p.m., Chairwoman Osorio called for a brief Board recess.

The Board reconvened at 6:37 p.m.

Approval of Minutes — Vote Needed

- June 9, 2026 Regular Meeting
- June 10, 2026 Special Meeting
- June 15, 2026 Special Meeting
- June 18, 2026 Special Meeting

A motion was made by Greg Guyette and seconded by Lindsay Cutler to approve the minutes listed above. The motion passed unanimously.

Human Resources Report

Resignations

Superintendent Parkhurst provided a report regarding two resignations: Jessica Brown and Ruth Sobolewski. A motion was made by Lindsay Cutler and seconded by Amber

Mortensen-Hurdle to accept the resignations with thanks and appreciation. The motion passed unanimously.

Curriculum

Subcommittee Report

Approval of Minutes — June 17, 2026

A motion was made by Lindsay Cutler and seconded by Amber Mortensen-Hurdle to approve the June 17, 2026 Curriculum Subcommittee minutes. The motion passed unanimously.

FY27 Budget

Superintendent Parkhurst provided a presentation on the FY27 budget status and additional recommended reductions of \$700,000, bringing the Board of Education's total reductions to \$2.1 million. He also provided the Board with "other options to consider" as they discussed the FY27 Board of Education budget.

A discussion followed, with Superintendent Parkhurst responding to Board members' questions and comments regarding the budget.

Following discussion, a motion was made by Amber Mortensen-Hurdle and seconded by Lindsay Cutler to approve the FY27 budget with the recommended reductions presented.

A roll call vote was taken with the following results:

- Dennis Gragnolati — No
- Lindsay Cutler — Yes
- Amber Mortensen-Hurdle — Yes
- Greg Guyette — No
- Alba Osorio — Yes

Motion passed 3-2.

Ms. Mortensen-Hurdle commented on the Superintendent's level of commitment and dedication to the district, noting his visible presence at school and community events and his ongoing involvement in district initiatives.

Chairwoman Osorio addressed public comments regarding administrative salaries. She noted that she had reviewed compensation data from comparable districts and stated that, in her view, the Superintendent's compensation is consistent with the responsibilities and expectations of the position. She also commented on the significant time commitment required to fulfill the duties of the role.

Chairwoman Osorio encouraged community members to seek information from official and reliable sources when discussing district matters, noting that misinformation can negatively impact the school district and the broader community.

2026-2027 Board of Education Committees

- **Curriculum Committee:** Amber Mortensen-Hurdle and Alba Osorio
- **Finance Committee:** Greg Guyette and Lindsay Cutler

Tentative Appointment of Director of Pupil Services

Superintendent Parkhurst provided an update and stated that the process remains in the final stages of the interview process, and there was no appointment this evening.

Appointment of Human Resources Coordinator

Superintendent Parkhurst presented Amy Bosco as the candidate of choice. A motion was made by Greg Guyette and seconded by Lindsay Cutler to approve the appointment effective August 31, 2026. The motion passed unanimously.

Policy

Second Read and Approval — Vote Needed

Policy 4115.3 — Evaluation of Athletic Coaches

A motion was made by Amber Mortensen-Hurdle and seconded by Greg Guyette to approve Policy 4115.3. The motion passed unanimously.

First Read and Review

The following policies were presented for first read and review:

- Policy 1330 — School Facility Use
- Policy 5111/5112 — Admission and Placement
- Policy 5114 — Suspension and Expulsion — Due Process
- Policy 5138 — Pay to Participate
- Policy 5144.1 — Use of Physical Force

Superintendent Parkhurst reviewed each policy and the proposed changes.

WLMS & WLHS Athletic Handbook Review

Superintendent Parkhurst thanked the High School and Middle School Administrations for their work aligning the athletic handbooks and publicly thanked WLMS staff member Rachel Hess for her work as part of her internship in developing the Middle School handbook.

Following a brief discussion, a motion was made by Amber Mortensen-Hurdle and seconded by Dennis Gragnolati to approve the athletic handbooks. The motion passed unanimously.

Executive Session

A motion was made to adjourn the meeting to Executive Session as permitted by Connecticut General Statutes Section 1-225(a) for the following purpose as allowed by Section 1-200(6):

Discussion of Bargaining Unit Negotiations: Administrative Assistant Unit, Local 2001 Service Employees International Union.

Attendance in Executive Session was limited to:

- Members of the Board of Education
- Superintendent
- Others as requested to attend

Greg Guyette made a motion to enter Executive Session at 8:14 p.m., seconded by Dennis

Gragnotati. The motion passed.

The Board exited Executive Session at 8:28 p.m.

Action, if any, on Executive Session Item:

A motion was made by Greg Guyette and seconded by Amber Mortensen-Hurdle to approve the Administrative Assistant three-year contract as presented. The motion passed unanimously.

Adjournment

Dennis Gragnolati made a motion to adjourn the meeting at 8:31 p.m., seconded by Lindsay Cutler. The motion passed unanimously.

Respectfully Submitted,

Shawn Parkhurst

MEMORANDUM TO: MEMBERS OF THE BOARD OF EDUCATION

FROM: SHAWN L. PARKHURST, SUPERINTENDENT

DATE: AUGUST 20, 2026

RE: HUMAN RESOURCES REPORT - RESIGNATIONS

Melissa Adams, a science teacher at WLHS, has resigned effective 8/5/26. At the time of her resignation Melissa will have served the students of Windsor Locks for 1 year.

Grace Canon, a special education teacher at WLHS, has resigned effective 9/14/26. At the time of her resignation Grace will have served the students of Windsor Locks for 3 years.

Margaret Ellington, a teacher at South Elementary School, has resigned her position effective 8/5/26. At the time of her resignation she will have served the students of Windsor Locks for 1 year.

Kari Percoski, a special education teacher at South Elementary School, has resigned her position effective 8/5/26. At the time of her resignation Kari will have served the students of Windsor Locks for 9 years.

Board Motion: “**Move** that the Board of Education accepts Ms. Adams’, Ms. Canon’s, Ms. Ellington’s and Ms. Percoski’s resignations, effective as outlined, above and offer our sincere appreciation for their service to the students of Windsor Locks.”

MEMORANDUM TO: MEMBERS OF THE BOARD OF EDUCATION

FROM: SHAWN L. PARKHURST, SUPERINTENDENT

DATE: AUGUST 20, 2026

RE: CABE/CAPSS CONVENTION

The annual CABE/CAPSS Convention will be held in Mystic on November 20 - 21, 2026. This event provides the opportunity to acquire knowledge through general sessions and workshops. You'll hear from top-level education thought leaders on the latest educational initiatives, celebrate Connecticut's talented students, and network with school leaders and board members throughout the state.

If any Board members are interested in participating in this specific Board of Education level professional learning opportunity, please contact Donna Bole so that we can obtain early registration.

MEMORANDUM TO: MEMBERS OF THE BOARD OF EDUCATION

FROM: SHAWN L. PARKHURST, SUPERINTENDENT

DATE: AUGUST 20, 2026

RE: SCHOOL LIASIONS

Each year, a board member serves as a Liaison to an individual school. This evening, is an opportunity to select a school that you wish to serve as a liaison to for the 26-27 school year.

WLHS -

WLMS -

SES -

NSS -

PMA -

RISE -

MEMORANDUM TO: MEMBERS OF THE BOARD OF EDUCATION

FROM: SHAWN L. PARKHURST, SUPERINTENDENT

DATE: AUGUST 5, 2026

RE: POLICY REVIEW

Second Read and Approval:

Suggested Revision	Policy 1330 - School Facility Use
Mandatory Revision	5111/5112 - Admission and Placement
Mandatory Revision	Policy 5114 Suspension and Expulsion - Due Process
Suggested Revision	Policy 5138 - Pay to Participate
Mandatory Revision	Policy 5144.1 Use of Physical Force

Board Motion: “Move that the Board of Education approve policy 1330 - School Facility Use, policy 5111/5112 - Admission and Placement, policy 5114 Suspension and Expulsion - Due Process, policy 5138 - Pay to Participate, and policy 5144.1 - Use of Physical Force as presented.”

Community Relations

1330 - School Facility Use

Since school buildings and grounds are public property, the Board of Education (Board) may make them available for purposes other than education when they are not in use for school purposes. The Board encourages the use of school facilities by the community. The Board shall make its facilities available to response groups, organizations, associations and individuals of the community for appropriate educational civic, cultural, welfare, social, recreational activities or other non-commercial uses consistent with the public interest as long as these activities do not interfere with school programs or school activities.

~~The Boys Scouts of America, Big Sisters of America, Boys and Girls Clubs of America, Future Farmers of America, Girl Scouts of America, Little League Baseball, Inc. and any other group intended to serve youth under the age of 21 listed in Title 36 of the US Code may use school property according to Board policy and regulations.~~

~~In addition, the Board will cooperate with recognized agencies such as the Red Cross and Civil Defense, and will make suitable facilities available without charge during a community emergency or to prepare for civil defense.~~

The Superintendent of Schools (Superintendent) shall develop regulations setting forth guidelines for the use of school facilities by the community in accordance with this policy and state and federal law. The Superintendent or his/her designee shall have the authority to approve and schedule the use of school facilities by a requesting group, organization, association or individual. Those desiring continuing use of facilities must reapply annually. The Superintendent or his/her designee may deny the use of school facilities for activities that are judged inappropriate to take place in a school setting or for other valid reasons.

The Board will **review and** approve ~~and periodically review~~ a fee schedule **annually** for use of school facilities.

Legal References:

Connecticut General Statutes
10-222a
10-239
29-381

Federal Law:

Equal Access Act

Adopted: May 1974

Revised: May 1992, March 1999, December 2003, April 2020, June 2020

Use of School Facilities - Regulation

The use of school facilities by requesting groups, organizations, associations or individuals will be authorized by the Superintendent or designee in conformity with these regulations governing their use.

The Board will approve and ~~periodically~~ annually review a fee schedule for use of facilities.

Conditions Applicable to All Groups:

1. Use of facilities is not to interfere with school programs or school sponsored activities. The use of school facilities for school purposes, meetings of students, entertainment by students or teachers' clubs, alumni associations; parent teacher association and other organizations affiliated with the schools have precedent over all others.
2. Use of facilities must be within the hours of regular custodial services, otherwise, custodial ~~overtime~~ fees apply.
3. Use of facilities by non-paying groups, organizations, associations or individuals will not create additional costs, supervisory or custodial requirements. These groups, organizations, associations or individuals may be required to provide for or pay for these costs.
4. All use must be under competent adult supervision approved by the Superintendent or the Principal of the building involved. Groups, organizations, associations or individuals will provide sufficient supervision to restrict use to permitted areas.
5. Groups, organizations, associations of individuals using the facilities will be responsible for any damage to the school facilities.
6. Groups, organizations, associations or individuals will provide a certificate of sufficient liability insurance.
7. Rental and associated fees will be charged in accordance with a Board approved fee schedule which is subject to ~~periodic~~ annual revisions as approved by the Board.
8. Groups, organizations, associations or individuals granted permission to use school facilities are responsible for the observance of local and state ~~building codes~~, fire ~~codes~~, and safety regulations at all times.
9. Groups, organizations, associations or individuals requesting use of school facilities shall complete an online District application to the Superintendent or his/her designee for his/her review and approval. No groups, organizations, associations or individuals shall use facilities without the prior express approval of the Superintendent or his/her designee.
10. In situations where there is no cost factor to the district, or where a mutual exchange of facilities is possible between the school district and the requesting group, organization, association or individuals, fees may be modified or eliminated by the Superintendent or his/her designee. In situations where extended usage for a long period of time is required, rate may be set at a contract price.

11. The use of school facilities is a privilege and the Board, through the Superintendent or his/her designee, reserves the right to revoke permission for use previously granted.
12. Use of facilities shall be in accordance with all Board policies and regulations, applicable school rules and state and federal laws.
13. Use shall be restricted to the dates and hours approved and to the building area and facilities specified, unless requested changes are approved by the Superintendent or his/her designee.

Prohibited Activities

1. Any activity which is unlawful in nature.
2. Activities advocating the overthrow of the United States, the state of Connecticut or local governmental agencies.
3. Any activity that may be injurious to the community, staff, students, buildings, grounds or equipment.
4. Any activity involving smoking/vaping, consumption of alcohol or drugs and/or the sale of alcohol, tobacco products or drugs.
5. Any activity that is inconsistent with the health and welfare of the public and/or the policies delineated by the Board of Education.
6. Fundraising campaigns, except as permitted by the Board of Education Policy or by special action of the Board of Education.
7. Commercial advertising.
8. Activities that discriminate on any basis prohibited by law.

Organizational Priority for Use of Facilities

Scheduled school activities shall take precedence over activities sponsored by non-school organizations. Within each group, priority shall be given to the first online application received.

Group A ~~No Fee~~: Activities conducted for the direct benefit of the schools; Board of Education sponsored activities; teacher organization meetings; or activities and official meetings of agencies of the Town of Windsor Locks such as:

- Activities by community groups raising scholarship money for Windsor Locks students.
- Parent-teacher organizations.
- Windsor Locks schools' alumni groups.

Group A organizations are encouraged not to plan activities for Saturdays or Sundays. Any organizations in Group A contemplating a weekend activity **must** have clearance from the **Director of Facilities Manager** or a designee at least ~~two (2) weeks~~ 30 days prior to the date of the contemplated activity. Organizations in this group using the facilities for fundraising purposes will be required to pay service costs and custodial fees.

Group A organizations that request use of the facilities for Saturdays, Sundays, or holidays, or any time requiring extra custodial help, cafeteria help, police or technicians, shall be charged the extra costs incurred.

Group B Fee: Other Windsor Locks **non-profit** community organizations such as:

- Community organizations sponsoring programs for children.
- Political groups.
- Religious groups.
- Scouts, 4-H clubs, Little League, etc.
- Service organizations that work for the improvement of the general welfare of the town.
- Volunteer Fire Department community events.

Group B ~~fees~~ organizations shall be charged for the use of the school facilities to approved charitable, philanthropic, or cultural groups, service clubs, fine art association, theater groups, and other organizations not operating for profit and devoted to community interest and child welfare.

Group C Fee:

- Any profit making organizations or any organization whose members are not in the majority residents of or employed in Windsor Locks (i.e. Water Jets).
- Before and after school child care programs.
- Outside profit-making recreational programs sponsored or not sponsored by the Park and Recreation Department (i.e. tennis camps, baseball camps, etc.).

Group C ~~fees~~ organizations shall be charged for use of school facilities by organized groups and individuals within the community for profit when such profit is used by the group for advancement of the group or individuals for personal gain.

Procedures for the Use of Facilities

1. Time of Use

- a. School facilities are normally available for non-school organizations no sooner than 15 minutes after the end of the students' day in the building requested on Monday through Friday when school is in session.

- b. School facilities are normally available for non-school organizations from ~~6:00 8:00~~ am to 11:59 pm on Saturdays and from ~~6:00 8:00~~ am to ~~11:59 9:00~~ pm on Sundays.

2. Supervision

- a. Organizations using facilities must designate an adult to be responsible for the supervision of the activity during the entire time the facility is being used. If the majority of the participants are school-age children, approved adult supervision must be provided at the ratio of one adult per 15 children with a minimum of two adult supervisors for all such activities. Twenty-one years of age constitutes an adult.
- b. Any activity where more than 150 people are involved will require a police officer. The cost for the officer will be the responsibility of the agency using the facility. Any activity designed primarily for teenagers will require one or more police officers. The responsible agent will make arrangements with the police department and provide written verification of such arrangements at least five business days prior to the activity.

3. Custodial Assistance

- a. A custodial fee may be charged whenever buildings are used.
- b. The custodial fee shall be paid for each hour of the activity plus a minimum of one-half hour prior to and one-half hour after the conclusion of the activity, with a minimum of four hours charged.
- c. When a custodial fee is charged, the duties of the custodian shall include: (1) opening and closing the building; (2) assuring appropriate heat, ventilation and lights; (3) providing chairs and tables where authorized; and (4) cleaning the area(s) used after the activity.

4. Kitchen Access

- a. In all cases where kitchen facilities are to be used, a Windsor Locks School Food Service employee must be hired to supervise the use of the kitchen. Arrangements for kitchen personnel must be made directly with the Food Services Director (860-292-5710).
- b. All cleanup of the kitchen and equipment shall be the responsibility of the Custodian and Food Service staff at an additional fee.
- c. Kitchen equipment that shall be provided for the use of the organization shall include a range, and an oven. Use of additional kitchen equipment may be requested but such use will be dependent on the availability of food personnel trained in the use of said equipment.

5. Limitations of Use

- a. Violation of state or town fire codes or of any public ordinance will mean forfeiture of the privilege of using schools.
- b. Smoking/Vaping in school buildings is prohibited at all times.
- c. Games of chance are not permitted in school buildings, with the exception of activities for which a permit has been issued by the Connecticut Department of Special Revenues.
- d. Under no circumstance will any organization or group alter or change the electrical circuits or panel boxes in the schools.
- e. Therapy rooms, nurses offices and principals' offices may not be used by any non-school organization or group.
- f. Use of school owned equipment such as musical instruments, audio-visual equipment, or office machines is not permitted. Only WLPS or its designees are allowed to operate any lighting, audio-visual equipment or other technical equipment. Separate fees apply for audio-visual and lighting technicians. Kitchen equipment must be requested at the time of the application.
- g. Supplies or equipment belonging to the organization may not be stored on school property without the written permission of the building principal.
- h. Attaching decorations or scenery to stage curtains is not permitted.
- i. If food/refreshments are approved, food and/or refreshments are to be served and/or consumed only in the cafeteria unless special permission is granted.
- j. The Board of Education assumes no responsibility for properties left on the premises by an organization or group using school facilities and assumes no responsibility for supervising activities under this policy/regulation.

6. Insurance and Liability

- a. The applicant assumes all responsibility and liability for any injury to any person and for injury to or loss of town or private property in connection with the use of the facility. The applicant must hold the town harmless for any such losses or damage.
- b. Applicants must provide a certificate of liability insurance with a minimum coverage of \$1,000,000 each occurrence / \$2,000,000 general aggregate that lists the Town of Windsor Locks and its board of education as an additional insured. The certificate must be submitted to the Business Office at least ten business days in advance of the activity. The Board reserves the right to require a higher amount of coverage in exceptional circumstances.

