

WINDSOR LOCKS PUBLIC SCHOOLS



BOARD OF EDUCATION MEETING

Regular Meeting

October 8, 2020

6:00 p.m.

[Please Click Here to Register to Attend Meeting](#)

Due to previous in-person audio difficulty, and the desire for members of the public to hear and participate, this meeting will be held virtually

Windsor Locks Board of Education

Patricia King, Chairwoman

Margaret Byrne, Vice Chairwoman

Jim McGowan

Dennis Gagnolati

Paige Latournes

Shawn Parkhurst

Superintendent of Schools

Christian Strickland

Assistant Superintendent of Schools

MISSION STATEMENT AND CORE BELIEFS

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

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

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

Regular Meeting - Agenda

October 8, 2020

Windsor Locks Board of Education

Zoom - 6:00 p.m.

[Please Click Here to Register to Attend Meeting](#)

Due to previous in-person audio difficulty, and the desire for members of the public to hear and participate, this meeting will be held virtually

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

- I. Call to Order
 - A. Roll Call
 - B. Pledge of Allegiance
 - C. Student Representatives' Report
 - D. Board of Education Communications
- II. Public Audience (only on Agenda Items)
 - A. *In Accordance with BOE Policy 9020 - The Windsor Locks Board of Education (Board) recognizes that communication is a continuous two-way process. The Board believes that it is important to keep the public informed about educational programs, and, in turn, that the community should have the opportunity to provide input.*
- III. Approval of Minutes: **Vote Needed** p. 6 Exhibit III
 - 9/24/20 Regular Minutes
- IV. Personnel Report
 - A. Update on Hiring Status of Housekeepers
- V. Superintendent Report p. 14 Exhibit V
- VI. Assistant Superintendent Report p. 16 Exhibit VI
- VII. Committee Reports
 - A. Policy - Next Meeting 11/18/20
 - 1. Meeting Minutes of 9/30/20: **Vote Needed** p. 17 Exhibit VII A 1

- 2. Second Reading: **Vote Needed** p. 18 Exhibit VII A 2
 - Rescind 5114.21(a) Conduct Code for Participation in Extracurricular Activities
 - Accept Revisions to 5145.4 Nondiscrimination Towards Students Affirmative Action
 - Revisions to 5145.52 Discriminatory Harassment Prohibited
 - Revisions to 5145 - 504 And Civil and Legal Rights and Responsibilities

- 3. First Reading - Propose to Accept Changes and Move to Second Reading: p. 53 Exhibit VII A 3
 - Revision to 6161 - Equipment, Books, and Materials

B. Curriculum - Next Meeting 11/12/20

C. Finance - Next Meeting 10/14/20

- VIII. WLHS - Setting Graduation Date: **Vote Needed** p. 60 Exhibit VIII
- IX. Roofing Project for WLHS and South Elementary: **Vote Needed** p. 61 Exhibit IX
- X. WLMS Elevator Power Unit Replacement: **Vote Needed** p. 63 Exhibit X
- XI. CAPSS Alliance District p. 68 Exhibit XI
- XII. Connecticut State Department of Education Bureau of Health and Nutrition Services Signature Authorization: **Vote Needed** p. 70 Exhibit XII
- XIII. Board of Finance Request for Additional Funds and Reallocation of Funds: **Vote Needed** p. 73 Exhibit XIII
- XIV. Coronavirus Relief Funds Grant: **Vote Needed** p. 74 Exhibit XIV
- XV. Alliance District Facilities Grant: **Vote Needed** p. 75 Exhibit XV
- XVI. District Steering Committee Report: **Vote Possible** p. 76 Exhibit XVI
- XVII. Public Audience (General)

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

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

- Discussion of Collective Bargaining Units Negotiations

That attendance in the Executive Session shall be limited to:

- Members of the Board of Education
- Superintendent of Schools

- Assistant Superintendent of Schools
- Director of Human Resources
- Business Manager

XIX. Adjourn Meeting

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

EXHIBIT III

MEMORANDUM TO: MEMBERS OF THE BOARD OF EDUCATION

FROM: SHAWN PARKHURST, SUPERINTENDENT OF SCHOOLS

DATE: OCTOBER 8, 2020

RE: APPROVAL OF MINUTES

- September 24, 2020 Regular Meeting

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

**MINUTES OF THE REGULAR MEETING,
September 24, 2020 at 6:00 p.m.**

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

Members Present:	P. King (Via Zoom) M. Byrne, J. McGowan, D. Gragnolati and P. Latournes
Members Absent:	None
Administrators:	S. Parkhurst, C. Strickland, D. Solin, S. Lee R. Aldred, D Prinstein, M. Briggs and C. Domler
Student Representatives:	None
Students:	Unknown
Staff:	D. Bole, G. Weigert, B. Deming, S. Naylor, C. Triggs, and others
Others:	29 total participants
Press:	None

I. Call to Order

Chairwoman Mrs. Patricia King called the Regular Meeting to Order at 6:02 p.m. held at the Windsor Locks High School Media Center and via Zoom <https://zoom.us/j/98010212788?pwd=TERtdW9Mb2sxZGNpdDh1L1F4eFRlZz09> Meeting ID: 980 1021 2788 Password: 957400 for the general public and some members of the administration and students.

A. Roll Call for Quorum

All Board Members were present.

B. Pledge of Allegiance

All stood up and pledged allegiance to the flag.

C. Board of Education Communications

Chairwoman Mrs. Patricia King welcomed the student representatives who were introduced at the meeting. She looks forward to their input during the meetings and to be informed as to what is happening with students at the high school.

Vice-Chairwoman Ms. Margaret Byrne mentioned she attended the community discussion, Erasing Racism. It was a great event and the community conversation was interesting.

Chairwoman Mrs. King noted she attended a seminar discussing funding education in Connecticut. The average cost per pupil was discussed and how the need of the town and community is a deciding factor on how the funding is distributed to the towns. She attended the Board Chair Meeting which is held every two weeks. The topic of discussion was return to schools; in-person and remotely and how districts are struggling with room for social distancing and the cost. She attended a policy meeting and an OPEB meeting discussing the funds being disbursed and the financial health of the plan. She noted at this point, the plan is stable.

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

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

None.

III. Introduction of the Student Board of Education Representatives

Mr. Parkhurst introduced the new two student representatives for the Board of Education. It was a competitive process choosing the representatives as six candidates interviewed for the positions with administrators and had to submit letters explaining why they felt they would be a good student representative. The two students are: Miss Ryan Lucas, a junior and Mr. Jim Quagliaroli, a senior. Mr. Parkhurst gave a brief bio for each student representative and welcomed them to the Board of Education. Both thanked the Board and Mr. Parkhurst for the opportunity to serve as a student representative.