Request for Use of Facilities

1. Requests using the online scheduling system must be submitted to the school office at least ~~30~~ 20 business days prior to the intended use and must be accompanied by a certificate of insurance.
2. Use of building is subject to the availability of custodial and/or cafeteria personnel.
3. When school or school activities are cancelled due to inclement weather or other emergencies, use of school facilities is also cancelled for that day.

Payment of Fees

1. A non-refundable security deposit of 50% of the estimated facility use fee, payable by cash or money order, is due ~~fifteen~~ five days prior to the event. The security deposit will be deducted from the final bill if there has not been any damage to the facilities.
2. Money orders should be payable to “Windsor Locks Public Schools” and forwarded to the Business Office. The bill for custodial fees, food service employees, audio-visual or lighting technician fees, etc. shall be sent to the applicant following the activity.

Parking Areas/Fields

1. Parking areas and playing fields may be used in the same manner as other school facilities in accordance with this policy/regulation.
2. Overnight parking in any school parking areas is prohibited unless explicitly approved by the Board for a specific night.
3. Parking on school property by private citizens may be permitted on a case by case basis subject to the Use of School Facilities policy and such other conditions as the Board may require.

Fee Schedule

The following is a fee schedule for use of school facilities. The fee schedule is subject to ~~periodic~~ **annual** review and revision by the Board of Education.

2026 - 2027								
* Special Consideration will be given for Multiple Uses								
**Food Service Staff; Custodial and Lighting Technician fees are in addition to the Facility Use; Supplies and Utilities Fee								
***The rate will be determined at time of application								
	NonProfit For Profit							
Facility/Location	Group-B Single-Use (First 4 Hours) All Rental Users (Per Hour)	Rental- Fee Each- Addl Hour	Daily Supply Fee	Daily Utility Fee	Group-C Single-Use (First 4 Hours)	Rental Fee Each-Addl Hour	Daily Supply Fee	Daily Utility Fee
Classroom	\$ 30.00 \$40.00 (M – F) \$65.00 (S/S/H)	\$ 30.00	\$ 32.51 \$40.00	\$ 25.00 \$35.00	\$ 60.00	\$ 30.00	\$ 32.51	\$ 25.00
Classroom-w AC	\$ 35.00	\$ 40.00	\$ 32.51	\$ 100.00	\$ 85.00	\$ 40.00	\$ 32.51	\$ 100.00
Cafeteria	\$ 50.00 \$75.00 (M – F) \$110.00 (S/S/H)	\$ 25.00	\$ 54.66 \$40.00	\$ 150.00 \$70.00	\$ 150.00	\$ 50.00	\$ 54.66	\$ 150.00
School Kitchen**	\$ 75.00 \$250.00 (S-S, H)	\$ 25.00	\$ 54.66	\$ 150.00	\$ 200.00	\$ 50.00	\$ 54.66	\$ 150.00
All Purpose Room	\$ 50.00 \$60.00 (M – F) \$85.00 (S/S/H)	\$ 25.00	\$ 32.51 \$40.00	\$ 100.00 \$70.00	\$ 200.00	\$ 50.00	\$ 32.51	\$ 100.00
Gymnasium	\$75.00 (M – F) \$110.00 (S/S/H)		\$40.00	\$70.00				
Locker Room	\$20.00 (M – F) \$35.00 (S/S/H)		\$40.00	\$45.00				
Pool	\$75.00 (M – F) \$110.00 (S/S/H)		\$40.00	\$70.00				
Auditorium	\$75.00 (M – F) \$110.00 (S/S/H)		\$40.00	\$85.00				
Band/Chorus Room	\$75.00 (M – F) \$110.00 (S/S/H)		\$40.00	\$70.00				
Parking Lot	\$ 25.00	\$ 10.00			\$ 50.00	\$ 50.00		
Tennis Courts	\$ 25.00	\$ 10.00			\$ 50.00	\$ 50.00		

Gymnasium & Locker Rooms								
High School Gym	\$ 100.00	\$ 75.00	\$ 60.00	\$ 150.00	\$ 300.00	\$ 100.00	\$ 60.00	\$ 150.00
High School Auditorium	\$ 300.00	\$ 100.00	\$ 60.00	\$ 250.00	\$ 500.00	\$ 100.00	\$ 60.00	\$ 250.00
Middle School Gym	\$ 75.00	\$ 50.00	\$ 60.00	\$ 150.00	\$ 250.00	\$ 90.00	\$ 60.00	\$ 150.00
Middle School Auditorium	\$ 200.00	\$ 50.00	\$ 60.00	\$ 150.00	\$ 350.00	\$ 70.00	\$ 60.00	\$ 150.00
Elementary School Gym	\$ 50.00	\$ 40.00	\$ 60.00	\$ 150.00	\$ 250.00	\$ 80.00	\$ 60.00	\$ 150.00

	Athletic Fields							
	Per Day	Per Week	Per Season		Per Week	Per Season		Daily Utility Fee
Elementary School Field	TBD – Prorated Based on Field Needs	\$ 100.00	\$ 350.00		~~\$ 150.00~~	~~\$ 400.00~~		
Middle School Field	TBD – Prorated Based on Field Needs	~~\$ 175.00-~~ ~~\$200.00~~	~~\$ 400.00~~ ~~\$550.00~~		~~\$ 200.00~~	~~\$ 550.00~~		
High School Field	TBD – Prorated Based on Field Needs	\$ 250.00	~~\$ 450.00~~ ~~\$850.00~~		~~\$ 300.00~~	~~\$ 675.00~~		~~TBD***~~

~~Pool Area Including: Showers and Locker Rooms~~ ~~Windsor Locks Park and Recreation Department~~ ~~Including Windsor Locks Water Jets and Other Swim Programs~~			
Cost Per Season			
Utilities	Custodian**	Pool Supplies	Locker Room
~~\$35.00 per day~~ ~~\$70.00 per day~~	~~\$57.85 to \$76.22 p/h~~	~~\$32.51 per day~~ ~~\$50.00 per day~~	~~\$5 per day~~

**Rates are subject to the bargaining unit agreement.

~~Campus Usage Fees (Inclusive of Utilities, Housekeeping, and Supplies)-~~ ~~Park and Recreation Department~~ ~~Before and After Care / Summer Camp~~				
Campus	Annual Before & After Care Overhead Costs		P&R Programs Overhead Costs	
	Daily Supplies	Daily Utilities	Hourly Supplies	Hourly Utilities
North Street Elementary	~~\$ 54.66~~	~~\$ 36.03~~	~~\$ 18.22~~	~~\$ 12.01~~
South Elementary	~~\$ 54.66~~	~~\$ 32.13~~	~~\$ 18.22~~	~~\$ 10.71~~
Middle School			~~\$ 18.22~~	~~\$ 17.74~~
High School			~~\$ 18.22~~	~~\$ 39.74~~

REGISTRATION Access to Facility Scheduling System (~~FS Direct~~ IncidentIQ)

Windsor Locks Public Schools ~~is now taking~~ accepts facility requests online through our ~~Community Use calendar and request system-~~ IncidentIQ Event reservation calendar. You can enroll online and enter requests for ~~after-hours~~ non-school hour facility usage by following these simple steps.

Go to the Windsor Locks Public Schools website:

1. www.WLPS.org
2. ~~Scroll down to DISTRICT LINKS on the left side navigation, Click on Community Facility Use.~~ Click on the header labeled, “Departments,” and then select the subheader, “Buildings and Grounds”
3. At next screen, click ~~View the Facility Community User Calendar~~ scroll down to select, “Submit a Building Use Request”.
 - a. ~~On the Calendar click Documents Tab to view the Facility Use Policy and the Instructions to Register as a Community User~~
4. ~~In the upper right corner, click on Log in to Request Facility Use~~ Follow the prompts through the IncidentIQ portal
5. ~~On next page, click on Create One (to create a new account)~~

~~FOLLOW THE INSTRUCTIONS TO CREATE AN ACCOUNT.~~

Fee Schedule

The following is a fee schedule for use of school facilities. The fee schedule is subject to annual review and revision by the Board of Education.

Rental Fees 2026 - 2027			
Facility/Location	All Rental Users (Per Hour)	Daily Supply Fee	Daily Utility Fee
Classroom	\$40.00 (Monday through Friday) \$65.00 (Saturday, Sunday, and Holidays)	\$40.00	\$35.00
Cafeteria	\$75.00 (Monday through Friday) \$110.00 (Saturday, Sunday, and Holidays)	\$40.00	\$70.00
School Kitchen*	\$250.00 (Sunday through Saturday, Holidays)	—	—
All Purpose Room	\$60.00 (Monday through Friday) \$85.00 (Saturday, Sunday, and Holidays)	\$40.00	\$70.00
Gymnasium	\$75.00 (Monday through Friday) \$110.00 (Saturday, Sunday, and Holidays)	\$40.00	\$70.00
Locker Room	\$20.00 (Monday through Friday) \$35.00 (Saturday, Sunday, and Holidays)	\$40.00	\$45.00
Pool	\$75.00 (Monday through Friday) \$110.00 (Saturday, Sunday, and Holidays)	\$40.00	\$70.00
Auditorium	\$75.00 (Monday through Friday) \$110.00 (Saturday, Sunday, and Holidays)	\$40.00	\$85.00
Band/Chorus Room	\$75.00 (Monday through Friday) \$110.00 (Saturday, Sunday, and Holidays)	\$40.00	\$70.00

*School Kitchens cannot be rented without also renting the respective school cafeteria.

Rental Fees – 2026 - 2027

Athletic Fields			
	Per Day	Per Week	Per Season
Elementary School Field	TBD – Prorated Based on Field Needs	\$100.00	\$350.00
Middle School Field	TBD – Prorated Based on Field Needs	\$200.00	\$550.00
High School Field	TBD – Prorated Based on Field Needs	\$250.00	\$850.00

Custodial/Maintenance Rates		
	Cost per Hour	Narrative
Monday through Saturday	\$52.86	Overtime Rate Subject to Collective Bargaining Unit Agreement
Sunday	\$70.48	Overtime Rate Subject to Collective Bargaining Unit Agreement
Holidays	\$70.48	Overtime Rate Subject to Collective Bargaining Unit Agreement

Students

5111/5112 - Admission and Placement

School Age Entrance

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

~~Students who attain the age of five on or before the first day of January of any school year will be eligible to attend kindergarten on the first day of the school year the preceding fall.~~ Beginning in the ~~2024-2025-2027-2028~~ school year, students ~~who attain must be the age of~~ five years of age on or before September 1st of any school year ~~will be able~~ to attend kindergarten on the first day of the school year in that same school year.

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

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

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

Admission

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

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

Parents and those who have the care of children five years of age and under eighteen (18) years of age are obligated by Connecticut law to require their children to attend public school in the District in which the child resides, unless the parent/guardian is able to show that the child is elsewhere receiving equivalent instruction in the studies required in the public schools. The parent/guardian or person having control of a child seventeen (17) years of age may consent to the withdrawal of such student from school. To withdraw the student, the parent/guardian or person who has care of the seventeen year of child is required to personally appear at the school district office and sign a withdrawal form (Form 2). The District shall provide the parents or

guardians with information on the educational opportunities available in the school system.

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

The parent/guardian shall exercise above option by personally appearing at the school district office and by signing an option form (Form 1). The District shall provide the parents or guardians with information on the educational opportunities available in the school system.

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

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

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

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

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

The Board shall immediately enroll any student who transfers from Unified School District #1

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

Placement

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

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

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

The transferring student's class rank shall be based upon grades as transferred. Where transcripts received indicate letter grades only, the sending school will be asked to supply the numerical grades.

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

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

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

provided such school has the appropriate grade level for the student.

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

Transfer and New Resident Students

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

Assignment of Former Home-Schooled Students to Classes

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

Elementary

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

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

Secondary

At the high school level, a student's record of transfer shall be received and appraised. If the sending school, i.e. school from which the student is transferring, is a school accredited by The New England Association of Secondary Schools and Colleges or its equivalent, the courses and their levels, credits and grades shall be transferred and received in total by Windsor Locks High

School. If the school is not accredited the administration and guidance staff shall appraise and determine the courses creditable toward graduation. Any decision in this regard shall be reviewed with the parents and students. In general, the number of course credits and required courses for graduation at Windsor Locks High School shall supersede the requirements for graduation at the sending school. In the event that the sending school does not comply with said request, the Guidance Department staff will convert the letter grades to their numerical equivalents, utilizing the midrange score for each letter grade. Consideration for senior class valedictorian and salutatorian shall be given to students whose enrollment in Windsor Locks High School has extended over a period of at least 1 year.

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

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

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

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

Legal References:

Public Act 26 -1 Section 26 and 27

Connecticut General Statutes

10-15 Towns to maintain schools

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

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

10-184 Duties of parents Duties of parents. School attendance age requirements (as amended by PA 98-243, PA 00-157 and PA 09-6 (September Special Session)

10-186 Duties of local and regional boards of education re school attendance. Hearings. Appeals to state board. Establishment of hearing board. Readmission. Transfer

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

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

Inclusive; re: suspend, expel, removal of pupils 10-233c Suspension of pupils
10-233d Expulsion of pupils
10-233k Notification of school officials of potentially dangerous students. (as amended
by PA 01-176)
10-261 Definitions
State Board of Education Regulations
10-76a-1 General definitions (c) (d) (q) (t)
10-76d-7 Admission of student requiring special education (referral) 10-204a
Required immunizations (as amended by PA 98-243) McKinney-Vento Homeless
Assistance Act, 42 U.S.C. §11431 et seq. *Plyler vs. Doe*, 457 U.S. 202 (1982)

Policy Adopted: March 28, 2013
Policy Revised: September 9, 2021, October 23, 2023

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

Pursuant to Section 10-184 of the Connecticut General
Statutes

I, _____, of _____,
Name of Parent, Guardian or Other **Address**

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

_____, of _____ who was
Name of Child **Address**

born on _____ do hereby choose not to send my child to public
Date

school during the _____.
School Year

Furthermore, before signing this form, a representative of the

Name of District

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

ACKNOWLEDGED BY:

Signature of Parent, Guardian or Other

Date

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

Pursuant to Section 10-184 of the Connecticut General Statutes

I, _____, of _____,
Name of Parent, Guardian or Other **Address**

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

_____, of _____ who was
Name of Child **Address**

born on _____ do hereby elect to withdraw my child from public

school. Furthermore, before signing this form, a representative of the _____
Name of District

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

ACKNOWLEDGED BY:

Signature of Parent, Guardian or Other

Date

Students

Suspension and Expulsion/Due Process

The Windsor Locks Board of Education is committed to creating a safe, orderly, and supportive learning environment for all students, staff, and visitors. This policy aims to balance the necessity of maintaining safety and order within our schools while adhering to progressive discipline and restorative practices, which seek to address and correct inappropriate behavior while promoting accountability, personal growth, and the repair of harm.

Students are expected to comply with school rules and Board policies and may be disciplined for conduct on school grounds or at any school-sponsored activity that endangers persons or property, is seriously disruptive of the educational process, or violates a publicized policy of the Board. Students may be disciplined for conduct off school grounds if such conduct is seriously disruptive to the educational process and violates Board policy.

Policy Objectives

1. **Ensure Safety and Order:** Maintain a secure and disciplined school environment conducive to learning and free from violence, threats, and disruptive behaviors.
2. **Promote Equity and Fairness:** Apply disciplinary measures in an equitable, consistent, and unbiased manner, ensuring that all students are treated with dignity and respect.
3. **Support Progressive Discipline:** Implement a progressive discipline model that focuses on intervention and prevention strategies to address and correct student behavior before it escalates.
4. **Implement Restorative Practices:** Incorporate restorative practices that emphasize accountability, reparation of harm, and the restoration of relationships within the school community.
5. **Encourage Personal Responsibility:** Foster a sense of personal responsibility and self-discipline in students, helping them to understand the consequences of their actions and to make better choices in the future.
6. **Engage Families and Communities:** Involve parents, guardians, and community members in the disciplinary process to support students in their behavioral and academic growth.

Policy Guidelines

1. **Clear Expectations and Communication:**
 - Establish and communicate clear behavioral expectations and the consequences of violating them.
 - Ensure that all students, staff, and parents/guardians are aware of the discipline policy and procedures.
2. **Progressive Discipline Framework:**
 - Utilize a tiered approach to discipline that escalates in response to the severity and frequency of the behavior.
 - Implement early intervention strategies such as counseling, mentoring, and behavior modification plans to address minor infractions.

3. **Restorative Practices:**

- Employ restorative practices such as mediation, peer counseling, and restorative circles to address conflicts and repair harm.
- Encourage students to take responsibility for their actions and to actively participate in the resolution process.

4. **Consistent and Fair Application:**

- Ensure that disciplinary measures are applied consistently and fairly across all student populations.
- Monitor and address any disparities in the application of disciplinary actions to prevent discrimination or bias.

5. **Supportive Interventions:**

- Provide support services such as counseling, social work, and mental health resources to help students address underlying issues contributing to behavioral problems.
- Develop individualized behavior plans for students with recurring or severe behavioral issues.

6. **Engagement and Collaboration:**

- Engage families in the disciplinary process through regular communication and involvement in restorative practices.
- Collaborate with community organizations and resources to support students and families in addressing behavioral and social-emotional needs.

7. **Training and Professional Development:**

- Provide ongoing training for staff on progressive discipline, restorative practices, and culturally responsive approaches to student behavior.
- Encourage staff to develop skills in conflict resolution, de-escalation techniques, and positive behavior support.

Review and Accountability

The Windsor Locks Board of Education will regularly review the effectiveness of its discipline policy, incorporating feedback from students, staff, parents, and the community. Data on disciplinary actions and their outcomes will be collected and analyzed to ensure continuous improvement and the achievement of policy objectives.

By adopting this balanced approach to discipline, the Windsor Locks Public School District aims to create a school environment where all students can learn, grow, and succeed while feeling safe and supported.

A. Definitions

1. **“Exclusion”** shall be defined as any denial of public-school privileges to a student for disciplinary purposes.
2. **“Removal”** shall be defined as an exclusion from a classroom for all or a part of a single class period, provided such exclusion shall not extend beyond ninety (90) minutes.
3. **“In-School Suspension”** means an exclusion from regular classroom activity for no more than five consecutive days, but not exclusion from school, provided such exclusion shall not extend beyond the end of the school year in which such in-school suspension was imposed. Such suspensions shall be served in any school building under the jurisdiction of the Board of Education.

4. **“Suspension”** means an exclusion from school privileges or from transportation services, provided such exclusion shall not extend beyond the end of the school year in which suspension was imposed. An out-of-school suspension for students in grades 3-12 shall not exceed ten days. An out-of-school suspension imposed for children in preschool to second grade shall not exceed five days.

All suspensions shall be in-school unless the administration determines for any student in grades three through twelve that (1) the student being suspended poses such danger to persons or property or such disruption of the educational process that the student (grades three to twelve) shall be excluded from school during the period of the suspension, or (2) that an out-of-school suspension is appropriate based on evidence of previous disciplinary issues that have led to suspensions or expulsion of the student and efforts by the administration to address such disciplinary issues through means other than out-of-school suspension or expulsion, including positive support strategies.

A student in grades preschool to two, inclusive, may be given an out-of-school suspension if it is determined by the administration that such suspension is appropriate based on evidence that the student’s conduct on school grounds is of a violent or sexual nature that endangers persons. In addition, a person’s duty as a mandated reporter to report suspected child abuse or neglect is not limited by this provision.

5. **“Expulsion”** shall be defined as an exclusion from school privileges for any student in grades three to twelve, inclusive, for more than ten (10) consecutive school days and shall be deemed to include but not be limited to, exclusion from the school to which such student was assigned at the time such disciplinary action was taken, provided that assignment to a regular classroom program in a different school in the district shall not constitute a suspension or an expulsion. Such period of exclusion may extend to the school year following the school year in which the exclusion was imposed, up to one calendar year. To be expelled, the student’s conduct must be found to be both violative of a Board policy and either seriously disruptive of the educational process or endangering persons or property.

Unless an emergency exists, no student shall be expelled without a formal hearing. Whenever such student is a minor, the notice shall also be given to the parents or guardians of the student at least five business days before such hearing, not including the day of such hearing. If an emergency exists, such hearing shall be held as soon after the expulsion as possible. The notice shall include information concerning the parent’s or guardian’s and the student’s legal rights and concerning legal services provided free of charge or at a reduced rate that are available locally and how to access such services. An attorney or other advocate may represent any student subject to expulsion proceedings. The parent or guardian of the student shall have the right to have the expulsion hearing postponed for up to one week to allow time to obtain representation, except that if an emergency exists, such hearing shall be held as soon after the expulsion as possible.

6. **“Emergency”** shall be defined as a situation under which the continued presence of the student in the school imposes such danger to persons or property or such disruption of the educational process that a hearing may be delayed until a time as soon after the exclusion of such student as possible.
7. **“Days”** is defined as days when school is in session.
8. **“School-sponsored activity”** is defined as any activity sponsored, recognized, or authorized by the Board of Education and includes activities conducted on or off school property.

9. **“Possess”** means to have physical possession or otherwise to exercise dominion or control over tangible property.
10. **“Deadly weapon”** means any weapon, whether loaded or unloaded, from which a shot may be discharged, or a switchblade knife, gravity knife, billy, blackjack, bludgeon, or metal knuckles. A weapon such as a pellet gun and/or airsoft pistol may constitute a deadly weapon if such weapon is designed for violence and is capable of inflicting death or serious bodily harm.
11. **“Firearm”** as defined in 18 U.S.C. §921, means 1) any weapon (including a starter gun) which will or is designed to or readily be converted to expel a projectile by the action of an explosive; 2) the frame or receiver of any such weapon; 3) any firearm muffler or firearm silencer; or 4) any destructive device. Firearm does not include any antique firearms. For purposes of this definition, “destructive device” means any explosive, incendiary, or poison gas, bomb, grenade, rocket having a propellant charge of more than 4 ounces, missile having an explosive or incendiary charge of more than ¼ ounce, mine, or device similar to any of the weapons described herein. A “destructive device” does not include an antique firearm; a rifle intended to be used by the owner solely for sporting, recreational, or cultural purposes; or any device which is neither designed nor redesigned for use as a weapon.
12. **“Vehicle”** means a **“motor vehicle”** as defined in Section 14-1 of the Connecticut General Statutes, snowmobile, any aircraft, or any vessel equipped for propulsion by mechanical means or sail.
13. **“Martial arts weapon”** means a nunchaku kama, Kesari-fundo, octagon sai, tonfa, or Chinese star.
14. **“Dangerous Drugs and Narcotics”** is defined as any controlled drug in accordance with Connecticut General Statutes §219-240.
15. **“Alternate education”** means a school or program maintained and operated by the Board of Education that is offered to students in a nontraditional setting and addresses their social, emotional, behavioral, and academic needs. Such program must conform to SBE guidelines and conform to C.G.S. 10-15 and 16 (180 days/900 hours).
16. **“Dangerous Instrument”** means any instrument, article, or substance which, under the circumstances in which it is used or attempted or threatened to be used, is capable of causing death or serious physical injury, and includes a “vehicle” or a dog that has been commanded to attack.
17. **“Seriously disruptive of the educational process”** means, as applied to off-campus conduct, any conduct that markedly interrupts or severely impedes the day-to-day operation of a school.

B. Removal from Class

1. All teachers are hereby authorized to remove a student from class when such student causes a serious disruption of the educational process within the classroom.
2. Such teacher shall send the student to a designated area and shall immediately inform the building Principal or his/her designee as to the name of the student and the reason for the removal.
3. No student shall be removed from class more than six (6) times in any year nor more than twice in one week, unless such student is referred to the Building Principal or his/her designee and granted an informal hearing in accordance with the provisions of this policy.

4. A school principal or other school administrator shall notify a parent or guardian of a student whose behavior has caused a serious disruption to the instruction of other students, caused self-harm, or caused physical harm to a teacher, another student, or other school employee not later than twenty-four hours after such behavior occurs. Such notice shall include, but not be limited to, informing such parent or guardian that the teacher of record in the classroom in which such behavior occurred may request a behavior intervention meeting.

Any teacher of record in a classroom may request a behavior intervention meeting with the crisis intervention team for the school, for any student whose behavior has caused a serious disruption to the instruction of other students or caused self-harm or physical harm to such teacher or another student or staff member in such teacher's classroom. The crisis intervention team shall, upon the request of such teacher and notifying such student's parent or guardian, convene a behavior intervention meeting regarding such student. The participants of such behavior intervention meeting shall identify resources and support to address such student's social, emotional and instructional needs. Not later than seven days after the behavior intervention meeting, the crisis intervention team shall submit to the parent or guardian of such student, in the dominant language of such parent or guardian, a written summary of such meeting, including, but not limited to, the resources and supports identified.

C. Exclusion from Co-Curricular and Extra-Curricular Activities

Participation in co-curricular and extra-curricular activities is a privilege and not an entitlement. Students involved in such programs are expected to follow all school rules and demonstrate good citizenship. Failure to do so may result in partial or complete exclusion from said activities and programs. Activities include, but are not limited to, athletic programs, musical or drama productions, clubs, field trips, and school trips out-of-state and abroad.

D. Actions Leading to Disciplinary Action, including Removal from Class, Suspension and/or Expulsion

Conduct which may lead to disciplinary action (including, but not limited to, removal from class, suspension and/or expulsion in accordance with this policy) includes conduct on school grounds or at a school-sponsored activity (including on a school bus), and conduct off school grounds, as set forth above. Such conduct includes, but is not limited to, the following:

1. Striking or assaulting a student, members of the school staff or other persons.
2. Theft.
3. The use of obscene or profane language or gestures, the possession and/or display of obscenity or pornographic images or the unauthorized or inappropriate possession and/or display of images, pictures or photographs depicting nudity.
4. Violation of smoking, dress, transportation regulations, or other regulations and/or policies governing student conduct.
5. Refusal to obey a member of the school staff, law enforcement authorities, or school volunteers, or disruptive classroom behavior.
6. Any act of harassment based on an individual's sex, sexual orientation, race, color, religion, disability, national origin or ancestry.
7. Refusal by a student to identify himself/herself to a staff member when asked, misidentification of oneself to such person(s), lying to school officials or otherwise engaging in dishonest behavior.
8. Inappropriate displays of public affection of a sexual nature and/or sexual activity on school grounds or at a school-sponsored activity.

9. A walk-out from or sit-in within a classroom or school building or school grounds.
10. Blackmailing, threatening or intimidating school staff or students (or acting in a manner that could be construed to constitute blackmail, a threat, or intimidation, regardless of whether intended as a joke).
11. Possession of any weapon, weapon facsimile, deadly weapon, martial arts weapon, electronic defense weapon, pistol, knife, blackjack, bludgeon, box cutter, metal knuckles, pellet gun, air pistol, explosive device, firearm, whether loaded or unloaded, whether functional or not, or any other dangerous object or instrument. The possession and/or use of any object or device that has been converted or modified for use as a weapon.
12. Possession of any ammunition for any weapon described above in paragraph 11.
13. Unauthorized entrance into any school facility or portion of a school facility or aiding or abetting an unauthorized entrance.
14. Possession or ignition of any fireworks, combustible or other explosive materials, or ignition of any material causing a fire. Possession of any materials designed to be used in the ignition of combustible materials, including matches and lighters.
15. Unlawful possession, sale, distribution, use, or consumption of tobacco, electronic nicotine delivery systems (e.g. e-cigarettes), vapor products, drugs, narcotics or alcoholic beverages (or any facsimile of tobacco, drugs, narcotics or alcoholic beverages, or any item represented to be tobacco, drugs or alcoholic beverages), including being under the influence of any such substances or aiding in the procurement of any such substances. For the purposes of this Paragraph 15, the term “electronic nicotine delivery system” shall mean an electronic device that may be used to simulate smoking in the delivery of nicotine or other substance to a person inhaling from the device and includes, but is not limited to, an electronic cigarette, electronic cigar, electronic cigarillo, electronic pipe or electronic hookah and any related device and any cartridge or other component of such device. For the purposes of Paragraph 15, the term “vapor product” shall mean any product that employs a heating element, power source, electronic circuit or other electronic, chemical or mechanical means, regardless of shape or size, to produce a vapor that may or may not include nicotine that is inhaled by the user of such product. For the purposes of this Paragraph 15, the term “drugs” shall include, but shall not be limited to, any medicinal preparation (prescription and non-prescription) and any controlled substance whose possession, sale, distribution, use or consumption is illegal under state and/or federal law.
16. Sale, distribution, or consumption of substances contained in household items; including, but not limited to glue, paint, accelerants/propellants for aerosol canisters, and/or items such as the aerators for whipped cream; if sold, distributed or consumed for the purpose of inducing a stimulant, depressant, hallucinogenic or mind-altering effect.
17. Unlawful possession of paraphernalia used or designed to be used in the consumption, sale or distribution of drugs, alcohol or tobacco, as described in subparagraph (15) above. For purposes of this policy, drug paraphernalia includes any equipment, products and materials of any kind which are used, intended for use or designed for use in growing, harvesting, manufacturing, producing, preparing, packaging, storing, containing or concealing, or injecting, ingesting, inhaling or otherwise introducing controlled drugs or controlled substances into the human body, including but not limited to items such as “bongs,” pipes, “roach clips,” vials, tobacco rolling papers, and any object or container used, intended or designed for use in storing, concealing, possessing, distributing or selling controlled drugs or controlled substances.
18. The destruction of real, personal or school property, such as, cutting, defacing or otherwise damaging property in any way.

19. Accumulation of offenses such as school and class tardiness, class or study hall cutting, or failure to attend detention.
20. Trespassing on school grounds while on out-of-school suspension or expulsion.
21. Making false bomb threats or other threats to the safety of students, staff members, and/or other persons.
22. Defiance of school rules and the valid authority of teachers, supervisors, administrators, other staff members, and/or law enforcement authorities.
23. Throwing snowballs, rocks, sticks, and/or similar objects, except as specifically authorized by school staff.
24. Unauthorized and/or reckless and/or improper operation of a motor vehicle on school grounds or at any school-sponsored activity.
25. Leaving school grounds, school transportation, or a school-sponsored activity without authorization.
26. Use of or copying of the academic work of another individual and presenting it as the student's own work, without proper attribution; or any other form of academic dishonesty, cheating, or plagiarism.
27. Possession and/or use of a cellular telephone, Smartphone, mobile or handheld device, or similar electronic device, on school grounds or at a school-sponsored activity in violation of Board policy and/or administrative regulations regulating the use of such devices.
28. Possession and/or use of a beeper or paging device on school grounds or at a school-sponsored activity without the written permission of the principal or his/her designee.
29. Unauthorized use of any school computer, computer system, computer software, Internet connection, or similar school property or system, or the use of such property or system for inappropriate purposes.
30. Possession and/or use of a laser pointer, unless the student possesses the laser pointer temporarily for an educational purpose while under the direct supervision of a responsible adult.
31. Hazing.
32. **"Bullying"** is defined as unwanted and aggressive behavior among children in grades kindergarten to twelve, inclusive, that involves a real or perceived power imbalance.
33. Cyberbullying, defined as 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.
34. Acting in any manner that creates a health and/or safety hazard for staff members, students, or the public, regardless of whether the conduct is intended as a joke.
35. Engaging in a plan to stage or create a violent situation for the purposes of recording it by electronic means; or recording by electronic means acts of violence for purposes of later publication.
36. Engaging in a plan to stage sexual activity for the purposes of recording it by electronic means; or recording by electronic means sexual acts for purposes of later publication.
37. Using computer systems, including email, instant messaging, text messaging, blogging or the use of social networking websites, or other forms of electronic communications, to engage in any conduct prohibited by this policy.

38. Use of a privately owned electronic or technological device in violation of school rules, including the unauthorized recording (photographic or audio) of another individual without permission of the individual or a school staff member.

E. Scope of the Student Discipline Policy

a. Conduct on School Grounds or at a School-Sponsored Activity

Students may be disciplined for conduct on school grounds or at any school-sponsored activity that endangers persons or property, is seriously disruptive of the educational process, or violates a publicized policy of the Board.

b. Conduct off School Grounds

Students may be disciplined for conduct off school grounds if such conduct is seriously disruptive of the educational process and violates a publicized policy of the Board.

In determining whether such conduct is seriously disruptive of the educational process, the Administration and the Board of Education may consider, but such consideration shall not be limited to the following factors:

1. whether the incident occurred within close proximity of a school;
2. whether other students from the school were involved or whether there was any gang involvement;
3. whether the conduct involved violence, threats of violence, or the unlawful use of a weapon, as defined in section Conn. Gen. Stat. § 29-38, and whether any injuries occurred; and
4. whether the conduct involved the use of alcohol.

In making a determination as to whether such conduct is seriously disruptive of the educational process, the Administration and/or the Board of Education may also consider whether such off-campus conduct involved the illegal use of drugs.

F. Mandatory Expulsion

It shall be the policy of the Board to expel a student, grades preschool, and kindergarten to twelve, inclusive, for one full calendar year if:

1. The student, on grounds or at a school-sponsored activity, was in possession of a firearm, as defined in 18 U.S.C. 921*, as amended from time to time, or deadly weapon, dangerous instrument or martial arts weapon, as defined in C.G.S. 53A-3; or the student, off school grounds, did possess such firearm in violation of C.G.S. 29-35 or did possess and use such firearm, instrument or weapon in the commission of a crime; or the student, on or off school grounds offered for sale or distribution a controlled substance, as defined in subdivision (9) of C.G.S. 21a-240, whose manufacture, distribution, sale, prescription, dispensing, transporting or possessing with intent to sell or dispense, offering or administering is subject to criminal penalties under C.G.S. 21-277 and 21a-278.
2. Such student shall be expelled for one calendar year if the Board of Education or impartial hearing officer finds that the student did so possess or so possess and use, as appropriate, such weapon or firearm, instrument or weapon or did so offer for sale or distribution such controlled substance.
3. The Board may modify the period of a mandatory expulsion on a case-by-case basis.
4. A firearm, as defined by C.G.S. 53a-3, includes any sawed-off shotgun, machine gun, rifle, shotgun, pistol, revolver, or other weapon, whether loaded or unloaded, from which a shot may be discharged, or a switchblade knife, a gravity knife, billy, blackjack, bludgeon, or metal knuckles.

5. A student enrolled in a preschool program provided by the Board of Education, state or local charter school or interdistrict magnet school shall not be expelled from such school except that a student shall be expelled for one calendar year from such preschool program pursuant to the mandatory expulsion requirement in compliance with the Gun-Free School Act, as described in this section.

**A firearm; currently defined by 18 U.S.C. 921, is any weapon that can expel a projectile by an explosive action and includes explosive devices, incendiaries, poison gases, and firearm frames, receivers, mufflers or silencers.*

G. Suspension Procedure

Unless an emergency exists, as that term is defined in paragraph A, no student shall be suspended without an informal hearing by the administration, at which such student shall be informed of the reasons for the disciplinary action and given an opportunity to explain the situation, provided nothing herein shall be construed to prevent a more formal hearing from being held if the circumstances surrounding the incident so require. The administration shall then determine whether suspension or in-school suspension is warranted.

If an emergency situation exists, the hearing outlined above shall be held as soon as possible after the exclusion of the student.

Prior to conducting any hearing regarding the suspension of a student, an administrator, school counselor or school social worker at the school in which the student is enrolled, shall contact the local homeless education liaison designated by the local or regional board of education for the school district, pursuant to Subtitle B of Title VII of the McKinney-Vento Homeless Assistance Act, 42 USC 11431 et seq., as amended from time to time, to determine whether such student is a homeless child or youth, as defined in 42 USC 11343a, as amended from time to time. If it is determined that such student is a homeless child or youth, the administration shall consider the impact of homelessness on the behavior of the student during the hearing.

In the case of suspension, the administration shall notify the student's parents and the Superintendent of Schools not later than twenty-four (24) hours of the suspension as to the name of the student who has been suspended and the reason therefore. Any student who is suspended shall be given an opportunity to complete any class work, including, but not limited to, examinations that such student missed during the period of his/her suspension.

The administration shall also have the authority to suspend a student from transportation services whose conduct while awaiting or receiving transportation violates the standards set forth in paragraph D, above. The administration shall have the authority to immediately suspend any student from school when an emergency exists, as that term is defined in paragraph A, above.