IV. Student Recognition

- Jasmine Hurdle
- Caden Mackey
- Jocelyn Werth

Mr. Parkhurst addressed the Board. He first spoke about Miss Jasmine Hurdle, an eighth-grade student who excels in academics, participates in extra-curricular clubs, a member of the basketball team, soccer team and choir. She has a passion for helping others and helped organize the staff parade and took the lead in organizing the program for the community to have a conversation about racism. Her future she hopes to become a professional athlete or an activist. Mr. Parkhurst congratulated her on her successes and thanked her for what she does for the community.

Mr. Parkhurst spoke about Mr. Caden Mackey, a sophomore at Windsor Locks High School and recognized his new role as a peer advocate for the Windsor Locks Wellness Coalition. He participates in class office and has been the Class President for the past two years. He also has accumulated 326 community services hours working for at Pesci Park in the summer months as a counselor in training. He is currently enrolled in three AP classes. He participated as a student representative in 2018 and 2019 Grading Committee. Mr. Parkhurst acknowledged his accomplishments and wished him well in his new position as an advocate.

Lastly, Mr. Parkhurst spoke about Miss Jocelyn Werth, a sophomore at Windsor Locks High School. He recognized her for her position as a peer advocate for the Windsor Locks Wellness Coalition. She is a member of the girls' soccer team and is involved in class office for the past two years as the Class Secretary. She has accumulated 350 community service hours. She helped to make yard signs thanking the essential workers during the weeks of the shutdown. She also volunteers with the Parks and Recreational Departments in many activities including "Breakfast with Santa" and summer programs at Pesci Park. She helped plan the 2020 Graduation Parade. Mr. Parkhurst acknowledged her and thanked her for all of her hard work and dedication.

V. Approval of Minutes

A. September 10, 2020 Regular Meeting

It was **MOVED** (Byrne) and **SECONDED** (Latournes) and **PASSED** (U) that the Board of Education approves the September 10, 2020 Regular Meeting Minutes, as presented.

VI. Personnel Report

A. Update on Hiring Status of Housekeepers

Ms. Sheri Lee, Human Resource Director addressed the Board. Ms. Lee announced eight new hirers. There are additional hires forthcoming and she should have updated numbers for the Board in the next few weeks.

VII. Superintendent Report

Mr. Parkhurst addressed the Board. He indicated he has been making visits to all buildings and classrooms daily with social media posts to communicate to families and community. He complimented students, staff and families for the re-opening of schools which has gone pretty good considering the challenges faced by everyone. Monthly evaluation meetings by administrators has been to support new staff members. He joined Music Wednesday for culture building with the World Language Department at the high school. He participated in yoga session at South Elementary School on Friday to promote health and wellness. He also celebrated Habit of Scholarship with the sixth-graders and the Grade 6 team for a socially distant dance party on Friday. He attended several virtual sessions

hosted by North Street School teachers/staff and South Elementary School teachers/staff as part of the Welcome Back and virtual Open House. The high school will be having its virtual Open House on October 6, 2020. He has attended Steering Committee meeting which reviewed the feedback from the family/student survey responses. The questions revolve around how things are going at the middle and high schools and what would everyone move toward, all in-person, hybrid or remote learning. He will have more information at the next Board of Education meeting. He has launched Season 2 of *Education Everywhere* and it will be released twice a month. He attended the Erasing Racism discussion and volunteered at the Bradley Chamber Golf Tournament.

VIII. Assistant Superintendent Report

Mr. Christian Strickland, Assistant Superintendent of Schools, addressed the Board. He worked in collaboration with elementary and middle school leadership teams to facilitate the initial professional development sessions for the administration of the iReady diagnostic assessment. The assessment will be administered to students in Grades 1-8 the first full week of October. On September 15, 2020, he met with the district's Professional Development and Evaluation Committee to review the flexibilities to the teacher evaluation plan provided by the State of Connecticut Department of Education for 2020-2021 school year. He participated with the Superintendent during the first round of building principal evaluations and meetings, worked with building principals to continue accessing contracted support services from Community Health Resources. He also has been planning with high school counseling staff and administrators on various college board assessments. He too attended the Erasing Racism discussion.

IX. Committee Reports

A. Policy – Next Meeting 09/30/20

1. Meeting Minutes of 09/16/20

It was **MOVED** (Byrne) and **SECONDED** (McGowan) and **PASSED** (U) that the Board of Education approves the September 16, 2020 Policy Meeting Minutes, as presented

2. First Reading - Propose to Accept Changes move to Second Reading:

- Rescind 5114.21(a) Conduct Code for Participation in Extracurricular Activities
- Accept Revisions to 5145.4 Nondiscrimination Towards Students Affirmative Action
- Revisions to 5145.52 Discriminatory Harassment Prohibited

- Revisions to 5145 And Civil and Legal Rights and Responsibilities

Chairwoman Mrs. King noted the revised policies are in the Board Member's packet for review. This was the first reading. Vice-Chair Ms. Byrne had some typographical errors she discussed briefly. The policies will be brought back at the next meeting for discussion and possible vote.

B. Curriculum – Next Meeting 10/08/20

1. Meeting Minutes of 09/10/20

It was **MOVED** (Byrne) and **SECONDED** (Latournes) and **PASSED** (U) that the Board of Education approves the September 10, 2020 Curriculum Meeting Minutes, as presented

C. Finance – Next Meeting 10/14/20

Board Member Mr. Dennis Gragnolati entered the meeting at 6:35 p.m.

X. School Calendar Revision – WLHS Only

Mr. Parkhurst indicated due to the administration of the PSAT and the SAT, he recommended revisions to the 2020-2021 School Calendar for Windsor Locks High School only: October 14, 2020 - Change from Full Day to Half-Day Early Release and October 29, 2020 - Change from Full Day to Half-Day Early Release.

It was **MOVED** (Byrne) and **SECONDED** (Latournes) and **PASSED** (U) that the Board of Education approves the change from Full Day to Half-Day Early Release on October 14th and 29th as presented for Windsor Locks High School only.

XI. Re-Opening District Steering Committee Update

Mr. Parkhurst noted the District Reopening Steering Committee continues to meet weekly to review updates and plan for the future. He shared the most recent update with the assistance of a PowerPoint presentation, which included a review of the following: in-person learning vs. remote learning by school; district debrief of the process conducted regarding the recent COVID-19 positive case; remote learner attendance for September 8 through 11 and family survey in planning for future expansion of middle and high school return to full in-person learning.

A lengthy discussion was held.

XII. CDCE – Promoting Financial Literacy in MS Grant

Mr. Parkhurst proudly announced that this summer, middle school submitted a grant application to the State Department of Education for an opportunity to create a Promoting Financial Literacy enrichment program for students. Windsor Locks

Public Schools has been granted this opportunity and funds will be used to cover staff and supply costs. The total grant awarded was \$8,851.00.