Out-of-School Suspensions

All suspensions shall be in-school suspensions, except the Board of Education may authorize the administration of schools under its direction to impose an out-of-school suspension on any student in:

1. Grades preschool to two, if during the informal hearing outlined above, the administration:
 - a. Determines that an out-of-school suspension is appropriate for such students based on evidence that such student's conduct on school grounds is behavior that causes **serious** physical harm;
 - b. Requires that such students receive services that are trauma-informed and developmentally appropriate and align with any behavioral intervention plan, individualized education program, or plan pursuant to Section 504 of the Rehabilitation Act of 1973, as amended from time to time, for such student upon such student's return to school immediately following the out-of-school suspension; and

- c. Considers whether to convene a planning and placement team meeting for the purposes of conducting an evaluation to determine whether such student may require special education or related services.
- 2. Grades three to twelve, inclusive, if, resulting from a due process hearing:
 - a. The administration determines that the student being suspended poses such danger to persons or property or such disruption of the educational process (as defined above in section E) that the student shall be excluded from school during the period of suspension.
 - b. The administration determines that an out-of-school suspension is appropriate for such student based on evidence of:
 - i. previous disciplinary problems that have led to suspensions or expulsion of such student; and
 - ii. efforts by the administration to address such disciplinary problems through means other than out-of-school suspension or expulsion, including positive behavioral support strategies. An in-school suspension may be served in the student's school or any school building under the jurisdiction of the local or regional board of education, as determined by such board.

Length of Suspension Period:

In determining the length of a suspension period, the administration may receive and consider evidence of past disciplinary problems which have led to removal from a classroom, in-school suspension, or expulsion.

An out-of-school suspension shall not exceed ten school days for students in grades 3-12.

An out-of-school suspension shall not exceed five school days for children in preschool through grade 2.

For any student who is suspended for the first time and who has never been expelled, the school administration may shorten the length of or waive the suspension period if the student successfully completes an administration-specified program and meets any other administration-required conditions. Such program shall be at no expense to the student or his/her parents/guardians.

General provisions:

No student shall be suspended more than ten times or a total of fifty (50) days in one school year, whichever results in fewer days of exclusion, unless such student is granted a formal hearing pursuant to sub sections 4-176e to 4-180a, inclusive, section 4-181a, and as outlined in section I below is first granted.

No student shall be placed on in-school suspension more than fifteen times or a total of fifty (50) days in one school year, whichever results in fewer days of exclusion, unless such student is granted a formal hearing pursuant to sub sections 4-176e to 4-180a, inclusive, section 4-181a, and as outlined in in section I below is first granted.

H. Expulsion Procedures

The Board of Education may, upon the recommendation of the Superintendent of Schools, expel any student for one or more of the reasons stated in this policy if, after holding a formal hearing, it is in the judgment of the Board of Education that such disciplinary action is in the best interest of the school system.

A special education student's handicapping conditions shall be considered before making a decision to expel. A Planning and Placement Team (PPT) meeting must be held to determine whether the behavior or student actions violative of Board of Education standards set forth in policy governing suspension and expulsion are the result of the student's handicapping condition.

For any student expelled for the first time and who has never been suspended, except for a student who has been expelled based on possession of a firearm or deadly weapon, the Board of Education may shorten the length of or waive the expulsion period if the student successfully completes a Board specified program and meets any other conditions required by the Board. Such Board specified program shall not require the student or the parent/guardian of such student to pay for participation in the program.

Prior to conducting formal hearing, as required by PA 25-93 Section 38 subsection 3, an administrator, school counselor or school social worker at the school in which the student is enrolled shall contact the local homeless education liaison designated by the local or regional board of education for the school district, pursuant to Subtitle B of Title VII of the McKinney-Vento Homeless Assistance Act, 42 USC 11431 et seq., as amended from time to time, to make a determination whether such student is a homeless child or youth, as defined in 42 USC 11343a, as amended from time to time.

If it is determined that such student is a homeless child or youth:

- i. The local or regional board of education, or the impartial hearing board established pursuant to subsection (b) of this section, shall consider the impact of homelessness on the behavior of the student during the hearing.
- ii. No such student may be expelled without a plan of interventions and supports to mitigate the impact of homelessness on the behavior of the student.
- iii. If such child or youth has been expelled for a second time, a meeting with the local homeless education liaison shall be provided by the local or regional board of education.

Upon receipt of a recommendation for expulsion from the Superintendent of Schools the Board shall, after giving written notice as detailed below in section K Notification, conduct a hearing prior to taking any action on the expulsion of said student, provided however, that in the event of an emergency as defined in this policy, the student may be expelled prior to the hearing but in such case even a hearing shall be held as soon after the expulsion as possible.

An attorney or other advocate may represent any student subject to expulsion proceedings. The parent/guardian of the student has the right to have the expulsion hearing postponed for up to one week to allow time to obtain representation, except that if an emergency exists, such hearing shall be held as soon after the expulsion as possible.

Expulsion hearings (formal hearings) conducted by the Board will be heard by any three or more Board members. A decision to expel a student must be supported by a majority of the Board members present, provided that no less than three (3) affirmative votes to expel are cast.

Alternatively, the Board may appoint an impartial hearing officer composed of one or more persons to hear and decide the expulsion matter, provided that no member of the Board may serve on such panel.

An attorney or other advocate may represent any student subject to expulsion proceedings. The parent/guardian of the student has the right to have the expulsion hearing postponed for up to one week to allow time to obtain representation, except that if an emergency exists, such hearing shall be held as soon after the expulsion as possible.

I. Formal Hearings/Due Process

1. Any hearing conducted under this paragraph shall at least include the right to:
 - a. Notice prior to the date of the proposed hearing which shall include a statement of the time, place and nature of the hearing and a statement of the legal jurisdiction under which the hearing is to be held and a statement that students under sixteen years old who are expelled and students between sixteen and eighteen who have been expelled for the first

time and who comply with conditions set by the Board of Education, must be offered an alternative educational opportunity;

- b. A short and plain statement of the matters asserted, if such matters have not already been provided in a statement of reasons requested by the student;
- c. The opportunity to be heard in the student's own defense;
- d. The opportunity to present witnesses and evidence in the student's defense;
- e. The opportunity to cross-examine adverse witnesses;
- f. The opportunity to be represented by counsel at the parents'/student's own expense; and
- g. Information concerning legal services provided free of charge or at a reduced rate that are available locally and how to access such services;
- h. The opportunity to have the services of a translator, to be provided by the Board of Education whenever the student or his/her parent or legal guardian do not speak the English language;
- i. The prompt notification of the decision of the Board of Education, which decision shall be in writing if adverse to the student concerned.

2. Record keeping:

The record of the hearing held in any expulsion case shall include the following:

- a. All evidence received and considered by the Board of Education;
- b. Questions and offers of proof, objections, and ruling on such objections;
- c. The decision of the Board of Education rendered after such hearing; and
- d. A copy of the initial letter of notice of proposed expulsion, a copy of any statement of reasons provided upon request, a statement of the notice of hearing, and the official transcript, if any, or if not transcribed, any recording or stenographic record of the hearing.

3. Rules of evidence at hearings:

Rules of evidence at expulsion hearings shall ensure fairness, but shall not be controlled by the formal rules of evidence, and shall include the following:

- a. Any oral or documentary evidence may be received by the Board of Education, but, as a matter of policy, irrelevant, immaterial, or unduly repetitious evidence may be excluded. In addition, other evidence of past disciplinary problems which have led to removal from a classroom, in-school suspension, suspension, or expulsion may be received for considering the length of an expulsion and the nature of the alternative educational opportunity, if any, to be offered;
- b. The Board of Education shall give effect to the rules of privilege by law;
- c. In order to expedite a hearing, evidence may be received in written form, provided the interest of any party is not substantially prejudiced thereby;
- d. Documentary evidence may be received in the form of copies or excerpts;
- e. A party to an expulsion hearing may conduct cross-examination of witnesses where examination is required for a full and accurate disclosure of the facts;
- f. The Board of Education may take notice of judicially cognizable facts in addition to facts within the Board's specialized knowledge provided, however, the parties shall be notified either before or during the hearing of the material noticed, including any staff memoranda or data, and an opportunity shall be afforded to any party to contest the material so noticed;
- g. A stenographic record or tape-recording of any oral proceedings before the Board of Education at an expulsion hearing shall be made, provided, however, that a transcript of

such proceedings shall be furnished upon request of a party, with the cost of such transcript to be paid by the requesting party. Findings of fact made by the Board after an expulsion hearing shall be based exclusively upon the evidence adduced at the hearing.

J. Expunging Records

Suspension:

Whenever a student is suspended pursuant to the provisions of this section, notice of the suspension and the conduct for which the student was suspended shall be included on the student's cumulative educational record.

Such notice shall be expunged from the cumulative educational record by the local or regional Board of Education if a student graduates from high school, or in the case of a suspension of a student for which the length of the suspension period is shortened or the suspension period is waived pursuant to subsection (e) of this section, such notice shall be expunged from the cumulative educational record by the local or regional board of education (1) if the student graduates from high school, or (2) if the administration so chooses, at the time the student completes the administration-specified program and meets any other conditions required by the administration pursuant to subsection (e) of Section 10-233d., whichever is earlier.

Expulsion:

Whenever a student is expelled, notice of the expulsion and the conduct for which the student was expelled shall be included in the student's cumulative educational record. Such notice, except for notice of an expulsion of a student in grades nine to twelve, inclusive, based on possession of a firearm or deadly weapon as described in Section 29-38 of the general statutes.

1. shall be expunged from the cumulative educational record by the Board of Education if a student graduates from high school, or
2. may be expunged from the cumulative educational record by the Board of Education before a student graduates from high school if:
 1. in the case of a student for which the length of the expulsion period is shortened or the expulsion period is waived pursuant to subdivision (2) of subsection (c) Section 10-233d., such Board determines that an expungement is warranted at the time such student completes the board-specified program and meets any other conditions required by such Board pursuant to subdivision (2) of subsection (c) of Section 10-233d., or
 2. such student has demonstrated to such Board that the conduct and behavior of such student in the years following such expulsion warrants an expungement. The Board of Education, in determining whether to expunge such notice, may receive and consider evidence of any subsequent disciplinary problems that have led to removal from a classroom, suspension or expulsion of such student.

K. Notification

1. All students and parents within the jurisdiction of the Board of Education shall be informed, annually, of Board Policy governing student conduct by delivery to each said student of a written copy of said Board Policy.
2. The parents or guardian of any minor student either expelled or suspended shall be given notice of such disciplinary action no later than 24 hours of the time of the institution of the period of expulsion or suspension.
3. The notice of an expulsion hearing shall be given at least five (5) business days before such hearing to the student and his/her parents or guardians, if said student is less than 18 years of age shall include information concerning the parent's/guardian's and the student's legal rights and concerning legal services that are provided free of charge or at a reduced rate that are available (CT legal services as a source of such services) and how to access such

services. The notification shall reference the maximum number of suspension days before the expulsion days proceed. 5 consecutive days for students in pre-school to second grade, 10 consecutive days for students in grades 3-12, a statement that an attorney or other advocate may represent any student subject to expulsion proceedings. The parent/guardian of the student shall be notified of the right to have the expulsion hearing postponed for up to one week to allow time to obtain representation, except that if an emergency exists, such hearing shall be held as soon after the expulsion as possible.

L. Stipulated Agreements

In lieu of the procedures used in this section, the Administration and the parents (or legal guardians) of a student facing expulsion may choose to enter into a Joint Stipulation of the Facts and a Joint Recommendation to the Board concerning the length and conditions of expulsion. Such Joint Stipulation and Recommendation shall include language indicating that the parents (or legal guardians) understand their right to have an expulsion hearing held pursuant to these procedures, and language indicating that the Board, in its discretion, has the right to accept or reject the Joint Stipulation of Facts and Recommendation.

If the Board rejects either the Joint Stipulation of Facts or the Recommendation, an expulsion hearing shall be held pursuant to the procedures outlined herein. If the Student is eighteen years of age or older, the student shall have the authority to enter into a Joint Stipulation and Recommendation on his or her own behalf.

If the parties agree on the facts, but not on the disciplinary recommendation, the Administration and the parents (or legal guardians) of a student facing expulsion may also choose to enter into a Joint Stipulation of the Facts and submit only the Stipulation of the Facts to the Board in lieu of holding the first part of the hearing, as described above. Such Joint Stipulation shall include language indicating that the parents understand their right to have a hearing to determine whether the student engaged in the alleged misconduct and that the Board, in its discretion, has the right to accept or reject the Joint Stipulation of Facts. If the Board rejects the Joint Stipulation of Facts, a full expulsion hearing shall be held pursuant to the procedures outlined herein.

M. Students identified as eligible for services under the Individuals with Disabilities Education Act (“IDEA”)

If the Board of Education expels a student who has been identified as eligible for services under the Individuals with Disabilities Education Act (“IDEA”), it shall off an alternative educational opportunity to such student in accordance with the requirements of IDEA, as it may be amended from time to time.

N. Procedures Governing Suspension and Expulsion of Students Identified as Eligible for Services under the Individuals with Disabilities Education Act (“IDEA”)

A. Suspension of IDEA students

Notwithstanding the foregoing, if the Administration suspends a student identified as eligible for services under the IDEA (an “IDEA student”) who has violated any rule or code of conduct of the school district that applies to all students, the following procedures shall apply:

1. The administration shall make reasonable attempts to immediately notify the parents of the student of the decision to suspend on the date on which the decision to suspend was made, and a copy of the special education procedural safeguards must either be hand-delivered or sent by mail to the parents on the date that the decision to suspend was made.
2. During the period of suspension, the school district is not required to provide any educational services to the IDEA student beyond that which is provided to all students suspended by the school district.

B. Expulsion and Suspensions that Constitute Changes in Placement for IDEA Students

Notwithstanding any provision to the contrary, if the administration recommends for expulsion an IDEA student who has violated any rule or code of conduct of the school district that applies to all students, the procedures described in this section shall apply. The procedures described in this section shall also apply to students whom the administration has suspended in a manner that is considered under the IDEA, as it may be amended from time to time, to be a change in placement:

1. The parents of the student must be notified of the decision to recommend for expulsion (or to suspend if a change in placement) on the date on which the decision to suspend was made, and a copy of the special education procedural safeguards must either be hand-delivered or sent by mail to the parents on the date that the decision to recommend for expulsion (or to suspend if a change in placement) was made.
2. The school district shall immediately convene the student's planning and placement team ("PPT"), but in no case later than ten (10) school days after the recommendation for expulsion or the suspension that constitutes a change in placement was made.

The student's PPT shall consider the relationship between the student's disability and the behavior that led to the recommendation for expulsion or suspension, which constitutes a change in placement, in order to determine whether the student's behavior was a manifestation of his/her disability.

3. If the student's PPT finds that the behavior was a manifestation of the student's disability, the Administration shall not proceed with the recommendation for expulsion or the suspension that constitutes a change in placement.
4. If the student's PPT finds that the behavior was not a manifestation of the student's disability, the Administration may proceed with the recommended expulsion or suspension that constitutes a change in placement.
5. During any period of expulsion or suspension of greater than ten (10) days per school year, the Administration shall provide the student with an alternative education program in accordance with the provisions of the IDEA.
6. When determining whether to recommend an expulsion or a suspension that constitutes a change in placement, the building administrator (or his or her designee) should consider the nature of the misconduct and any relevant educational records of the student.

C. Transfer of IDEA Students for Certain Offenses:

School personnel may transfer an IDEA student to an appropriate interim alternative educational setting for not more than forty-five (45) school days if the student:

1. Was in possession of a dangerous weapon, as defined in 18 U.S.C. 930(g)(2), as amended from time to time, on school grounds or at a school-sponsored activity, or
2. Knowingly possessed or used illegal drugs or sold or solicited the sale of a controlled substance while at school or at a school-sponsored activity; or
3. Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function.

The following definitions shall be used for this subsection XII. C.

1. **Dangerous weapon** means a weapon, device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, except that such term does not include a pocketknife with a blade of less than 2.5 inches in length.
 2. **Controlled substance** means a drug or other substance identified under schedules I, II, III, IV, or V in section 202(c) of the Controlled Substances Act, 21 U.S.C. 812(c).
 3. **Illegal drug** means a controlled substance but does not include a substance that is legally possessed or used under the supervision of a licensed health-care professional or that is legally possessed or used under any other authority under the Controlled Substances Act or under any other provision of federal law.
 4. **Serious bodily injury** means a bodily injury which involves: (A) a substantial risk of death; (B) extreme physical pain; (C) protracted and obvious disfigurement; or (D) protracted loss or impairment of the function of a bodily member, organ, or mental faculty.
- O. Procedures Governing Expulsions for Students Identified as Eligible under Section 504 of the Rehabilitation Act of 1973 (“Section 504”)**
- A. Except as provided in subsection B below, notwithstanding any provision to the contrary, if the Administration recommends for expulsion a student identified as eligible for educational accommodations under Section 504 who has violated any rule or code of conduct of the school district that applies to all students, the following procedures shall apply:
1. The parents of the student must be notified of the decision to recommend the student for expulsion.
 2. The district shall immediately convene the student’s Section 504 team (“504 team”) for the purpose of reviewing the relationship between the student’s disability and the behavior that led to the recommendation for expulsion. The 504 team will determine whether the student’s behavior was a manifestation of his/her disability.
 3. If the 504 team finds that the behavior was a manifestation of the student’s disability, the Administration shall not proceed with the recommended expulsion.
 4. If the 504 team finds that the behavior was not a manifestation of the student’s disability, the Administration may proceed with the recommended expulsion.
- B. The Board may take disciplinary action for violations pertaining to the use or possession of illegal drugs or alcohol against any student with a disability who currently is engaging in the illegal use of drugs or alcohol to the same extent that such disciplinary action is taken against nondisabled students. Thus, when a student with a disability is recommended for expulsion based solely on the illegal use or possession of drugs or alcohol, the 504 team shall not be required to meet to review the relationship between the student’s disability and the behavior that led to the recommendation for expulsion.
- P. Procedures Governing Expulsions for Students Committed to a Juvenile Detention Center**
- A. Any student who commits an expellable offense and is subsequently committed to a juvenile detention center, the Connecticut Juvenile Training School or any other residential placement for such offense may be expelled by the Board in accordance with the provisions of this section. The period of expulsion shall run concurrently with the period of commitment to a juvenile detention center, the Connecticut Juvenile Training School or any other residential placement.

- B. If a student who committed an expellable offense seeks to return to a school district after participating in a diversionary program or having been detained in a juvenile detention center, the Connecticut Juvenile Training School or any other residential placement and such student has not been expelled by the board of education for such offense under subdivision (A) of this subsection, the Board shall allow such student to return and may not expel the student for additional time for such offense.

Q. Alternative Educational Opportunity

The Board of Education recognizes its obligation to offer any student under the age of sixteen (16) who is expelled, an alternative educational opportunity which shall be equivalent to alternative education, as defined, by C.G.S. 10-74j with an individualized learning plan, (1) if the Board provides such alternative education, or (2) in accordance with the standards adopted by the State Board of Education (by 8/15/17), which includes the kind of instruction to be provided and the number of hours to be provided, during the period of expulsion.

Any parent or guardian of such student who does not choose to have his or her child enrolled in an alternative educational opportunity shall not be subject to the provision of Section 10-184 of the Connecticut General Statutes. Any expelled student who is between the ages of sixteen (16) and eighteen (18), not previously expelled, and who wishes to continue his or her education shall be offered such alternative educational opportunity if he or she complies with conditions established by the Board of Education. other than the one from which the student has been excluded.

Such alternative educational opportunity may include, but shall not be limited to, the assignment of a student (who is seventeen (17) years of age or older) to any such adult education program or placement of such student in a regular classroom program of a school.

Any student participating in an adult education program during a period of expulsion shall not be required to withdraw from school under C.G.S. 10-184. In determining the nature of the alternative education opportunity to be offered under this Section, the Board of Education may receive and consider evidence of past disciplinary issues that have led to removal from a classroom, suspension, or expulsion.

The Board of Education is not obligated to provide such alternative educational opportunity to any student eighteen years of age or older. The Board of Education is also required to offer such alternative educational opportunity, as defined, to any student between the ages of sixteen and eighteen who is expelled because of conduct which endangers persons, and involved the following, on school grounds or at a school-sponsored event:

1. Possession of a firearm, deadly weapon, dangerous instrument or martial arts weapon, or
2. Offering an illegal drug for sale or distribution.
3. If the Board expels a student for the sale or distribution of a controlled substance, the Board shall refer the student to an appropriate state or local agency for rehabilitation, intervention or job training, or any combination thereof, and inform the agency of its action. If a student is expelled for possession of a firearm, deadly weapon, dangerous instruments (those that can be used to cause death or serious injury) or martial arts weapons the Board shall report the violation to the local police department.
4. This provision shall not apply to students requiring special education who are described in subdivision (1) of sub-section (e) of C.G.S. 10-76a. The alternative educational opportunity for any such student shall be established by the IEP team (PPT) in accordance with the procedures described above.

R. Other Considerations

1. If a student is expelled, notice of the expulsion and the conduct for which the student was expelled shall be included on the student's cumulative educational record. Such notice,

- except for the notice of an expulsion of a student in grades nine through twelve, inclusive, based on possession of a firearm or deadly weapon, shall be expunged from the cumulative educational record by the Board if the Board determines that the student's conduct and behavior in the years following such expulsion warrants an expungement or if the student graduates from high school.
2. If a student's expulsion is shortened or the expulsion period waived based upon the fact that the student was expelled for the first time, had never been suspended, and successfully completed a Board specified program and/or met other conditions required by the Board, the notice of expulsion shall be expunged from the cumulative educational record if the student graduates from high school or, if the Board so chooses, at the time the student completes the Board specified program and meets any other conditions required by the Board.
 3. If a student in grades preschool to eight, is expelled based on possession of a firearm or deadly weapon, the Board may expunge from the students' cumulative education record the notice of the expulsion and the conduct for which the student was expelled if the Board determines that the conduct and behavior of the student in the years following such expulsion warrants an expungement.
 4. The Board may adopt the decision of a student expulsion hearing conducted by another school district, provided such Board of Education held a hearing pursuant to C.G.S.10-233d(a). Adoption of such decision shall be limited to a determination of whether the conduct which was the basis for the expulsion would also warrant expulsion under the policies of this Board. The student shall be excluded from school pending such hearing. The excluded student shall be offered an alternative education opportunity in accordance with item K above.
 5. Whenever a student against whom an expulsion hearing is pending withdraws from school and after notification of such hearing but before the hearing is completed and a decision rendered, (1) notice of the pending expulsion hearing shall be included on the student's cumulative educational record and (2) the Board shall complete the expulsion hearing and render a decision.
 6. A student expelled for possession of a firearm, deadly weapon, dangerous instrument or martial arts weapon shall have the violation reported to the local police department.
 7. The period of expulsion shall not extend beyond a period of one calendar year. A period of exclusion may extend into the next school year.
 8. An expelled student may apply for early readmission to school. Such readmission shall be at the discretion of the Board of Education/Superintendent of Schools (choose which). Readmission decisions shall not be subject to appeal to Superior Court. The Board or Superintendent, as appropriate, may condition such readmission on specified criteria.
 9. Any student who commits an expellable offense and is subsequently committed to a juvenile detention center, the Connecticut Juvenile Training School, or any other residential placement for such offense may be expelled by the local Board of Education. The period of expulsion shall run concurrently with the period of commitment to a juvenile detention center, the Connecticut Juvenile Training School, or any other residential placement.
 10. Prior to placing any student in an out-of-district placement due to the challenging behavior of such student, the Board of Education shall conduct a functional behavior assessment of such student and develop or update a behavioral intervention plan for such student.

A functional behavior assessment and a behavioral intervention plan shall not be required if the time required to conduct such assessment or develop or update such plan would put the safety of such student, any other student, or any staff at such student's school at risk.

Not later than two business days following the decision not to conduct such assessment, or develop, or update such plan for such student, the local or regional board of education shall file a notice with the Department of Education of the reasons that such assessment was not conducted or such plan was not developed or updated.

S. Change of Residence During Expulsion Proceedings

A. Student moving into the school district

1. If a student enrolls in the district while an expulsion hearing is pending in another district, such student shall not be excluded from school pending completion of the expulsion hearing unless an emergency exists, as defined above. The Board shall retain the authority to suspend the student or to conduct its own expulsion hearing.
2. Where a student enrolls in the district during the period of expulsion from another public school district, the Board may adopt the decision of the student expulsion hearing conducted by such other school district. The student shall be excluded from school pending such hearing. The excluded student shall be offered an alternative educational opportunity in accordance with statutory requirements. The Board shall make its determination based upon a hearing held by the Board, which hearing shall be limited to a determination of whether the conduct which was the basis of the previous public school district's expulsion would also warrant expulsion by the Board.

B. Student moving out of the school district:

Where a student withdraws from school after having been notified that an expulsion hearing is pending, but before a decision has been rendered by the Board, the notice of the pending expulsion hearing shall be included on the student's cumulative record and the Board shall complete the expulsion hearing and render a decision. If the Board subsequently renders a decision to expel the student, a notice of the expulsion shall be included on the student's cumulative record.

T. Compliance with Documentation and Reporting Requirements

- A. The Board of Education shall include in all disciplinary reports the individual student's state-assigned student identifier (SASID).
- B. The Board of Education shall report all suspensions and expulsions to the State Department of Education.
- C. If the Board of Education expels a student for sale or distribution of a controlled substance, the Board shall refer such student to an appropriate state or local agency for rehabilitation, intervention or job training and inform the agency of its action.
- D. If the Board of Education expels a student for possession of a deadly weapon or firearm, as defined in Conn. Gen. Stat. §53a-3, the violation shall be reported to the local police.

Readmission of Student from a Residential Placement

A District student who has committed an expellable offense who seeks to return to a District school, after participating in a diversionary program or having been detained in a juvenile detention center, the Connecticut Juvenile Training School or any other residential placement, for one year or more, in lieu of expulsion from the District, shall be permitted to return to the appropriate school setting within the District.

Further, the District shall not expel the student for any additional time for the offense(s).

Students and parents shall be notified of this policy annually.

Legal Reference: Connecticut General Statutes
4-176e through 4-180a. Contested Cases. Notice. Record, as amended
10-74j Alternative education (PA 15-133)
10-222d Safe school climate plans. Definitions. Safe school climate assessments.

Legal Reference: Connecticut General Statutes
10-233a through 10-233f Suspension, removal and expulsion of students, as amended by PA 95-304, PA 96-244, PA 98-139, PA 07-66, PA 07-122, PA 08-160, PA 09-82, PA 09-6 (September Special Session), PA 10-111, PA 11-126, PA 14-229, PA 15-96, PA 16-147, PA 17-220, PA 19-91, PA 25-67 and PA 25-93.
10-233l Expulsion and suspension of children in preschool programs
19a-342a Use of electronic nicotine delivery system or vapor product prohibited.
29-38 Weapons in vehicles
53a-3 Definitions.
53a-217b Possession of Firearms and Deadly Weapons on School Grounds.
53-344b Sale and delivery of electronic nicotine delivery system or vapor products to minors.
53-206 Carrying of dangerous weapons prohibited.
PA 15-96 An Act Prohibiting Out-of-School Suspensions and Expulsions for Students in Preschool and Grades Kindergarten to Two.
GOALS 2000: Educate America Act, Pub. L. 103-227.
Title III - Amendments to the Individuals with Disabilities Education Act. Sec. 314 (Local Control Over Violence)
Elementary and Secondary Act of 1965 as amended by the Gun Free Schools Act of 1994
P.L. 105-17 The Individuals with Disabilities Act, Amendments of 1997.
Kyle P. Packer PPA Jane Packer v. Thomaston Board of Education.
P.L. 108-446 The Individuals with Disabilities Education Improvement Act of 2004, 20 U.S.C. 1400 et seq.
18 U.S.C. §921 – Definitions of “firearms”
18 U.S.C. §930(g)(2) – Definition of “dangerous weapon”
18 U.S.C. §1365(h)(3) – Identifying “serious bodily injury”
21 U.S.C. §812(c) – Identifying “controlled substances”
Public Act 24-45 An Act Concerning Education Mandate Relief, School Discipline and Disconnected Youth, Sections 13-14
Public Act 24-93 An Act Concerning Various and Assorted Revisions to the Education Statutes, Section 11 and Section 12
Public Act 25-67 An Act Concerning the Quality and Delivery of Special Education Services in Connecticut (Section 13)
Public Act 25-93 An Act Increasing Resources for Students, Schools and Special Education (Sections 38 & 39)

Policy Adopted: October 9, 2025
(Replaces Current Policy: 5114 Conduct and Discipline)

Students

Pay to Participate

The Windsor Locks Board of Education will review and, if determined to be financially necessary, approve an annual student participation fee (Pay to Participate) for students participating in any school-sponsored sports **or drama productions**.

Any changes to the Pay to Participate fee must be approved by the Board of Education prior to the start of a school year and will be posted on the Windsor Locks Public School's website (www.wlps.org).

Except for athletic tryouts, this fee must be paid, or a waiver must be approved by the Superintendent, before participation is allowed. The submission of the waiver request must be completed [online](#). All payments will be submitted online via My School Bucks. The fee for athletic teams is due within 14 calendar days after the official start of the season. Pay to Participate fees are non-refundable and play time is not guaranteed. The fee is \$~~125~~ ~~400~~ per sport. **Students participating in drama productions will be charged a \$50 participation fee.**

The Superintendent may grant a waiver of the fee which will be based on need. All students with financial hardships must complete a waiver form (~~appendix A~~) [online](#) for a reduction or exemption from the Pay to Participate fee. Board employees who coach/advise a team/activity for which a Pay to Participate fee is authorized will notify student participants and their parents/guardians of the availability of the fee waiver.

The guidelines of this policy will also be used for parents/students seeking a reduction or exemption from the fee for the student one-to-one device insurance program.

Policy Adopted: 8/21/2025

Policy Revised: 8/27/25

Windsor Locks Public Schools
Waiver of Pay to Participate

~~Please submit this form to the Principal~~

~~Student Name: _____ School: _____ Grade: _____~~

~~Address: _____ Phone Number: _____~~

~~Parent/Guardian Email: _____~~

~~Name of Sport: _____~~

~~I/We understand that determination of eligibility for a waiver of fee requires an evidence-based need. Consideration for granting a waiver is predicated on a review of documents including, but not limited to, financial hardship. You must attach parent/guardian proof of income for the current year (paycheck stub, unemployment benefits, Social Security/disability benefits).~~

~~Please Note: unless the financial information listed above is shared, your request cannot be considered.~~

~~I/We hereby request that my/our child named above be excused from the requirement for payment of the Pay to Participate Fee based on financial hardship. (Please provide below any additional information of financial hardship).~~

~~_____~~
~~Signature of Parent/Guardian~~

~~_____~~

~~For Administrative Use Only — Do not write below~~

~~Date of Review: _____ Waiver Granted: _____ Waiver Denied: _____~~

~~Date of Notice to Applicant: _____ Signature of Principal: _____~~

Pay to Participate
Income Guidelines for Determining Waiver Requests
Cap for a Family over the course of a year: \$600.00

Approval for a Waiver - \$0 per sport per athlete or drama production

Household Size	Annual Gross Income	Monthly Gross Income	Twice per month gross income	Every two weeks gross income	Weekly gross income
2	~~\$27,495~~ \$28,132	~~\$2,292~~ \$2,345	~~\$1,146~~ \$1,173	~~\$1,058~~ \$1,082	~~\$529~~ \$541
3	~~\$34,645~~ \$35,516	~~\$2,888~~ \$2,960	~~\$1,444~~ \$1,480	~~\$1,333~~ \$1,366	~~\$667~~ \$683
4	~~\$41,795~~ \$42,900	~~\$3,483~~ \$3,575	~~\$1,742~~ \$1,788	~~\$1,608~~ \$1,650	~~\$804~~ \$825
5	~~\$48,945~~ \$50,284	~~\$4,079~~ \$4,191	~~\$2,040~~ \$2,096	~~\$1,883~~ \$1,934	~~\$942~~ \$967
6	~~\$56,095~~ \$57,668	~~\$4,675~~ \$4,809	~~\$2,338~~ \$2,403	~~\$2,158~~ \$2,218	~~\$1,079~~ \$1,109
7	~~\$63,245~~ \$65,052	~~\$5,271~~ \$5,421	~~\$2,636~~ \$2,711	~~\$2,433~~ \$2,502	~~\$1,217~~ \$1,251
8	~~\$70,395~~ \$72,436	~~\$5,867~~ \$6,037	~~\$2,934~~ \$3,019	~~\$2,708~~ \$2,786	~~\$1,354~~ \$1,393
Each additional family member	~~\$7,150~~ \$7,384	~~\$596~~ \$616	~~\$298~~ \$308	~~\$275~~ \$284	~~\$138~~ \$142

**Approval for a Reduced Fee of \$50.00 per sport per athlete
Cap for a Family over the course of a year: \$300***

***Does not apply to the drama production**

Household Size	Annual Gross Income	Monthly Gross Income	Twice per month gross income	Every two weeks gross income	Weekly gross income
2	~~\$39,128~~ \$40,034	~~\$3,261~~ \$3,337	~~\$1,631~~ \$1,669	~~\$1,505~~ \$1,540	~~\$753~~ \$770
3	~~\$49,303~~ \$50,542	~~\$4,109~~ \$4,212	~~\$2,055~~ \$2,106	~~\$1,897~~ \$1,944	~~\$949~~ \$972
4	~~\$59,478~~ \$61,050	~~\$4,957~~ \$5,088	~~\$2,479~~ \$2,544	~~\$2,288~~ \$2,349	~~\$1,144~~ \$1,175
5	~~\$69,653~~ \$71,558	~~\$5,805~~ \$5,964	~~\$2,903~~ \$2,982	~~\$2,679~~ \$2,753	~~\$1,340~~ \$1,377
6	~~\$79,828~~ \$82,066	~~\$6,653~~ \$6,839	~~\$3,327~~ \$3,420	~~\$3,071~~ \$3,157	~~\$1,536~~ \$1,579
7	~~\$90,003~~ \$92,574	~~\$7,501~~ \$7,715	~~\$3,751~~ \$3,858	~~\$3,462~~ \$3,561	~~\$1,731~~ \$1,781
8	~~\$100,178~~ \$103,082	~~\$8,349~~ \$8,591	~~\$4,175~~ \$4,296	~~\$3,853~~ \$3,965	~~\$1,927~~ \$1,983
Each additional family member	~~\$10,175~~ \$10,508	~~\$848~~ \$876	~~\$424~~ \$438	~~\$392~~ \$405	~~\$196~~ \$203

***Source: Child Nutrition Program Income Eligibility Guidelines**

Students

Use of Physical Force

Physical Restraint(s)/Seclusion

The Board of Education believes that maintaining an orderly, safe environment is conducive to learning and is an appropriate expectation of all staff members within the district. To the extent that staff actions comply with all applicable statutes and Board policy governing the use of physical force, including physical restraint of students, staff members will have the full support of the Board of Education in their efforts to maintain a safe environment.

The Board recognizes that there are times when it becomes necessary for staff to use reasonable restraint to protect a student from harming himself/herself or to protect others from harm. (*Alternative language: “to use reasonable restraint to provide a safe environment for students.”*)

Physical restraint means any mechanical or personal restriction that immobilizes or reduces the free movement of a person’s arms, legs or head. Excluded from this definition is the use of helmets, or other protective gear used to protect a person from injuries due to a fall, mitts and similar devices used to prevent special education students from hurting themselves if their use is documented in their Individualized Education Program (IEP), pursuant to Connecticut’s special education laws and is the least restrictive means available to prevent self-injury.

Reasonable restraint is defined as immobilization of the individual’s opportunity for movement by staff member(s) through direct contact using devices and techniques designed to control acute or incidental aggressive behaviors or to control involuntary movements or lack of muscular control due to organic causes or conditions. Such constraint will not be used except as necessary to ensure a student’s safety and that of others, and then only for as long as is necessary for control of the situation. Such restraint is not to be used as a disciplinary measure. Restraint includes “aversive techniques” which are defined as deliberate activities designed to establish a negative association with a specific behavior. Prohibited is any physical restraint or hold of a person that restricts the flow of air into a person’s lungs, whether by chest compression or any other means.

Restraint does not include briefly holding a person in order to calm or comfort the person; restraint involving the minimum contact necessary to safely escort a person from one area to another; or medical devices, including but not limited to, supports prescribed by a health care provider to achieve proper body position or balance.

Seclusion is defined as the confinement of an individual in a room, with staff supervision, in a manner that prevents the person from leaving, provided such seclusion does not include any confinement of a person at risk in which the person is physically able to leave the area of confinement, including, but not limited to, in-school suspension and time-out. Time-out is not considered seclusion. Involuntary seclusion is permitted in accordance with the student’s IEP or in an emergency to prevent immediate or imminent injury to the person or others, so long as it is the least restrictive alternative.

Students

Use of Physical Force

Physical Restraint(s)/Seclusion (continued)

Physical restraint may be used on a person at risk only as an emergency intervention to prevent immediate or imminent injury to the person or others. It may not be included as a behavior modification strategy in the IEP of a special education student.