XIII. 2020-2021 Educator Evaluation Flexibilities

Mr. Strickland addressed the Board. He discussed the CSDE offering districts for the 2020-2021 school year the option to exercise flexibilities in the educator evaluation plan. He discussed the flexibilities that have been reviewed with our Windsor Locks Professional Development and Evaluation Committee. The Board Members were given a chart which showed the current plan for education evaluation and development versus the Connecticut State Department of Education Flexibilities for Implementing Connecticut Guidelines for educator evaluations. The Board must approve the recommendations presented.

A lengthy discussion was held.

It was **MOVED** (Byrne) and **SECONDED** (Gragnolati) and **PASSED** (U) that the Board of Education approves the Flexibilities for Implementing CT Guidelines for Educator Evaluation as presented for the 2020-2021 school year only.

XIV. Community Bandshell Project

Mr. Parkhurst commented that over the past year, several discussions regarding the construction of a community bandshell between the middle school and town hall have taken place. He introduced the Town Planner, Ms. Jenn Rodriguez to the Board to provide the Board and community with an update and determine the level of support among the Board of Education in assisting in moving this community wide project forward. She had a PowerPoint presentation aiding her discussion on the history of the project, the 2008 Main Street Study which suggested three sites and photographs of the existing grounds, concept plan, sample bandshell and cost of structure only. Once she ended her presentation, she asked for any feedback the Board or the community may have with the proposal. Many questions and concerns were discussed including use and scheduling of bandshell, parking and maintenance.

A lengthy discussion was held.

XV. Public Audience

None.

Vice-Chair Ms. Byrne requested information about the masks being sold by the school and would like to get information so she can order. Mr. Parkhurst noted he will get that information out to the Board Members.

XVI. Executive Session:

It was **MOVED** (Byrne) and **SECONDED** (Latournes) and **PASSED** (U) that the Board of Education will enter into executive session as permitted by Connecticut General Statutes Section 1-225(a) for the following purposes as allowed by Section 1-200(6), that is:

- Discussion of Superintendent of Schools' Evaluation and Goals

That attendance in the Executive Session shall be limited to:

- Members of the Board of Education
- Superintendent of Schools

The Board entered into executive session at 3:28 p.m.

It was **MOVED** (Byrne) and **SECONDED** (Gragnotati) and **PASSED** (U) that the Board of Education terminates Executive Session and reconvenes into public session at 8:01 p.m.

It was **MOVED** (Byrne) and **SECONDED** (Gragnotati) and **PASSED** (U) that the Board of Education accepts the Superintendent's Theory of Action as presented.

XVII. Adjournment

It was **MOVED** (Latournes) and **SECONDED** (McGowan) and **PASSED** (U) that the Board of Education adjourns the Regular Meeting of September 24, 2020 at 8:03 p.m.

Respectfully submitted,

Denise M. Piotrowicz

Recording Secretary

MEMORANDUM TO: MEMBERS OF THE BOARD OF EDUCATION
FROM: SHAWN PARKHURST, SUPERINTENDENT
DATE: OCTOBER 8, 2020
RE: SUPERINTENDENT'S REPORT

School Visits & Updates

- ❑ Visits to all buildings and classrooms continue on a daily basis with social media posts to communicate with our families and community
- ❑ Joined Music Wednesday for culture building at WLHS World Language Department
- ❑ Participated in the Friday South Elementary yoga session promoting health and wellness for all
- ❑ Attended several virtual sessions hosted by WLMS & WLHS Staff as part of the Welcome Back and Virtual Open House
- ❑ Observed Professional Learning Communities work throughout the district

Additional Meetings and Professional Development

- ❑ Continued participation in weekly Superintendent & Department of Public Health meetings
- ❑ Conducted policy meeting to streamline and outline the selection of curriculum materials and resources
- ❑ Facilitated the ongoing weekly District Steering Committee meetings to update on reopening plans and to discuss next steps
- ❑ Supported Assistant Superintendent in delivery of parent informational session on the implementation of *iReady Diagnostic*
- ❑ Participated in the virtual professional development on the use of *SeeSaw* with North Street teachers
- ❑ Collaborated with Food Service Director and our student board representatives in the preparation for the October menu
- ❑ Thanks to the continued fiscal support from the Hartford Foundation, the WLPS Food Pantry is now up and running. An enormous thanks to Tracy Gibbons, the social worker at the middle school, for spearheading this effort. The WLPS Food Pantry is a resource for all our WLPS families and can be accessed through a request form found on our website under "Families and Community". If you have any questions about the

food pantry or would like to make a donation, you can contact Jessie Lavorgna; A big thanks to our state Representative Jane Garibay who worked to secure boxes of food and necessities for families through End Hunger CT

- ❑ Attended South Elementary Intervention Team meeting in planning for delivery of support to students
- ❑ Collaborated and welcomed families and athletes to our Fall Sports Meeting on September 28, 2020
- ❑ In partnership with the Hartford Foundation, we are now working with Creative Research Solutions (CRS), an evaluation organization that will assist us in creating a plan to reduce discipline disparities. Additionally, CRS will evaluate the impact of our disparities reduction work
- ❑ On September 24, a group of administrators, social workers, and school psychologists attended a virtual colloquium hosted by the Hartford Foundation for Public Giving, where we heard Dr. Maysa Akbar speak about racial trauma and how to build an allyship that supports student learning. That team is going to meet soon to debrief and discuss next steps
- ❑ Attended Alliance District meeting at CAPSS with other Alliance District Superintendents
- ❑ Facilitated the town and district Safety Committee on October 1, 2020
- ❑ Completed the Coronavirus Relief Fund Grant
- ❑ Participated in various continued negotiations in collaboration with HR Director Sheri Lee

Community Outreach

- ❑ Launched Season 2, Episode 2 of *Education Everywhere* on September 16, 2020
- ❑ Facilitated in collaboration with Ms. Aldred, plans for our town-wide events in honor of Red Ribbon Week
- ❑ Launched the first edition of the *Dietitian's Desk*, a newsletter to promote health and wellness
- ❑ Supported District Spirit Day on October 1, 2020 in honor all Fall Raider Athletes
- ❑ Celebrated through attending WLHS Boys Soccer Senior Night and Girls Soccer Senior Night on Thursday, October 1, 2020 and Saturday, October 3, 2020 respectively
- ❑ Provided support on our health and safety protocols to Smyth Bus drivers
- ❑ Promoted the various class fundraisers through participation and posting on social media outlets
- ❑ Met with Town Registrar to plan for upcoming election

MEMORANDUM TO: MEMBERS OF THE BOARD OF EDUCATION
FROM: CHRISTIAN STRICKLAND, ASSISTANT SUPERINTENDENT
DATE: OCTOBER 8, 2020
RE: ASSISTANT SUPERINTENDENT'S REPORT