Physical restraint may be used by staff members to:

1. Quell a disturbance threatening injury to others.
2. Obtain possession of weapons or other dangerous objects, including a controlled substance upon or within the control of such student.
3. Protect other persons or property.
4. Direct the movement or actions of a student to avoid undue or deliberate disruption of the classroom and/or other parts of the school.
5. Protect an individual from his/her own actions.

In the case of students with disabilities, any restraint used beyond the specific situations listed above shall be identified on the student's Individual Education Plan (IEP) as a form of intervention. All less restrictive alternatives must be explored prior to using physical restraint. The student being restrained must be constantly monitored through direct observation or through video monitors within physical proximity sufficient to provide aid as may be needed.

Such acts shall not be construed to constitute corporal punishment within the meaning and intent of this policy.

Staff using such constraint shall be subject to the following:

1. Such use of physical restraint shall not be used as punishment, discipline or for the convenience of staff.
2. Staff using restraint shall complete an incident report with the principal or his/her designee justifying the use of such measures. The administration shall notify the parent(s)/guardian(s) of the incident by any reasonable method, including telephone or e-mail. A follow up written report shall be submitted by the principal to the parent and superintendent. (Time frame?)
3. Restraint, including restraint devices, shall be applied only by staff who have completed necessary and appropriate training.
4. Staff shall maintain continuous visual supervision on any student upon which restraint or devices have been used to ensure the student's health and safety.
5. A student's respiration and/or circulation shall not be restricted.
6. A staff member acting alone shall not be expected to use force or restraint when the risk of harm to the student or staff member would likely result from the use of force which outweighs the risk of harm presented by the student's conduct.

Students

Use of Physical Force

Physical Restraint(s)/Seclusion (continued)

District personnel who transport special education students to and from off-campus facilities and consider the use of a physical restraint device to control physical activity or aggression of a special education student shall follow these guidelines:

1. The parent/guardian must be notified of the intended use prior to use of the physical restraint device. Parent/guardian input will be a major factor in determining whether to use the device. If there is a difference of opinion between district personnel and the parent/guardian with regard to the use of a physical restraint device, the Superintendent will determine whether the device is to be used.
2. Once authorization to use a restraint device is obtained, the Director of Special Education is to ensure that a written plan for the use of the device is prepared. The written plan is to be in place prior to the use of the device and is to include:
 - a) the purpose/goal for utilization of the device;
 - b) the specific type and model number of the restraint device to be used;
 - c) the specific times it is to be used;
 - d) a method of assessing the effectiveness of its use.
3. District employees and substitutes must be trained in the proper use of the restraint prior to its use.
4. Under no conditions may a student secured by a restraint device be left unattended.

In the case of an emergency involving the threat of immediate and significant harm to the special education student or to other persons in the proximity of the student, a district employee may use a restraint device prior to receiving the above required approval, provided that such use is only for the minimum time required until the threat of immediate and significant harm is removed. The student's parent/guardian, principal and the Superintendent must immediately be notified of the reason for the use of the device and the length of time the student was in restraint.

An act of a staff member shall not be considered child abuse if the act was performed in good faith and in compliance with Board policies and procedures. Such acts shall not be construed to constitute corporal punishment.

Seclusion may be used for a person at risk only as an emergency intervention to prevent immediate or imminent injury to the person or others or in a non-emergency situation if (1) it is specified in the student's IEP and (2) other less restrictive, positive behavior interventions appropriate to the behavior exhibited by the person at risk have been implemented but were ineffective.

Students

Use of Physical Force

Physical Restraint(s)/Seclusion (continued)

Generally, the seclusion may not exceed the time necessary to allow the person at risk to compose himself/herself and return to the educational environment. It may not exceed one (1) hour unless extended through the written authorization of a building principal or designee in order to prevent immediate injury to the person at risk or others.

A room is required for seclusion which fulfills the following regulatory requirements:

1. Size chronologically and developmentally appropriate;
2. Ceiling height comparable to other ceiling heights in the building;
3. Comparable heating, cooling, ventilation, and lighting systems;
4. Free of any item that would pose a danger;
5. Any lock must be equipped with a device that automatically disengages the lock in an emergency; (on or after January 1, 2014, the locking mechanism of any room used for seclusion must be a pressure sensitive plate); and
6. Must have an unbreakable observation window.

Reporting/Notification Requirements

1. Injuries caused by the use of restraints and/or seclusion in schools may be reported to the State Department of Education.
2. The parents/guardians of a special education student must be notified of each incident **the same day ~~within 24 hours~~** in which their child was placed in physical restraints or seclusion. The District must also send a copy of the incident report home no later than two (2) business days after the restraint or seclusion.
3. The Board shall keep records and compile annual reports of each instance and the underlying emergency that necessitated the use of physical restraints or seclusion.
4. Parents, guardians and other persons standing in place of parents shall be notified by the superintendent or designee of the laws and regulations governing the use of physical restraints and seclusion, pursuant to chapter 814e, related to student and parental rights at the first PPT involving the student's Individualized Education Program (IEP).
5. After each physical restraint or seclusion, the incident must be documented by using the State's standardized incident reporting form. It must be completed no later than the school day following the incident.
6. At each initial PPT meeting, the District must inform the child's parent/guardian of the laws and their rights relating to physical restraint and seclusion. This information shall be provided at each annual review along with the procedural safeguards.

Students

Use of Physical Force

Physical Restraint(s)/Seclusion (continued)

Regular Education Students

A student not eligible for special education and is not being evaluated for eligibility is not covered by this policy. CGS 53a-18 permits a teacher or other person entrusted with the care and supervision of a minor for school purposes to use reasonable physical force upon such minor when and to the extent he/she reasonably believes such to be necessary to (1) protect himself/herself from immediate physical injury; (2) obtain possession of a dangerous instrument or controlled substance; (3) protect property from physical damage; or (4) restrain such minor or remove such minor to another area to maintain order.

(cf. 4148/4248 - Employee Protection)

(cf. 5141.23 - Students With Special Health Care Needs)

(cf. 5144 - Use of Physical Force)

Legal Reference: Connecticut General Statutes
 10-76b State supervision of special education programs and services.
 10-76d Duties and powers of boards of education to provide special education programs and services.
 46a-150 Definitions. (as amended by PA 07-147)
 46a-152 Physical restraint, seclusion and use of psychopharmacologic agents restricted. Monitoring and documentation required.
 46a-153 Recording of use of restraint and seclusion required. Review of records by state agencies. Reviewing state agency to report serious injury or death to Office of Protection and Advocacy for Persons with Disabilities and to Office of Child Advocate.
 53a-18 Use of reasonable physical force or deadly physical force generally.
 53a-19 Use of physical force in defense of person.
 53a-20 Use of physical force in defense of premises.
 53a-21 Use of physical force in defense of property.
 PA 07-147 An Act Concerning Restraints and Seclusion in Public Schools.
 State Board of Education Regulations Sections 10-76b-5 through 10-76b-11.

Policy adopted: March 28, 2013

WINDSOR LOCKS PUBLIC SCHOOLS
 Windsor Locks, Connecticut

**Windsor Locks Public Schools
Physical Restraint Report Form**

Note: This report is required to be submitted to the Director of Special Education as soon as practicable after an incident involving physical restraint, but in no event later than ~~24 hours~~ the same day after the incident.

Physical Restraint: Any mechanical or personal restriction that immobilizes or reduces the free movement of a person's arms, legs or head. The term DOES NOT INCLUDE: (A) Briefly holding a person in order to calm or comfort the person; (B) restraint involving the minimum contact necessary to safely escort a person from one area to another; (C) medical devices, including, but not limited to, supports prescribed by a health care provider to achieve proper body position or balance; (D) helmets or other protective gear used to protect a person from injuries due to a fall; or (E) helmets, mitts and similar devices used to prevent self injury when the device is part of an Individualized Education Program ("IEP").

STUDENT INFORMATION:

Name of Student: _____ Date of Restraint: _____

Date of Birth: _____ Age: _____ Gender: M/F _____ Grade Level: _____

Does student currently receive special education services or is the student being evaluated for eligibility for special education services? Yes:___ No: ___ School: _____

Date of this report: _____ Site of physical restraint: _____

This report prepared by: _____ Position: _____

Staff administering restraint:

Name: _____ Title: _____

Name: _____ Title: _____

Name: _____ Title: _____

Staff monitoring restraint:

Name: _____ Title: _____

Name: _____ Title: _____

Administrator who was verbally informed following the restraint:

Name: _____ Title: _____

Reported by: _____ Title: _____

PRECIPITATING ACTIVITY:

Description of activity in which the restrained or other students were engaged immediately preceding emergency use of physical restraint:

Description of the risk of immediate or imminent injury to the student restrained or others that required use of physical restraint:

Description of other steps, including attempts at verbal de-escalation, to prevent the emergency necessitating use of restraint:

DESCRIPTION OF PHYSICAL RESTRAINT:

Justification for initiating physical restraint (*check all that apply*):

- ☐ Non-Physical interventions were not effective
- ☐ To protect student from immediate or imminent injury
- ☐ To protect other student/staff from immediate or imminent injury

Type of Protective Hold Used:

- ☐ Side by side parallel hold
- ☐ Lifted and carried (full security hold)
- ☐ Held in chair (reverse cradle transport)
- ☐ Floor control
- ☐ Other (*describe*)

Regular evaluation of the student being restrained for signs of physical distress:

Time: _____	Evaluation: _____
Time: _____	Evaluation: _____
Time: _____	Evaluation: _____
Time: _____	Evaluation: _____
Time: _____	Evaluation: _____

Time restraint began: _____ Time restraint ended: _____

Total time (in minutes): _____

CESSATION OF RESTRAINT:

How restraint ended (*check all that apply*):

- ☐ Determination by staff member that student was no longer a risk to himself/herself or others
- ☐ Intervention by administrator(s) to facilitate de-escalation
- ☐ Law enforcement personnel arrived
- ☐ Staff sought in-house assistance
- ☐ Community emergency personnel arrived
- ☐ Other (*describe*):

Description of any injury to student and/or staff and any medical or first aid care provided:

Time medical staff checked injured person: _____

Medical staff actions: _____

Medical staff name: _____

Incident report was filed with the following school district official:

Date: _____

FURTHER ACTION TO BE TAKEN: (Attach separate page if necessary)

The school will take the following actions (*check all that apply*)

- ☐ Review incident with student to address behavior that precipitated the restraint
- ☐ Debrief staff regarding incident
- ☐ Consider whether follow-up is necessary for students who witnessed the incident
- ☐ Further contact with parents (*describe*):

- ☐ Convene Crisis Team Meeting
- ☐ Convene PPT to review/revise behavior intervention plan and/or IEP
- ☐ Convene PPT to discuss functional behavior assessment

PARENT/GUARDIAN NOTIFICATION *(required for all restraints):*

Parent who was verbally informed of this restraint:

Name: _____ Telephone Number: _____

Date: _____ Time: _____

Called by: _____ Title: _____

Notice mailed to Parent: Yes _____ No _____

Mailed by: _____ Title: _____

Reviewed by: _____ Date: _____
(Program Administrator/ Team Leader)

Reviewed by: _____ Date: _____
(Director of Special Education)

FOR DIRECTOR OR DESIGNEE USE ONLY

☐ Reviewed physical restraint report

☐ Reviewed behavior plan, if applicable

☐ In considering the effect of the restraint on the student's established behavioral support of educational plan, I find the following: _____

Windsor Locks Public Schools

Seclusion Report Form

Note: This report is required to be submitted to the Director of Special Education as soon as practicable after an incident involving the seclusion of a student, but in no event later than **24 hours the same day** after the incident.

Seclusion: The confinement of a person in a room, whether alone or with supervision by a Board of Education employee, in a manner that prevents the person from leaving the room.

STUDENT INFORMATION:

Name of Student: _____ Date of seclusion: _____

Date of Birth: _____ Age: _____ Gender: M/F _____ Grade Level: _____

Does student currently receive special education services or is the student being evaluated for eligibility for special education services? Yes: ____ No: ____ School: _____

Date of this report: _____ Site of seclusion: _____

This report prepared by: _____ Position: _____

Staff placing student in seclusion:

Name: _____ Title: _____

Name: _____ Title: _____

Name: _____ Title: _____

Staff monitoring seclusion:

Name: _____ Title: _____

Name: _____ Title: _____

Administrator who was verbally informed following the seclusion:

Name: _____ Title: _____

Reported by: _____ Title: _____

PRECIPITATING ACTIVITY/DESCRIPTION OF SECLUSION:

Does the student's IEP include the use of seclusion? Yes ____ No ____

If No: Description of the risk of immediate or imminent injury to the student secluded or others that required use of seclusion.

If Yes or No: Description of other steps, including attempts at verbal de-escalation, to prevent the use of seclusion:

MONITORING OF SECLUSION

Regular evaluation of the student being secluded for signs of physical distress:

Time: _____	Evaluation: _____
Time: _____	Evaluation: _____
Time: _____	Evaluation: _____
Time: _____	Evaluation: _____
Time: _____	Evaluation: _____
Time: _____	Evaluation: _____
Time: _____	Evaluation: _____
Time: _____	Evaluation: _____
Time: _____	Evaluation: _____

Time seclusion began: _____ Time seclusion ended: _____
Total time (in minutes): _____

CESSATION OF SECLUSION:

How seclusion ended (*check all that apply*):

- ☐ Determination by staff member that student was no longer a risk to himself/herself or others
- ☐ Intervention by administrator(s) to facilitate de-escalation
- ☐ Law enforcement personnel arrived
- ☐ Staff sought in-house assistance
- ☐ Community emergency personnel arrived
- ☐ Termination per instruction in IEP/behavior plan
- ☐ Other (*describe*): _____

Description of any injury to student and/or staff and any medical or first aid care provided:

Time medical staff checked injured person: _____

Medical staff actions: _____

Medical staff name: _____

Incident report was filed with the following school district official:

Date: _____

FURTHER ACTION TO BE TAKEN: (Attach separate page if necessary)

The school will take the following actions (*check all that apply*)

- ☐ Review incident with student to address behavior that precipitated the seclusion
- ☐ Debrief staff regarding incident
- ☐ Consider whether follow-up is necessary for students who witnessed the incident
- ☐ Further contact with parents (*describe*):

- ☐ Convene Crisis Team Meeting
- ☐ Convene PPT to review/revise behavior intervention plan and/or IEP
- ☐ Convene PPT to discuss functional behavior assessment

PARENT/GUARDIAN NOTIFICATION (*required for all seclusions*):

Parent who was verbally informed of this seclusion:

Name: _____ Telephone Number: _____

Date: _____ Time: _____

Called by: _____ Title: _____

Notice mailed to Parent: Yes_____ No_____

Mailed by: _____ Title: _____

Reviewed by: _____ Date: _____
(Program Administrator/ Team Leader)

Reviewed by: _____ Date: _____
(Director of Special Education)

FOR DIRECTOR OR DESIGNEE USE ONLY

- ☐ Reviewed seclusion report
- ☐ Reviewed behavior plan, if applicable
- ☐ In considering the effect of the seclusion on the student's established behavioral support of educational plan, I find the following: _____
- _____
- _____
- _____
- _____
- _____
- _____

Report of Seclusion or Restraint
Incident Report

School District: _____ School: _____

Address: _____ Address: _____

Phone: _____ Phone: _____

Name and Title of Person Preparing the report: _____

Incident: Seclusion _____ Restraint _____

Name of Student: _____ Student Disability: _____

Birth Date of Student: _____ Male/Female Race: _____

Describe the nature and use of seclusion: (Identify the emergency that necessitated the use of seclusion and how long the student was in seclusion. Was the use of seclusion included in the student's IEP?) _____

Describe the nature and use of restraint: (Identify the emergency that necessitated the use of restraint, time in restraint and type of restraint used.) _____

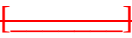
Was the parent contacted ~~within twenty-four hours~~ **the same day** of the use seclusion or restraint as an emergency intervention to prevent immediate or imminent injury to the person or others?

Yes _____ No _____ If "No", did the parent receive a copy of the incident report no later than five days from the date of the incident? Yes _____ No _____

Was the student injured during the emergency use of restraint or seclusion?

Yes ___ No ___ If "Yes", complete and attach a Report of Injury.

RESTRAINT AND SECLUSION LAWS IN CONNECTICUT

The following sets forth Connecticut law related to the physical restraint and seclusion of persons at risk, which can be found in Public Act 07-157, amending Connecticut General Statutes Sections 46a-150 through 46a-153, 10-76b, and 10-76d. The  Windsor Locks Public Schools' Board of Education mandates compliance with these laws at all times.

I. The following definitions apply to these procedures:

- **Provider**: A person who provides direct care, education or supervision of a person at risk.
- **Assistant Provider or Assistant**: A person assigned to provide, or who may be called upon in an emergency to provide, assistance or security to a provider.
- **Person at Risk**: A child who meets the eligibility criteria for special education services under the IDEA and who is receiving special education from the Board of Education, or a child who is being evaluated for eligibility for special education pursuant to statute and awaiting a determination.
- **Life Threatening Physical Restraint**: Any physical restraint or hold of a person that restricts the flow of air into a person's lungs, whether by chest compression or any other means.
- **Physical Restraint**: Any mechanical or personal restriction that immobilizes or reduces the free movement of a person's arms, legs or head. **The term does not include:** (A) Briefly holding a person in order to calm or comfort the person; (B) restraint involving the minimum contact necessary to safely escort a person from one area to another; (C) medical devices, including, but not limited to, supports prescribed by a health care provider to achieve proper body position or balance; (D) helmets or other protective gear used to protect a person from injuries due to a fall; or (E) helmets, mitts and similar devices used to prevent self injury when the device is part of an Individualized Education Program ("IEP").
- **Seclusion**: The confinement of a person in a room, whether alone or with supervision by a provider or assistant, in a manner that prevents the person from leaving that room.

II. Procedures for Physical Restraint of Persons at Risk

No provider or assistant shall under any circumstance use a life-threatening physical restraint on a person at risk.

No provider or assistant shall use involuntary physical restraint on a person at risk EXCEPT as an emergency intervention to prevent immediate or imminent injury to the person at risk or to others.

RESTRAINT AND SECLUSION LAWS IN CONNECTICUT (continued)

II. Procedures for Physical Restraint of Persons at Risk (continued)

Physical restraint of a person at risk shall never be used as a disciplinary measure or as a convenience.

Providers and assistants must explore all less restrictive alternatives prior to using physical restraint for a person at risk.

Providers and assistants must comply with all regulations promulgated by the Connecticut State Board of Education in their use of physical restraint with a person at risk.

Monitoring

A provider or an assistant must continually monitor any person at risk who is physically restrained. The monitoring must be conducted by direct observation of the person at risk.

A provider or an assistant must regularly evaluate the person being restrained for signs of physical distress. The provider or assistant must record each evaluation in the educational record of the person being restrained.

Documentation and Communication

A provider must notify the parent or guardian of a person at risk of each incident that the person at risk is physically restrained.

The Director of Special Education must be notified of the following:

- a. each use of physical restraint on a person at risk;
- b. the nature of the emergency that necessitated its use; AND
- c. if the physical restraint resulted in physical injury to the person at risk.

After a physical restraint occurs, the following information must be documented in the educational file of the person at risk who was physically restrained:

- a. in the case of an emergency use, the nature of the emergency and what other steps, including attempts at verbal de-escalation, were taken to prevent the emergency from arising if there were indications that such an emergency was likely to arise;
- b. a detailed description of the nature of the restraint;

RESTRAINT AND SECLUSION LAWS IN CONNECTICUT (continued)

Documentation and Communication (continued)

- c. the duration of the restraint; AND
- d. the effect of the restraint on the person's established behavioral support or educational plan.

III. Procedures for Seclusion of Persons at Risk

No provider or assistant shall use involuntary seclusion on a person at risk EXCEPT as follows:

- 1. as an emergency intervention to prevent immediate or imminent injury to the person at risk or to others; OR
- 2. as specifically provided for in the IEP of the person at risk.

Seclusion of a person at risk shall never be used as a disciplinary measure or as a convenience.

Providers and assistants must explore all less restrictive alternatives prior to using seclusion for a person at risk. If an Individualized Education Program Team ("IEP Team") incorporates the use of seclusion into a child's IEP, the IEP Team shall consider the use of less restrictive alternatives to determine whether seclusion is a necessary part of a child's IEP.

Providers and assistants must comply with all regulations promulgated by the Connecticut State Board of Education in their use of seclusion for a person at risk.

Monitoring

A provider or an assistant must frequently monitor any person at risk who is placed in seclusion. The monitoring must be conducted by direct observation of the person at risk.

A provider or an assistant must regularly evaluate the person in seclusion for signs of physical distress. The provider or assistant must record each evaluation in the educational record of the person who is in seclusion.

RESTRAINT AND SECLUSION LAWS IN CONNECTICUT (continued)

III. Procedures for Seclusion of Persons at Risk (continued)

Documentation and Communication

A provider must notify the parent or guardian of a person at risk of each incident that the person at risk is placed in seclusion.

The Director of Special Education must be notified of the following:

- a. each use of seclusion on a person at risk;
- b. the nature of the emergency that necessitated its use; AND
- c. if the seclusion resulted in physical injury to the person at risk.

After seclusion occurs, the following information must be documented in the educational file of the person at risk who was placed in seclusion:

- a. in the case of an emergency use, the nature of the emergency and what other steps, including attempts at verbal de-escalation, were taken to prevent the emergency from arising if there were indications that such an emergency was likely to arise;
- b. a detailed description of the nature of the seclusion;
- c. the duration of the seclusion; AND
- d. the effect of the seclusion on the person's established behavioral support or educational plan.

IV. Responsibilities of the Director of Special Education

The Director of Special Education, or his or her designee, must compile annually the instances of physical restraint and seclusion within the District and the nature of each instance of physical restraint and seclusion.

The Director of Special Education, or his or her designee, may report to the Connecticut State Department of Education any instance of physical restraint or seclusion that resulted in physical injury to the person at risk.

The Director of Special Education, or his or her designee, must, at each initial IEP Team meeting for a child, inform the child's parent, guardian, or surrogate parent, or the student if such Student is an emancipated minor or eighteen years of age or older, of the laws relating to physical restraint and seclusion as expressed through this regulation, and of the laws and regulations adopted by the Connecticut State Board of Education relating to physical restraint and seclusion.

RESTRAINT AND SECLUSION LAWS IN CONNECTICUT (continued)

V. Responsibilities of the Connecticut State Board of Education

The State Board of Education may review the annual compilation of each local and regional board of education that provides special education for children and may produce an annual summary report identifying the frequency of use of physical restraint or seclusion on such children.

The State Board of Education and the Commissioner receiving a report of serious injury or death resulting from a physical restraint or seclusion shall report the incident to the Director of the Office of Protection and Advocacy for Persons with Disabilities and, if appropriate, the Child Advocate of the Office of the Child Advocate.

The State Board of Education may regulate the use of physical restraint and seclusion of special education students in the public schools.

The State Board of Education shall adopt regulations concerning the use of physical restraint and seclusion in public schools.

WINDSOR LOCKS PUBLIC SCHOOLS-PROTECTIVE MEASURES
[General Statute 46a-150]

The Windsor Locks Public School System strives to provide a safe and productive learning environment for all students and school personnel.

Every student served by Windsor Locks Public Schools will be free from unreasonable use of protective measures and seclusion. Protective measures shall be used only in an emergency situation, only after all other alternatives have been exhausted and or deemed inappropriate.

Seclusion and Protective measures are never used to punish or discipline a child. They are appropriate, only in the cases where immediate or imminent harm is threatened either to the student himself or to others. In such cases, they should be limited to the amount of time necessary for the student to regain self-control, and should not be extended beyond that point for any reason.

If protective measures or seclusion are used on a child more than once, the district will conduct a FBA to determine the causes of the behaviors and to recommend alternative approaches including a written behavior intervention plan.

Windsor Locks Public Schools

Protective Measures Procedures

Staff Training: A core group of educators within each school building have been trained in the principles and philosophy of Physical & Psychological Management Training. (PMT) These staff members are appropriately trained in de-escalation techniques as well as safe and effective protective measures.

Windsor Locks Public Schools mandates that alternative strategies and techniques must be exhausted prior to implementation of a protective measure including but not limited to:

- Planned Ignoring
- Environmental manipulation
- Contingency/Choices
- Physical Redirection

If a student is not able to regain self-control following all attempts by the staff to deescalate the student's behavior and the safety of the student and/or the safety of others is in question, the following procedures should be enacted:

STEP 1:

Immediately notify the office:

The office will notify the appropriate team members and the principal and send them to the room or environment in question. The student should remain under constant supervision to assure that he/she is safe. At least two TEAM members must be present during the intervention.

Pre-approved protective measures as indicated within the PMT training manual	
Escort:	Protective Hold:
• Guide-a-long	• Limited Security Hold
• Lower Figure Four	• Full Security Hold
	• Seated Full Security Hold
	• Seated Full Security Hold (two person)
	• Kneeling Full Security Hold
	• PMT Floor Control

Protective measures lasting longer than 5 minutes must be approved by an administrator or designee. Holds must be approved each additional 5 minutes up to 20 minutes. Protective measures are not to exceed 20 minutes.

STEP 2:

Administrator will notify parent.

Windsor Locks Public Schools may seek an individual waiver for students who present a high risk of frequent, dangerous behavior that may require the frequent use of protective measures. Parent(s)/guardian(s) may withdraw consent to such waiver at any time without penalty. Protective measures that result in serious injury to a student or program staff member must be reported as described above regardless of any individual waiver.

STEP 3:

Complete Paperwork

- Protective Measures Documentation Form
 - To be completed before the close of the school day
- Protective Measures Report Form
 - To be completed no later than the following school day

Reports of these incidents should be submitted to the principal no later than the following school day, with copies sent to the pupil services office.

The principal or his/her designee shall maintain an on-going record of all reported instances of protective measures, which shall be made available for review by the Department of Education, upon request.

The following documentation regarding individual waiver of reporting requirements will be maintained on-site in the student's file and will be made available for inspection to the Department of Education upon request:

- a. Informed written consent of parent(s)/guardian(s) to the waiver, which shall specify those reporting requirements listed above that the parent(s)/guardian(s) agrees to waive; and
- b. Specific information regarding when and how the parent(s)/guardian(s) will be informed regarding the administration of all protective measures to the individual student.

Windsor Locks Public Schools Protective Measures Documentation

Date: _____ Time: _____ Location: _____

Student: _____ Parent Notification: _____

Antecedents to the Incident: Demand: _____ Environmental: _____ Denied Access: _____ See Attached: _____ Describe Environment or Activity: _____ _____ _____	Alternatives to Protective Measure: Ignoring: Environmental Manipulation: Contingency: _____ Physical Redirection: _____ Severity of Behavior Prevents: _____ Other:									
		Justification for Protective Measure _____ Safety of Student _____ Safety of Others								
Protective Hold/Escort Utilized: Escort: _____ Guide-a-long _____ Lower Figure Four Protective Hold: _____ Limited Security Hold (1) _____ Full Security Hold (1) _____ Seated Full Security Hold (1) _____ Kneeling Full Security Hold (2) _____ PMT Floor Control Staff Implementing Protective Hold: Staff 1 Signature: _____ Init: _____ Staff 2 Signature: _____ Init: _____ Staff 3 Signature: _____ Init: _____		Immediate Notification: Staff: _____ Time: _____ Admin: _____ 5-min. Notification Staff: _____ Time: _____ Admin: _____ 20-min. Notification Admin: _____ Total Duration: _____								
Reason for Release: Student Specific Criteria: _____ Unsafe Protective Hold: _____ Physiological Factors: _____ Supervisor Directive: _____	Monitoring: Staff _____ Skin Color _____ Breathing _____ Body Position _____	Reestablish Therapeutic Rapport: (follow up actions)								
<table style="width: 100%; border: none;"> <tr> <td style="width: 60%;">Classroom Teacher Review: _____</td> <td style="width: 40%;">Date: _____</td> </tr> <tr> <td>School Principal Review: _____</td> <td>Date: _____</td> </tr> <tr> <td>Special Education Administrator Review: _____</td> <td>Date: _____</td> </tr> <tr> <td>Nurse (if necessary) _____</td> <td>Date: _____</td> </tr> </table>			Classroom Teacher Review: _____	Date: _____	School Principal Review: _____	Date: _____	Special Education Administrator Review: _____	Date: _____	Nurse (if necessary) _____	Date: _____
Classroom Teacher Review: _____	Date: _____									
School Principal Review: _____	Date: _____									
Special Education Administrator Review: _____	Date: _____									
Nurse (if necessary) _____	Date: _____									

Windsor Locks Public Schools
Windsor Locks, Connecticut
Protective Measure Report

Date: _____ Time (begin): _____ Time (end): _____
Name of Staff Person(s) Administering Protective measures: _____

Name of Observer(s): _____
Administrator Notified: _____

1. Description of the activity of all parties involved prior to the use of the protective measure.
2. The student's behavior which prompted the protective measure.
3. Describe the de-escalation efforts.
4. Justification of the protective measure and a description of the administration of the protective measure.
5. Other information and/or related information.

MEMORANDUM TO: MEMBERS OF THE BOARD OF EDUCATION

FROM: SHAWN L. PARKHURST, SUPERINTENDENT

DATE: AUGUST 20, 2026

RE: LEGISLATIVE UPDATES

During the recent legislative session, several actions were taken that are important to our work in the Windsor Locks Public Schools.

Item	Action
Kindergarten Admission Beginning 2027-28: • Early admission disappears completely. • Students must be five by September 1	Policy Review Needed • Kindergarten Admission Policy
Student Discipline Out-of-School Suspension (PK-Grade 2) Previously: • Physical harm Now: • Serious physical harm must exist before an out-of-school suspension can occur for PK-2 students	Policy Change in wording “ serious physical harm.”
Restraint and Seclusion Parent notification changes. Previously: • within 24 hours Now: • same day notification Immediate notification is still expected whenever possible.	Policy Change
Health Requirements Updates include:	Shawn & Director of PPS will review with Nursing Coordinator - Nicole Saavedra

• State immunization schedules now follow the Connecticut Commissioner of Public Health's recommendations rather than automatically relying on CDC schedules. • School nurses may reject physical forms not submitted on the official state form. • Students with asthma must include an asthma action plan with health assessment forms.	
Crisis Response Plans Policies should be revised to include: • trauma-informed drills • advance notification • psychological safety • accommodations for students with disabilities • prohibition on realistic active shooter simulations involving students	Beginning in 27-28 Drills must include: • one-week parent notice • age-appropriate explanations • mental health staff involvement • trauma-informed design Students may NOT participate in: • fake shooters • simulated gunfire • fake blood • realistic active assailant scenarios Safety committees and School Climate Committees must work together when planning crisis drills
Curriculum	Beginning this year: Schools should begin preparing for: • computer science • AI instruction • emerging technologies These are now included among required courses of study. High schools should also prepare for the optional Connecticut State Seal of Civics Education and Engagement for eligible graduates beginning with the Class of 2027.
Athletics Exam will need to screen for cardiac conditions Students with free or reduced lunch will need to be provided with this exam for free by the district	Beginning 2027-28: Every high school athlete must receive an annual athletic health assessment before participation. Athletic directors should begin planning now.

MEMORANDUM TO: MEMBERS OF THE BOARD OF EDUCATION

FROM: SHAWN L. PARKHURST, SUPERINTENDENT

DATE: AUGUST 20, 2026

RE: COMMUNITY OUTDOOR WELLNESS & ATHLETIC CENTER AT
WINDSOR LOCKS HIGH SCHOOL - CIF GRANT UPDATE AND
KICKOFF MEETING

A kickoff meeting was held on August 5, 2026. Eric Roise from KBA provided an overview of the process and timeline that KBA will implement. This will include gathering information, schematic designs, programming phase planning, permits, construction drawings and ultimately going to bid. The Board will receive monthly updates as this progresses. Eric Roise will attend the upcoming 9/2 Town Directors meeting to outline the project to all Directors in town as well.

Members of the committee include Alba Osorio, Greg Guyette, and Amber Mortensen-Hurdle, along with Superintendent Shawn Parkhurst, Jeff Bernabe, Greg Weigert, and Michelle Pac.

MEMORANDUM TO: MEMBERS OF THE BOARD OF EDUCATION

FROM: SHAWN L. PARKHURST, SUPERINTENDENT

DATE: AUGUST 20, 2026

RE: OPENING PROFESSIONAL DEVELOPMENT

All staff return on Monday, August 24, 2026. The first day will open with Convocation '26 followed by the remaining days of professional development and time to prepare for the arrival of our students. The full three-day schedule for all buildings is on the following page:

Windsor Locks Public Schools 2026-27 School Year



**Opening Professional Development
August 2026**



North Street School

Monday, August 24, 2026 NSS

Time and Location	Event	Learning Targets	Session Information
8:00 am - 10:00 am	All Staff Convocation '26 - WLHS Gymnasium	Kick off the 26-27 school year	All WLPS staff will participate in our Welcome to the 26-27 School Year.
10:00 am - 11:30 am	Welcome Back Staff Meeting		
11:30 am - 12:30 pm	Lunch on Your Own		
12:30 pm - 3:15 pm	Classroom Teachers, Math Team, Resource/Flex Special Education & Paraeducators Imagine IM Virtual Training	I can understand the components of the Imagine IM program to prepare for implementation within our math curriculum.	Facilitator: Imagine IM Location: Virtual (link to be provided)
	Reading Team & EL Building Oral Language and Phonology	I can understand and explain the role of early oral language in literacy development. I can identify the elements of a language-rich environment. I can understand and explain the relationship between phonological awareness, phonemic awareness, and reading development.	Facilitator: ReadConn Module 2 Location: Room 8
	ABA Staff Supporting Students through Assistive Technology	I can incorporate assistive technology devices to support communication goals and objectives (12:30-2:15) I can create program books aligned to student IEP goals and objectives. (2:30-3:15)	Facilitator: Sarah Fitta Location: Room 28 Facilitator: Adrianna Breda Location: Room 24
	PreK Staff	I can identify the three focus areas developed through the Local Needs Assessment and understand the Community Action Plan process.	Facilitator: Jen O'Connell Location: NSS Library Media

	Specialists Vertical Time with South	I can review students' IEPs and begin preparing accommodations & modifications. I can create structures and routines aligned to the CT ELDS Learning Progressions. I can collaborate with my colleagues to ensure that curriculum and instruction are consistent across grade levels.	Location: NSS
2:30 pm - 3:15 pm	Paraeducators Handbook Review	I can review and understand the Paraeducator Handbook to apply school policies, procedures, and expectations effectively in my daily work.	Facilitator: Megan Parrette Location: NSS Library Media

Tuesday, August 25, 2026 NSS

Time and Location	Event	Learning Targets	Session Information
8:25 am - 3:25 pm	Teacher Work Day - Normal School Hours		

Wednesday, August 26, 2026 NSS

Time and Location	Event	Learning Targets	Session Information
8:00 am - 12:00 pm	Crisis Team, Flex & ABA Teachers & Tutors Safety Care Recertification	I can use Safety-Care strategies to prevent and de-escalate challenging behaviors and respond safely and appropriately during a crisis.	Facilitator: Adrianna Breda & Jamie Van Gilder Classroom: TBD
8:00 am - 9:00 am	All Staff Restorative Practices	I can use restorative practices to build and maintain healthy relationships with staff and students. I can reflect on the use of the social discipline window and circles to identify next steps.	Facilitator: Kris Wraight & LaToya Fernandez Location: NSS Gym
9:00 am - 11:00 am	K-2 Classroom Teachers, Interventionists & EL Team Data Review	I can analyze student data from the 25-26 school year in order to identify trends, target areas, instructional strategies, and supports for the 26-27 school year.	Facilitator: Tom Croyle & Giovanna Testani Location: NSS Cafeteria

	PreK Team Risky Play Analysis	I can collaborate to complete a Risky Play analysis to move forward as a cohesive team.	Facilitator: Kris Wraight & LaToya Fernandez Location: NSS Library Media
	Special Areas Behavior Support Planning (9:00-10:00) Restorative Practices (10:15-11:00)	I can implement behavior support strategies and interventions. I can advocate for systems of support to meet the needs of students.	Facilitator: Kris Wraight & LaToya Fernandez Location: NSS Conference Room
	Special Education & Paraeducators	I can review students' IEPs and begin preparing to implement accommodations, modifications, and behavior interventions.	Location: Designated Classrooms 15, 28, 36, and 39
11:00 am - 11:30 am	All Staff Listening Circle (optional)	I can build empathy, trust, and community connection.	Facilitator: Kris Wraight & LaToya Fernandez Location: NSS Gym
11:30 am - 12:30 pm	Lunch on Your Own		
12:30 pm - 2:00 pm	Team & Department Collaboration	Team & Department Collaboration Details	Collaborative sessions with instructional specialists, support staff, interventionists, and classroom teachers.
	Special Education Teachers (1:00-2:00) Districtwide Meeting	I can collaborate with special education colleagues across the district to strengthen shared practices, clarify expectations, and support consistent, high-quality services for all students.	Location: WLHS Auditorium
2:15 pm - 3:15 pm	All Staff Classroom Meet & Greet	I can begin to build strong partnerships with families and relationships with students as I welcome them into the classroom.	Students and their families will have the opportunity to see their new classrooms and meet their teachers before the start of the school year.