Curriculum, Instruction, and Assessment

- ❑ Facilitated a professional development activity to the district leadership team on *Social and Emotional Learning*
- ❑ Observed professional development sessions at Windsor Locks High School, South Elementary School, and North Street school on our September early release day
- ❑ Worked with Superintendent to review SeeSaw presenter feedback for North School and evaluate the district's return on investment
- ❑ Attended Policy Committee Meeting and shared draft of revisions to *Policy and Regulation 6161 - Equipment, Books, and Materials*
- ❑ Visited North, South, and Windsor Locks Middle School during the week of October 5th to monitor the administration of the *iReady Diagnostic*
- ❑ Collaborated with District Data Specialists and Middle School Assistant Principal to make necessary adjustments to the TalentEd Platform for teacher observations that reflect the recently approved *Educator Evaluation Flexibilities*
- ❑ Joined the Superintendent in observing district PLC meetings on the afternoon of October 5

Additional Meetings and Professional Development

- ❑ Attended Fall Sports Night Meeting facilitated by Rebecca Aldred and Jim O'Brien for parents and fall athletes
- ❑ Collaborated with Superintendent Parkhurst to finalize and submit the *Title I and Title II* grant submissions to the Connecticut State Department of Education
- ❑ Met with Vita Beebe and finalized the district's *Title III* grant submission
- ❑ Attended Special Edition Webinar, *Disrupting the Canon: Moving Towards Anti-Racist Teaching with Text Selection and Preparation* put on by Student Achievement Partners on September 23

Community Outreach

- ❑ Attended Windsor Locks High School Boys and Girls Senior Nights on October 1 and October 3

**Board of Education - Policy Subcommittee Meeting
Minutes of September 30, 2020**

Members Present: Pat King, James McGowan, Paige Letournes

WLPS Staff Present: Shawn Parkhurst, Superintendent, Christian Strickland, Assistant Superintendent

Meeting was called to order at 3:45 pm.

Superintendent Parkhurst reviewed the policy currently along with the background and history on reviewing the policy and the accompanying regulation.

Assistant Superintendent Strickland reviewed the newly draft regulation and the process to be used in WLPS for selection of curriculum materials and resources, which will also include any digital resources.

Chairwoman King suggested that the selection form have an additional item that reflects that all members of a grade or department are in support or not of the selected resources.

The committed unanimously agreed to move this forward to the full Board for first read.

Meeting Adjourned at 4:20 pm.

Respectfully Submitted;
Shawn Parkhurst, Superintendent

Policy Committee Recommendation to Rescind:

5114.21(a)

Students

Conduct Code for Participation in Extracurricular Activities

Extracurricular activities, for purposes of this policy, includes all extracurricular activities and all other school sponsored activities other than regular classroom and laboratory classes. The goal of such activities is to provide every participant the opportunity to grow mentally, morally, physically and emotionally. To assure that the program can provide these opportunities, a degree of self-discipline is required for each participant, which involves compliance with rules and regulations concerning personal behavior.

Participation in extracurricular activities and athletics is not a right but a privilege that may be regulated. Students participating in extracurricular activities and athletic programs at District schools are therefore expected to adhere to high standards of behavior. The student and/or the school are judged by the student's conduct. The attitude of a student has an impact on the attitude and conduct of others. Students participating in extracurricular activities are expected to abide by all rules outlined in District policies pertaining to conduct, in the Code of Conduct, as well as all other standard school rules and policies.

The Superintendent of Schools or his/her designee with input from coaches and sponsors/directors of extracurricular activities, shall develop a code of conduct for all participants in extracurricular activities consistent with Board policy and the rules, policies and regulations adopted by the Connecticut Interscholastic Athletic Association (CIAC) in which the District maintains a membership.

- (cf. 5114 – Suspension/Expulsion; Student Due Process)
- (cf. 5114.2 – Suspension from Interscholastic Athletics)
- (cf. 5131 – Conduct)
- (cf. 5131.6 – Alcohol Use, Drugs, and Tobacco (including Performance Substances))
- (cf. 5131.62 – Steroid Use)
- (cf. 5131.8 – Off School Grounds Misconduct)
- (cf. 5135 – Academic Eligibility)
- (cf. 5144 – Discipline/Punishment)
- (cf. 5145.125 – Drug Testing—Extracurricular Activities)
- (cf. 6164.11 – Drugs, Alcohol, Tobacco)

Legal Reference:

Connecticut General Statutes:

1-21b Smoking prohibited in certain places.

10-19 Teaching about alcohol, nicotine or tobacco, drugs and acquired immune deficiency syndrome.
Training of personnel.

10-154a Professional communications between teacher or nurse and student. Surrender or physical evidence obtained from students.

5114.21(b)

Students

Conduct Code for Participation in Extracurricular Activities

Legal Reference: Connecticut General Statutes (continued)

10-220b Policy statement on drugs.

10-221(d) Boards of education to prescribe rules, policies and procedures re sale or possession of alcohol or controlled drugs.

21a-240 Definitions dependency producing drugs.

21a -240(8) Definitions “Controlled Drugs,” dependency producing drugs.

21a-240(9) Definitions “controlled substance.”

21a-243 Regulation re schedules of controlled substances.

53-198 Smoking in motor buses, railroad cars and school buses.

Federal Regulation 34 CFR Part 85 Drug-free Schools & Communities Act.

20 U.S.C. Section 7181 et. seq., No Child Left Behind Act.

New Jersey v. T.L.O, 469 U.S. 325 (1985).

Veronia School District 47J v. Acton, 515 U.S. 646 (1995) Board of Education of Independent School District No 92 of Pottawatomie County v. Earls 01-332 U.S. (2002).

Policy adopted: March 28, 2013
Windsor Locks, Connecticut

WINDSOR LOCKS PUBLIC SCHOOLS

5114.21R(a)

Students

Conduct Code for Participation in Extracurricular Activities

Code of Conduct for Student-Athletes

Statement of Purpose

The Board of Education believes that involvement in extracurricular activities, including interscholastic athletics, is essential to the development of a well-rounded individual and student. Participation in extracurricular activities such as sports is a privilege, and not a right. The purpose of this Code is to ensure that as a condition of extending the privilege, the District ensures that any student who represents the District in interscholastic competition demonstrates at all times the characteristics of a good citizen of both the school and the community.

The student-athlete who participates in interscholastic sports should recognize that he/she has an obligation to one's self, teammates, and the school community to strive for excellence. It is hoped that participation in interscholastic athletics will enable the student-athlete to value competition, instill self-discipline and self-control, and to exercise sportsmanship and mature judgment.

The following "Code of Conduct" shall govern all student participants involved in District interscholastic athletics. These standards of conduct shall supplement, and not supplant or replace, the Code of Conduct or any additional or more stringent rules and standards of conduct that the governing or supervising authority of each athletic team lawfully imposes as a condition of participation in such activity. Discipline imposed as a result of a violation of this generally applicable code of conduct shall not preclude additional discipline or consequences under the rules, regulations or bylaws of the individual sport. These rules must be read, and the attached Acknowledgment must be signed, by all athletes and their parents/guardians indicating an agreement to abide by the rules contained herein. The signed Acknowledgment must be returned to the District before the student is allowed to participate. The signed Acknowledgment will be retained by the Athletic Director.

Standards of Conduct

Participation in all interscholastic athletics in the secondary schools will be based on the following standards. Failure to meet these standards may result in suspension or removal from a team.

- A. Students shall be responsible for knowing their eligibility status.
- B. Students must carry, at a minimum, a full academic schedule as determined by the School District and the Connecticut Interscholastic Athletic Association (CIAC). A full academic schedule is, at a minimum, four (4) units of work or its equivalent.

5114.21R(b)

Students

Conduct Code for Participation in Extracurricular Activities

Code of Conduct for Student-Athletes

Standards of Conduct (continued)

C. Students must demonstrate good attendance. Unexcused absences, unexcused lateness, “cutting” class or study hall, etc., may result in suspension or dismissal from the activity. Students are expected to attend all practices, games or other scheduled events unless excused by the coach. Failure to attend practices, games or other scheduled events may result in the student’s suspension or dismissal from the team at the discretion of the coach or Athletic Director.

D. Students must also demonstrate good behavior and abide by the rules set forth in the District Code of Conduct and all District policies pertaining to student discipline. Any referrals for misconduct that are approved by an administrator may result in suspension or dismissal. Students under in-school or out-of-school suspension may not participate in any athletic activity for the duration of their disciplinary action.

E. Each student-athlete is expected to display good sportsmanship, win or lose. This means that student-athletes must demonstrate good citizenship in both school and the community at large. Misconduct in the community at large includes, but is not limited to, an arrest for, or conviction of, a crime.

Disrespectful comments, the use of foul language, or insubordination by a student-athlete directed toward any other person, including but not limited to game officials, coaches, advisors, teammates, athletes or members of opposing teams or schools, fans or spectators, or any other persons will subject the student to recourse by the District.

Such recourse may include suspension or expulsion from any or all extracurricular activities. This liability applies to all practices and meetings and all times before, during and after games or school-sponsored events, as well as bus trips to and from games or school sponsored events. Ejection from any contest or event for such conduct may result in additional disciplinary action by the District, including suspension or expulsion from extracurricular activities.

F. The District is committed to providing a safe and orderly environment that promotes respect, civility and dignity for all members of the school community. Therefore, hazing is strictly prohibited by the Board of Education. No hazing activities will be tolerated under any circumstances. Members of the District community may not participate or be involved in hazing activities.

5114.21R(c)

Students

Conduct Code for Participation in Extracurricular Activities

Code of Conduct for Student-Athletes

Standards of Conduct (continued)

The term “hazing”, as used in this “Code of Conduct,” means any conduct or methods of initiation into any student organization, whether on public or private property, before, during or after school hours, which willfully or recklessly endangers the physical or mental health of any student or other person, or which is reasonably likely to cause harassment, intimidation, physical, emotional or psychological harm, including embarrassment or loss of human dignity, to another person.

Such conduct shall include, but not be limited to the following:

- whipping, beating, branding, or any other physical assault;
- forced calisthenics of any kind, such as sit-ups, pushups, any other physically abusive exercises, or any other brutal treatment or forced physical activity which is likely to adversely affect the physical health or safety of any such person;
- forced exposure to weather or the elements;
- forced consumption of food, liquor, beverage, drug or any other substance;
- any forced activity which subjects such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation;
- forced total and/or partial nudity at any time;
- forced wearing or carrying of any obscene or physically burdensome or embarrassing article;
- forced transportation and intentional abandonment of any person or member at any location;
- any type of personal servitude performed for active members which is demeaning and/or of personal benefit to the active members;
- forced assignment of “pranks” such as stealing, painting objects, or harassing other organizations, institutions or activities; or
- calling or assigning prospective teammates demeaning names.

Consent of the victim of hazing shall not be available as a defense to any prosecution of hazing under this “Code of Conduct.” Whoever knows that another person is the victim of hazing and is at the scene of such a hazing shall, to the extent that the person can do so without danger or peril to himself/herself or others, report such activity to an appropriate official as soon as responsibly possible. Any person who knowingly and unreasonably fails to report hazing activity shall be guilty as an accomplice in such activity. Employees who fail to report an incident of hazing may be subject to disciplinary action.

5114.21R(d)

Students

Conduct Code for Participation in Extracurricular Activities

Code of Conduct for Student-Athletes

Standards of Conduct (continued)

G. Tobacco, Drug and Alcohol Issues

The sale of illegal drugs, controlled substances, substances represented to be a controlled substance, non-prescription medicines or drug paraphernalia by student-athletes participating in school District interscholastic athletics, whether on or off school grounds, will not be tolerated.

- Where a student is involved in conduct that constitutes the sale of a controlled substance or illegal drug, a non-prescription medicine or any substance represented as a controlled substance, on or off school property, he/she will be subject to suspension from all interscholastic athletic activities for one calendar year. (or if the district has a progressive series of suspensions, insert that here in lieu of this statement)
- The possession, consumption or use of alcoholic beverages, illegal drugs, controlled substances, substances represented to be a controlled substance, or drug paraphernalia and inappropriate use of non-prescription medicines by student-athletes participating in District interscholastic athletics, whether on or off school grounds, will not be tolerated. Students shall not attend or remain at any gathering where the illegal use of alcohol or any illegal drugs are present.

First Offense: The student–athlete shall be suspended for 25 (or 20%) percent of his/her season. The student-athlete is allowed to attend and participate in all scheduled practices during the suspension, He/she shall not be in uniform for competition, but may be present.

(Alternative: The student athlete will serve a three (3) week ineligibility from the interscholastic activity. The student may participate in practice, but not in official events. In the event the full consequence is not completed by the end of the school year, the remaining consequence will be carried over to the next school year.)

Second Offense: The student–athlete will be suspended for 50 percent of his/her season. The student-athlete is allowed to attend and participate in all scheduled practices during the suspension. He/she shall not be in uniform for competition, but may be present.

Third Offense: The student-athlete shall be suspended from participation in all interscholastic athletic activities for one (1) calendar year. (Note, the district can make this consequence for the second offense.)

5114.21R(e)

Students

Conduct Code for Participation in Extracurricular Activities

Code of Conduct for Student-Athletes

G. Tobacco, Drug and Alcohol Issues (continued)

- No student-athlete shall knowingly attend any party or other social gathering where underage drinking and illegal drug use occurs. This rule is intended to apply to gatherings of primarily students where underage drinking is occurring, usually without the knowledge or acquiescence of the students' parent/guardian, and shall not apply to any student-athlete attending an event which is hosted by his or her own family, such as a wedding or a family reunion. It shall not be a defense to this rule that a gathering of students at which alcohol and drugs are consumed was sanctioned by any parent/guardian, or held with parental consent. It is the attendance at such gatherings which is prohibited by this rule. Actual consumption of alcohol or use of drugs is not a prerequisite to establish a violation of this rule. Any student-athlete who has agreed to this "Code of Conduct" and who is found to have voluntarily remained in the vicinity of a gathering prohibited by this section shall be guilty of a violation of this rule whether he or she consumes or uses any substance at all.