South Elementary School

Monday, August 24, 2026 SES

Time and Location	Event	Learning Targets	Session Information
8:00 am - 10:00 am	All Staff Convocation '26 - WLHS Gymnasium	Kick off the 26-27 school year	All WLPS staff will participate in our Welcome to the 26-27 School Year.
10:00 am - 11:30 am	Whole Staff Crew Meeting and Team Building Activity	I can continue to build strong relationships with my team by participating in a team-building activity.	Location: Library Facilitator: Monica Briggs
11:30 am - 12:30 pm	Lunch on Your Own		
12:30 pm - 2:15 pm	Specialists Vertical Time with North	I can collaborate with my colleagues to ensure that curriculum and instruction are consistent across grade levels.	Location: North Specials Rooms
12:30 pm - 3:15 pm	Classroom Teachers Amplify Math Pilot PD Create Ready Math Materials Intervention Team & ELL Data Review/Group Students Special Education Teachers IEP Review and Schedule Paraeducators Behavior Plan Review and PEAK Training	I can learn how to implement the Amplify/Desmos Math Program. I can create appropriate Ready Math materials for math instruction. I can review data and appropriately group students for instruction according to student tier 2 and 3 needs. I can review IEP goals and objectives to create a schedule and plan for instruction. I can review, understand, and implement individual student behavior plans and learn how to implement PEAK programming with my students.	Location: Library Facilitator: Amplify Pilot Consultant Location: Classrooms Location: Intervention Rooms Location: Special Ed. Rooms Location: TBD Facilitator: Sophy Mayer

Tuesday, August 25, 2026 SES

Time and Location	Event	Learning Targets	Session Information
7:55 am - 2:55 pm	Teacher Work Day - Normal School Hours		

Wednesday, August 26, 2026 SES

Time and Location	Event	Learning Targets	Session Information
8:00 am - 10:00 am	Crisis Team, Flex & ABA Teachers & Tutors Safety Care Recertification	I can use Safety-Care strategies to prevent and de-escalate challenging behaviors and respond safely and appropriately during a crisis.	Facilitator: Patricia Mapes & Sophy Mayer Classroom: TBD
8:30 am - 11:00 am	Classroom and Special Education Teachers, and Reading Team ReadConn Module: Exploring Phonics and Word Study Math Team Plan family engagement activities Data Review	I can learn about foundational phonics and word study instruction. I can plan activities for a Family Math Night at South. I can review data and determine tier 2 and 3 groupings.	Location: Library Facilitator: JoAnne Cutler Location: Math Intervention Room
8:30 am - 11:30 am	Classroom Paraeducators Review IEPs and assist teachers	I can familiarize myself with students' IEPs and assist teachers as needed.	Location: Classrooms
10:00 am - 11:30 am	Specialists Plan whole school crew meeting Curriculum Planning	I can plan a whole-school, student-led welcome-back crew meeting to take place in September. I can review and refine my curriculum units to ensure alignment with district expectations and a consistent K-12 curriculum framework.	Location: Art Room Location: Classrooms
11:00 am - 11:30 am	Classroom Teachers, Special Ed. Teachers, Interventionists, Specialists Review School Improvement Plan and Learning Guarantees	I can familiarize myself with our South School Improvement Plan and Learning Guarantees.	Location: Library Facilitator: Monica Briggs
11:30 am - 12:30 pm	Lunch on Your Own		

12:30 pm - 2:15 pm	Classroom Teachers CKLA Pacing Intervention Team & ELL Scheduling Paraeducators IEP Review Specialists Vertical Time with North Special Education Teachers (1:00-2:00) Districtwide Meeting	I can create a pacing guide for CKLA ELA instruction. I can use data and student groups to create a schedule for iBlock time. I can collaborate with my colleague to review individual student IEPs. I can collaborate with my colleagues to ensure that curriculum and instruction are consistent across grade levels. I can collaborate with special education colleagues across the district to strengthen shared practices, clarify expectations, and support consistent, high-quality services for all students.	Location: Library Facilitator: JoAnne Cutler Location: Intervention Rooms Location: Special Ed. Classrooms Location: South Specials Rooms Location: WLHS Auditorium
2:15 pm - 3:15 pm	Classroom Teachers, Special Education Teachers, Interventionists, Specialists Classroom Sneak Peek Paraeducators Handbook Review	I can begin to build strong partnerships with families and relationships with students as I welcome them into the classroom. I can review and understand the Paraeducator Handbook to apply school policies, procedures, and expectations effectively in my daily work.	Students and their families will have the opportunity to see their new classrooms and meet their teachers before the start of the school year. Location: WLHS Auditorium Facilitator: Megan Parrette



Windsor Locks Middle School

Monday, August 24, 2026 WLMS

Time and Location	Event	Learning Targets	Session Information
8:00 am - 10:00 am	All Staff Convocation '26 - WLHS Gymnasium	Kick off the 26-27 school year	All WLPS staff will participate in our Welcome to the 26-27 School Year.
10:00 am - 11:30 am	Welcome Back Staff Meeting All Staff WLMS LMC	I can use this time to share in WLMS staff celebrations and summer adventures while learning what's new at WLMS.	An opportunity for staff to share Summer Fun Slides and review WLMS information in preparation for the 2026-27 school year.
11:30 am - 12:30 pm	Lunch on Your Own		
12:30 pm - 2:00 pm	New Policies & Procedures in 2026-27 All Staff WLMS LMC	I can review new procedures and processes for the 2026-27 school year.	We will review important updates to schoolwide policies, procedures, and operational expectations to ensure a consistent and successful start to the year.
2:00 pm - 3:15 pm	Grade Level Time (UA Time) All Staff Location for Teams to Decide	I can work with my grade level/UA team to set up for a successful start of school.	Collaborate with your team to plan for the start of school by coordinating routines, student supports, communication, and first-week expectations.

Tuesday, August 25, 2026 WLMS

Time and Location	Event	Learning Targets	Session Information
7:25 am - 2:35 pm	Teacher Work Day - Normal School Hours		

Wednesday, August 26, 2026 WLMS

Time and Location	Event	Learning Targets	Session Information
7:30 am - 8:00 am	Welcome Back WLMS (optional) All Staff WLMS Library	I can catch up with my colleagues with coffee and breakfast snacks	All staff are welcome to meet up early for coffee and breakfast items.
8:00 am - 12:00 pm	Crisis Team & Tutors Safety Care Recertification	I can use Safety-Care strategies to prevent and de-escalate challenging behaviors and respond safely and appropriately during a crisis.	Facilitator: Kim Vohden & Courtney Johnson Classroom: TBD
8:00 am - 12:00 pm	2026-27 School Improvement Plan & Tier 1 All Staff WLMS Library	I can explain how my work supports the 2026–27 School Improvement Plan and Tier 1 instructional expectations.	Collaborate with colleagues to explore the WLMS School Improvement Plan and Tier 1 priorities to support student success.
12:00 pm - 1:00 pm	Lunch on Your Own		
1:00 pm - 2:00 pm	District Special Education Meeting Special Ed Teachers WLHS Auditorium	I can collaborate with special education colleagues across the district to strengthen shared practices, clarify expectations, and support consistent, high-quality services for all students.	WLPS Special Education department will come together to strengthen professional relationships, establish common expectations, and share effective practices that promote consistency in service delivery.
12:30 pm - 3:15 pm	Social Studies 6-12** Review curriculum pacing guides with Dr. Bissonnette	I can review curricular adjustments and use the updated pacing guides to develop aligned units and assessments.	Facilitator: Rebecca Bissonnette Location: WLHS Central Office Conference Room
12:30 pm - 3:30 pm** Will start lunch at 11:30	Content Time: Read/ELA & Math Reading/ELA & Math Virtual	Reading/ELA: I can participate in Amplify training, collaborate with my content team, and share best practices.	Reading and ELA department will learn more about the Amplify ELA program and begin developing implementation plans.
		Math: I can participate in Amplify training, collaborate with my content team, and share best practices.	Math department will learn more about the Amplify Math program and begin developing implementation plans.
1:00 pm - 2:45 pm	Content Time: Curriculum & Planning All Staff Location for Teams to Decide**	Science: I can collaborate with my content team, support new teachers, and share best practices.	Science Department will explore the Science Curriculum
		UA: Review curriculum to adjust to 45 days	Unified Arts Department will review their curriculum/pacing guides to

			adjust their curricular delivery to 45 days (90 for semester classes).
		Special Ed: Review IEPs & student schedules (2:00 pm - 2:45 pm)	Special Education Department will review student's IEP and begin preparing to implement accommodations, modifications and behavior interventions.
		**Para Educators: Review the handbook with Pupil Services (2:15 pm - 3:15 pm @WLHS Auditorium)	I can review and understand the Paraeducator Handbook to apply school policies, procedures, and expectations effectively in my daily work.
2:45 pm - 3:15 pm	Close Out All Staff WLMS LMC		



Windsor Locks High School

Monday, August 24, 2026 WLHS

Time and Location	Event	Learning Targets	Session Information
8:00 am - 10:00 am	All Staff Convocation '26 - WLHS Gymnasium	Kick off the 26-27 school year	All WLPS staff will participate in our Welcome to the 26-27 School Year.
10:00 am - 11:30 am	All Staff WLHS Raider Family Meeting	I can reflect on the 2025-2026 school year to help inform goals and professional practice in 2026-2027 • Discipline data • Strengths and Obstacles • Expectations	Location: LMC
11:30 am - 12:30 pm	All Staff SIP and Tier 1 Must Dos	I can understand the non-negotiables of Tier I instructional practices that will support our SIP	Location: LMC
12:30 pm - 1:30 pm	Lunch Provided (Optional)		
1:30 pm - 2:30 pm	Teaching Staff Purposeful Selection of Technology	I can identify the most effective teaching strategies to build strong cognitive development, retention, engagement, and focus; identifying areas where technology is helpful vs harmful in supporting the aforementioned areas	Location: LMC
	Support Staff Support Staff Regroup	I can establish the non-negotiable norms of the Counseling Suite I can establish caseloads and continue reviewing student information	Location: Counseling Suite
2:30 pm - 3:15 pm	All Staff Department Regroup: Through the different lenses	I can work collaboratively within my department to review my standards, indicators, and assessments through the lenses mentioned throughout the day (grade-level standards, increasing rigor, choosing appropriate times to use/avoid technology, etc.)	Departments meet in areas of their choice (to be communicated to Admin)

Tuesday, August 25, 2026 WLHS

Time and Location	Event	Learning Targets	Session Information
7:15 am - 2:25 pm	Teacher Work Day - Normal School Hours *Krupa will circulate with student information*		

Wednesday, August 26, 2026 WLHS

Time and Location	Event	Learning Targets	Session Information
8:00 am - 9:30 am	All Staff Raider Block Curriculum Introduction	I can identify where to access RB resources, how the resources and curriculum will be used, and ask clarifying questions to enhance the fidelity of RB curriculum implementation	Facilitator: Admin w/ Luzietti, Pac, Zup Location: LMC
	Support Staff Executive Functioning Planning for Cycle 1	I can work collaboratively with my peers to identify when we want to begin our first EF Flex Cycle, how we want to identify/recruit students, and use reflections from last year to adjust curriculum and assessments	Location: Counseling Suite
9:30 am - 11:30 am	Teaching Staff Midterm/Final/Assessment Data Dive	I can use assessment data to identify what shifts I need to make in curriculum or assessment use to build stronger rigor and student accountability	Location: LMC
	Support Staff	I can adjust schedules, prepare weekly schedules based on IEP/504 required hours for Counseling, etc.	Location: Counseling Suite
11:30 am - 12:30 pm	Lunch on Your Own		
12:30 pm - 3:15 pm	All Staff Ready, Set, Go!	I can engage in activities that allow me to feel fully prepared for the school year tomorrow (seating charts, Google Classroom preparation, IEP/504 reviews, etc.)	Location: Individual Spaces
	Social Studies 6-12: Review curriculum pacing guides with Dr. Bissonnette	I can review curricular adjustments and use the updated pacing guides to	Facilitator: Rebecca Bissonnette Location: WLHS Central Office Conference Room

	(WLHS)	develop aligned units and assessments.	
	Math(Algebra 1, 2, Geometry, Prob & Stats) Amplify	I can participate in Amplify training, collaborate with my content team, and share best practices.	Location: Virtual (link will be shared)
1:00 pm - 2:00 pm	Special Education Teachers Districtwide Meeting	I can collaborate with special education colleagues across the district to strengthen shared practices, clarify expectations, and support consistent, high-quality services for all students.	Location: WLHS Auditorium
2:15 pm - 3:15 pm	Paraeducators Handbook Review	I can review and understand the Paraeducator Handbook to apply school policies, procedures, and expectations effectively in my daily work.	Location: WLHS Auditorium



Pine Meadow Academy

Monday, August 24, 2026 PMA

Time and Location	Event	Learning Targets	Session Information
8:00 am - 10:00 am	All Staff Convocation '26 - WLHS Gymnasium	Kick off the 26-27 school year	All WLPS staff will participate in our Welcome to the 26-27 School Year.
10:30 am - 12:00 pm	All Staff Staff Meeting	I can reconnect with colleagues, strengthen our shared understanding of district priorities, and contribute to a successful start to the school year.	Location: All Staff - Randy's room
12:00 pm - 1:00 pm	Lunch on Your Own		
1:00 pm - 2:30 pm	All Staff 2026-27 School Improvement Plan & Tier 1	I can connect the Pine Meadow School Improvement Plan priorities to Tier 1 instructional practices to ensure high-quality learning experiences for every student.	Location: Randy's room
2:30 pm - 3:15 pm	All Staff Review Schedule / School Improvement Plan	I can review the key changes to our restructured schedule to understand how to apply them to my daily practice to better support students and the program.	Location: Randy's room

Tuesday, August 25, 2026 PMA

Time and Location	Event	Learning Targets	Session Information
8:30 am - 2:45 pm	Teacher Work Day - Normal School Hours		

Wednesday, August 26, 2026 PMA

Time and Location	Event	Learning Targets	Session Information
8:00 am - 9:30 am	All Staff IEPs / 504s / SRBI	I can review current IEPs and 504 plans, collaborate with team members, and plan targeted supports and services to ensure compliance and meet students' individual needs in upcoming meetings.	Location: Randy's room
9:30 am - 10:30 am	All Staff Internship Outreach	I can create partnerships with local businesses, non-profits, and community organizations in preparation for internship opportunities	Location: Randy's room & Community
10:30 am - 12:00 pm	All Staff Leave To Learn Preparation	I can design and plan meaningful "Leave to Learn" experiences that connect classroom learning to real-world environments, deepen student engagement, and support curriculum goals.	Location: Randy's room & Community
12:00 pm - 1:00 pm	Lunch on Your Own		
1:00 pm - 2:00 pm	District Special Education Meeting Special Ed Teachers WLHS Auditorium Related Services Curriculum Design	I can collaborate with special education colleagues across the district to strengthen shared practices, clarify expectations, and support consistent, high-quality services for all students. I can develop a comprehensive drug prevention curriculum that outlines its purpose, implementation, and impact on student well-being.	WLPS Special Education department will come together to strengthen professional relationships, establish common expectations, and share effective practices that promote consistency in service delivery. Location: Rachel's office
2:00 pm - 3:15 pm	All Staff Advisory Preparation	I can collaborate in designing activities to set clear classroom/school norms with students during the first week of school.	Location: Randy's room



RISE Transition Academy

Monday, August 24, 2026 RISE

Time and Location	Event	Learning Targets	Session Information
8:00 am - 10:00 am	All Staff Convocation '26 - WLHS Gymnasium	Kick off the 26-27 school year	All WLPS staff will participate in our Welcome to the 26-27 School Year.
10:15 am - 11:30 am	All Staff Staff Meeting	I can reconnect with colleagues, strengthen our shared understanding of district priorities, and contribute to a successful start to the school year.	Location: RISE
11:30 am - 12:30 pm	Lunch on Your Own		
12:30 pm - 2:30 pm	All Staff Curriculum Building	I can collaboratively design and refine a standards-aligned, transition-focused curriculum that meets the unique academic, functional, and post-secondary needs of our students while supporting the goals of our program.	Location: RISE
2:30 pm - 3:15 pm	All Staff Program & Schedule Development	I can develop a draft internship schedule and community outreach plan that aligns with students' transition goals, interests, strengths, and support needs.	Location: RISE

Tuesday, August 25, 2026, RISE

Time and Location	Event	Learning Targets	Session Information
7:45 am - 2:15 pm	Teacher Work Day - Normal School Hours		

Wednesday, August 26, 2026 RISE

Time and Location	Event	Learning Targets	Session Information
8:00 am - 10:00 am	All Staff Assessment Review	I can review and evaluate transition assessment tools to determine how assessment data can be used to inform	Location: RISE

		individualized instruction, transition planning, and program development.	
10:00 am - 12:00 pm	All Staff Community Outreach	I can use the available community resources to provide learning opportunities for all students.	Teachers will utilize the community resources to create partnerships with potential internships, job clubs, and mentorship opportunities
12:00 pm - 1:00 pm	Lunch on Your Own		
1:00 pm - 2:00 pm	Special Education Teachers Districtwide Meeting	I can collaborate with special education colleagues across the district to strengthen shared practices, clarify expectations, and support consistent, high-quality services for all students.	Location: WLHS Auditorium
2:15 pm - 3:15 pm	Paras: Handbook Review Special Ed Teachers: IEP Review	I can review and understand the Paraeducator Handbook to apply school policies, procedures, and expectations effectively in my daily work. I can review student IEPs to identify individualized needs and determine appropriate programming, including instructional schedules, community-based learning, and internship opportunities that support each student's transition goals.	Location: WLHS Auditorium Facilitator: Megan Parrette Location: RISE

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