No student-athlete will be deemed to have violated this rule if he or she can show to the satisfaction of the building Principal, Athletic Director and coach that, immediately upon becoming aware that underage drinking and/or drug use is present at a party or social gathering, he/she completely removed himself/herself from the place where the party or social gathering was held, including parking areas.

- The possession or use of tobacco products, including but not limited to, cigarettes, cigars, or chewing tobacco, by student-athletes participating in District interscholastic athletics, whether on or off school grounds, will not be permitted.

First Violation: The student-athlete must complete the Code of Conduct consequences if the violation occurred on District property or at a District event; and the student will serve a three (3) week ineligibility from the interscholastic activity. The student can participate in practice, but not in official events. In the event the consequence is not completed by the end of the school year, the remaining consequence will be carried over to the next school year; and

Second Violation: The student-athlete shall be removed from participation in all interscholastic athletic activities for that sport season.

5114.21R(f)

Students

Conduct Code for Participation in Extracurricular Activities

Code of Conduct for Student-Athletes (continued)

Penalties

The following are guidelines reflecting minimum penalties which may be imposed on student-athletes who participate in interscholastic athletics and who are found to have violated this “Code of Conduct.” These penalties shall not be construed as a promise or guarantee of any particular form of discipline, as the District retains the right to impose discipline under this policy, which it deems appropriate under the individual circumstances of each case. These penalties shall be served in addition to any penalties assessed under the District’s student discipline code of conduct.

Unless otherwise specified in previous sections of this regulation, students who violate the District’s student code of conduct and receive a penalty other than suspension out of school shall also serve the following penalties:

- 1st Offense One (1) day suspension from the activity
- 2nd Offense Three (3) days suspension from the activity
- 3rd Offense Seven (7) days suspension from the activity
- 4th Offense Dismissal from the activity

Unless otherwise previously specified in this regulation, students who are suspended from school shall also be suspended from interscholastic athletics for three (3) weeks (or other length determined by the local district). Students may only practice with the team during this period if their suspension from school has been completed. For example, a student suspended from school for one week would be suspended from the team for that week, and would not be eligible to compete for an additional two weeks.

Penalties for violations of this code which are not violations of the District’s code of conduct and not specified in the “Standards of Conduct” shall be at the discretion of the coach, Athletic Director and/or building Principal. Student involvement in an incident, on or off school grounds, in which a weapon is involved, may result in a one year suspension from interscholastic athletics.

WINDSOR LOCKS PUBLIC SCHOOLS
Windsor Locks, Connecticut

NOTICE OF ATHLETIC CODE OF CONDUCT VIOLATION

To: Parents/Guardian and Student Athlete: _____

Please be advised that I have received information which, if true, may constitute a violation of the School District's Athletic Code of Conduct governing the participation in interscholastic athletics. As a member of the _____ team, you have agreed to be bound by this Code of Conduct and any violations may affect _____ continued eligibility to participate.

Provision of Code Alleged to be Violated: _____

Details of Violation (time, place, specifics):

Please be advised that, in accordance with the School District Athletic Code of Conduct I must render a decision with respect to the above allegations. You (parents and student-athlete) have the right to meet with me and the coach to discuss these allegations. A meeting for that purpose has been scheduled for _____ in my office. If you do not attend such meeting, I will render a decision based on the information which has been provided to me. If you cannot attend the meeting at the prescribed time, please notify me so that the meeting can be rescheduled at a mutually convenient time.

Building Principal or Athletic Director

Date:

WINDSOR LOCKS PUBLIC SCHOOLS
Windsor Locks, Connecticut

ATHLETIC CODE OF CONDUCT ACKNOWLEDGMENT

PLEASE RETURN THIS SHEET TO THE COACH OR ATHLETIC DIRECTOR'S OFFICE

I have read the District's Code of Conduct and agree to follow it. I understand the consequences of my actions which violate these rules, as set forth above, which may include suspension or removal from the _____ team.

Student-Athlete (Sign name)

Date

Student-Athlete (Print name)_____

I have read the District's Code of Conduct and am aware of its implications for my son/daughter. Further, I will do my best to see to it that he/she follows said rules. In addition, my signature that my child has had no illnesses or injuries that should limit his/her participation in high school athletics or the extracurricular activity of his/her choice.

Parent/Guardian (Sign name)

Date

Parent/Guardian (Print name)

Address: _____

Telephone Numbers:

(home)

(business)

(cell)

POLICIES TO REVISE:

Students

5145.4 - Nondiscrimination Toward Students Affirmative Action

The Windsor Locks Board of Education (Board) complies with all applicable state and federal laws prohibiting discrimination in its education program and activities on the basis of race, religion, color, national origin, sex, sexual orientation, gender identity or expression, marital status, age, disability (including pregnancy), or other legally protected status subject to the conditions and limitations established by law.

The Board subscribes to the intent, implementation, and spirit of state and federal nondiscrimination laws. Accordingly, the following are established on behalf of the student body:

1. Current policies and practices and the effects thereof concerning the treatment of students will be annually evaluated.
2. Appropriate remedial steps will be taken to eliminate the effects of any discrimination, which resulted or may have resulted from adherence to these practices.
3. Full cooperation is assured the Director of the Office for Civil Rights pursuant to Title IX regulations, on a humanistic as well as legal basis.
4. The Superintendent of Schools is designated to coordinate efforts to comply with and carry out responsibilities of the Board. This shall include:
 - a. appointing individuals to fill the roles of District Civil Rights Coordinator/Compliance Officer, 504/ADA Coordinator and Title IX Coordinator who are responsible for addressing inquiries, reports or complaints of discrimination occurring in the District's education program or activities.
 - b. establishing a regulation to accompany this policy that includes protocols and grievance procedures regarding how students may inquire, report, or complain about prohibited discrimination occurring in the District's education program and activities except for allegations of sexual harassment and disability discrimination. Disability discrimination and sexual harassment are addressed under separate policies and regulations. Allegations of sexual harassment shall be addressed in accordance with Board Policy 5145.5/4118.112/4218.112, Prohibition Against Sexual Harassment and its regulation, R5145.5/4218.112/4118.112, Prohibition Against Sexual Harassment: Response to Reports of Sexual Harassment and Grievance Procedures for Formal Complaints (R 5145.5). Allegations of disability discrimination shall be addressed in accordance with Board Policy 5145, Section 504 and Title II: Civil and Legal Rights and Responsibilities and its regulation, R5145, Administrative Regulation Regarding Students and Section 504 and Title II (R5145).

5. No student on the basis of race, religion, color, national origin, sex, sexual orientation, gender identity or expression, marital status, age, disability (including pregnancy), or other legally protected status subject to the conditions and limitations established by law shall be:
 - a. Subject to separate or different rules of behavior, sanctions, or other treatment;
 - b. Discriminated against in the application of any rules of appearance;
 - c. Provided different aids, benefits, or services or be provided such aids, benefits or services in a different manner;
 - d. Denied any such aid, benefit or service;
 - e. Otherwise limited in the enjoyment of any right, privilege, advantage or opportunity.

6. Notification of this policy will be made annually to students and parents.

Legal Reference:

Connecticut General Statutes

§ 10-15c Discrimination in public schools prohibited. School attendance by five-year-olds

§ 46a-81a, et seq. - Discrimination on basis of sexual orientation

§ 1-1n, "Gender Identity or Expression" defined

Federal Law

Title IX of the Education Amendments of 1972, 20 U.S.C. § 1681, et seq.

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d, et seq.

Americans with Disabilities Act, 42 U.S.C. § 12101, et seq.

Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 794, et seq.

Policy adopted: March 28, 2013
Windsor Locks, Connecticut

WINDSOR LOCKS PUBLIC SCHOOLS

Students

R5145.4 -Nondiscrimination Toward Students Affirmative Action

Designation of Civil Rights Coordinators/Compliance Officer

The Superintendent designates the Director of Special Services as the District's Civil Rights Coordinator/Compliance Officer. The Civil Rights Coordinator/Compliance Officer is responsible for overseeing district compliance with state and federal nondiscrimination laws and for responding to inquiries, reports or complaints of discrimination occurring in the District's education program or activities, except for those related to disability discrimination and sexual harassment.

Disability discrimination shall be addressed by the District's 504/ADA Coordinator and allegations of sexual harassment shall be addressed by the District's Title IX Coordinator. Students are directed to lodge complaints of disability discrimination and sexual harassment with the appropriate coordinator and in accordance with applicable board policies and regulations.

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

Discrimination Complaints

It is the express policy of the Board of Education (Board) to provide for the prompt and equitable resolution of student complaints alleging discrimination on the basis of protected characteristics such as race, religion, color, national origin, sex, sexual orientation, gender identity or expression, marital status, age, disability (including pregnancy), or other legally protected status subject to the conditions and limitations established by law. In order to facilitate the timely resolution of such complaints, any student who feels that he/she has been discriminated against on the basis of these protected characteristics (except for disability discrimination and for sexual harassment) should file a written complaint with the Office of the Superintendent of Schools or directly with the District's Civil Rights Coordinator/Compliance Officer. Forms will be made available for this purpose.

Grievance Procedure for Discrimination Complaints

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

The following Grievance Procedure shall be utilized by any student wishing to make a complaint of any form of alleged discrimination prohibited by state or federal law and/or Board policy except for sexual harassment and disability discrimination which have their own procedures.

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

Level II: While there is not a specific deadline for filing, the complainant is encouraged to put the complaint in writing on a District provided form, and to file it with the appropriate Civil Rights Coordinator/Compliance Officer within forty (40) calendar days of the alleged incident. Within five (5) working days of receipt of the complaint, a conference must be held. Within five (5) working days following the conference, the complaint must be resolved to the satisfaction of both parties or be referred to the Superintendent of Schools. Within five (5) working days, the Civil Rights Coordinator/Compliance Officer shall notify the Superintendent and must notify the complainant of this notification. The Board will be apprised by the Superintendent of any grievance reaching Level II.

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

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

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

Timelines provided for in the grievance procedure may be modified by agreement or modified in response to unforeseen or unusual circumstances necessitating a delay.

Retaliation against any individuals who report discrimination or participate in the investigation of a discrimination complaint is prohibited; such retaliation will be considered discrimination.

For Reports or Complaints of Disability Discrimination and Sexual Harassment

Students wishing to report or complain of disability discrimination are directed to Board Policy 5145, Section 504 and Title II: Civil and Legal Rights and Responsibilities and its regulation, R5145, Administrative Regulation Regarding Students and Section 504 and Title II, for specific protocols and grievance procedures for the making of reports or complaints of disability discrimination occurring in the District's education program or activities. Inquiries, reports or

complaints of disability discrimination shall be brought to the attention of the District's 504/ADA Coordinator and will be responded to in accordance with the protocols and grievance procedures set forth in R 5145.5.

Students wishing to report or complain of sexual harassment are directed to Board Policy, 5145.5/4218.112/4118.112, Prohibition Against Sexual Harassment and its regulation R5145.5, Prohibition Against Sexual Harassment: Response to Reports of Sexual Harassment and Grievance Procedures for Formal Complaints (R5145.5) for specific protocols for the informal reporting of sexual harassment and for grievance procedures for formal complaints of sexual harassment. Inquiries, reports or complaints of sexual harassment shall be brought to the attention of the District's Title IX Coordinator and will be responded to in accordance with the protocols and grievance procedures set forth in R5145.5.

Additional or Alternative Reporting of Discrimination

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

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

Dissemination of Grievance Procedures

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

Public Notice of Non-Discrimination

Public Schools shall provide continuing notice to the public, personnel, and students that it does not discriminate on the basis of race, color, religious creed, age, veterans' status, genetic information, marital status, national origin, ancestry, sex, sexual orientation, gender identity or expression, pregnancy, physical disability, past or present history of mental disorder, intellectual disability, learning disability or other legally protected status with regard to admission or access to, or

treatment or employment in programs and activities of the school district. Continuing notification may include the posting of notices, publication in local newspapers, and placement of notices in school publications, in student/parent handbooks, on district websites and through distribution of memoranda or other written communication.

Regulation approved: March 28, 2013
Windsor Locks, Connecticut

WINDSOR LOCKS PUBLIC SCHOOLS

**WINDSOR LOCKS PUBLIC SCHOOLS
DISCRIMINATION COMPLAINT FORM**

(For use by students for complaints of discrimination on the basis of race, religion, color, national origin, sex, sexual orientation, gender identity or expression, marital status, age, disability or other legally protected status except for sexual harassment*)

*A different form(s) shall be used for reports/complaints of sexual harassment; see Board Policy 5145.5/4218.112/4118.112, Prohibition Against Sexual Harassment and related forms

Name of complainant _____

Date of complaint _____

Date of alleged discrimination/harassment _____

Name(s) of any witness(es) to the discrimination/harassment _____

Detailed statement of the circumstances constituting the alleged discrimination or discriminatory harassment (include where, when and what happened, the frequency and duration of occurrence and who was involved, providing the full names of participants and witnesses and share specific language used, where applicable); attach any evidence, i.e., copies of text messages, postings, other communications, pictures, etc.).

Received by:

Name of Individual Receiving
Written Complaint

Date of Receipt

Signature

5145.52 - Discriminatory Harassment Prohibited

The Board strives to provide a safe, positive learning environment in the schools. Harassment based upon a student's race, color, (including any form of racial harassment), religion, sex, (including sexual harassment and pregnancy), national origin/ethnicity, physical attributes or disability, (including, but not limited to, mental retardation, past or present history of mental disorder, physical disability or learning disability), parental or marital status, sexual orientation, gender identity/expression, or age is a form of discrimination. In accordance with state and federal nondiscrimination laws, discriminatory harassment of students is prohibited in the District's education program and activities.

This policy applies to all students, staff members, Board members, parents, vendors, contracted individuals, volunteers, other employees and other visitors -- who are on District grounds or property or on property within the jurisdiction of the District; on buses operated by or for the District; while attending or engaged in District activities; and while away from District grounds if the misconduct directly affects the good order, efficient management, and welfare of the District.

Employees, students, and others are expected to adhere to a standard of conduct that is respectful and courteous to all. The principle of freedom of expression that might otherwise protect the most offensive public speech does not protect or encompass a right to threaten the dignity and privacy of an individual. Such personally directed behavior will not be tolerated. It is contrary to academic values, debilitates its victims, compromises the offenders, and undermines the District's fundamental commitment to individual freedom and respect for all its members. Furthermore, acts of intolerance may destroy the very atmosphere in which freedom of expression is otherwise tolerated and cherished.

For purposes of this policy, discriminatory harassment consists of verbal, written, graphic, or physical conduct relating to a student's race, color, (including any form of racial harassment), religion, sex, (including sexual harassment and pregnancy), national origin/ethnicity, physical attributes or disability, (including, but not limited to, mental retardation, past or present history of mental disorder, physical disability or learning disability), parental or marital status, sexual orientation, gender identity/expression, or age when such conduct/harassment is severe, persistent and pervasive and limits a student's ability to participate in or benefit from the District's educational program or activities..

Harassment as set forth above may include, but is not limited to:

- verbal, physical, or written intimidation or abuse;
- repeated remarks of a demeaning or condescending nature;
- repeated demeaning jokes, stories, or activities directed at the individual.

Students may make inquiries, reports or complaints of discriminatory harassment based upon the above listed characteristics (except for disability discrimination and sexual harassment) to the District's Civil Rights Coordinator/Compliance Officer. Students wishing to lodge a complaint of discriminatory harassment shall use the District's Student Discrimination Complaint Form accompanying Policy 5145.4 and its regulation. Complaints shall be responded to in accordance with Board Policy 5145.4, Nondiscrimination Toward Students Affirmative Action and its regulation, R 5145.4, Nondiscrimination Toward Students Affirmative Action (R5145.4) containing grievance procedures.

Students specifically alleging sexual harassment are referred to Board Policy 5145.5/4218.112/4118.112, Prohibition Against Sexual Harassment and its regulation, R5145.5/4218.112/4118.112, Prohibition Against Sexual Harassment: Response to Reports of Sexual Harassment and Formal Complaints (R5145.5/4218.112/4118.112). Students are directed to use the forms designed for the informal reporting of sexual harassment and the lodging of a formal complaint that accompany the policy and regulation.

Students alleging discriminatory harassment based upon disability are referred to Board Policy 5145, Section 504 and Title II: Civil and Legal Rights and Responsibilities and its regulation, R5145, Section 504 and Title II (R5145). Students wishing to report discriminatory harassment based upon disability are directed to use the form accompanying Board Policy 5145.4, Nondiscrimination Toward Students Affirmative Action and its regulation, R 5145.4.

Should discriminatory harassment be alleged, it is the policy of this Board that it shall be thoroughly investigated, that there shall be no retaliation against the victim of the alleged harassment, and that the problem/concern shall be appropriately addressed.

The Board strictly prohibits retaliation against any person for filing a complaint, for aiding or encouraging the filing of a report or complaint, or for cooperating in an investigation of discrimination or discriminatory harassment. The Board considers/treats retaliation as a form of discrimination.

Legal Reference:

Connecticut General Statutes

46a-60 Discriminatory employment practices prohibited.

10-15c Discrimination in public schools prohibited. School attendance by five-year olds. (Amended by P.A. 97-247 to include "sexual orientation")

10-153 Discrimination on account of marital status.

17a-101 Protection of children from abuse.

Federal Law:

Title VII, Civil Rights Act, 42 U.S.C. 2000e, et seq.

29 CFR 1604.11, EEOC Guidelines on Sex Discrimination

Title IX of the Educational Amendments of 1972, 20 U.S.C. 1681 et seq. 34 CFR Section 106.8(b), OCR Guidelines for Title IX.

Definitions, OCR Guidelines on Sexual Harassment, Fed. Reg. Vol 62, #49, 29 CFR Sec. 1606.8 (62 Fed Reg. 12033 (March 13, 1997) and 66 Fed. Reg. 5512 (January 19, 2001)

Meritor Savings Bank. FSB v. Vinson, 477 U.S. 57 (1986)

Faragher v. City of Boca Raton, No. 97-282 (U.S. Supreme Court, June 26,1998)

Burlington Industries, Inc. v. Ellerth, No. 97-569, (U.S. Supreme Court, June 26,1998)

Gebser v. Lago Vista Indiana School District, No. 99-1866, (U.S. Supreme Court, June 26,1998)

Davis v. Monroe County Board of Education, No. 97-843, (U.S. Supreme Court, May 24, 1999.)

Policy adopted: March 28, 2013
Windsor Locks, Connecticut

WINDSOR LOCKS PUBLIC SCHOOLS

5145 - Section 504 and Title II: Civil and Legal Rights and Responsibilities

Section 504 of the Rehabilitation Act of 1973 ("Section 504") prohibits discrimination against individuals with a disability in any program receiving Federal financial assistance. Similarly, Title II of the Americans with Disabilities Act of 1990 ("Title II" or "ADA") prohibits discrimination against individuals with a disability by state and local governments.

In accordance with its responsibility under Section 504 and Title II/ADA, the District does **not** discriminate against students with disabilities in its services, programs, or activities. Accordingly, no otherwise qualified individual with disabilities shall, solely by reason of his/her disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any District program or activity or those provided by the District through contractual or other arrangements. District aids, benefits and services will afford qualified students with disabilities equal opportunity to obtain the same result gain the same benefit or reach the same level of achievement as students without disabilities in the most integrated setting appropriate to the student's needs. Programs and activities shall be accessible to and usable by individuals with disabilities as prescribed by law.

A qualified individual with disabilities under Section 504 is an individual who has a physical or mental impairment that substantially limits one or more major life activities; has a record of such an impairment or is regarded as having such an impairment.

The District has specific responsibilities under Section 504 to identify, evaluate and provide an educational placement for students who have a physical or mental impairment that substantially limits a major life activity. The District's obligation includes providing access to a free appropriate public education ("FAPE") for students determined to be eligible under Section 504/ADA. Under Section 504, FAPE is defined as the provision of regular or special education and related services that are designed to meet the individual educational needs of a student with a disability as adequately as the needs of students without disabilities are met, and that are provided without cost (except for fees imposed on nondisabled students/parents). If the parent/guardian of a student disagrees with the decisions made by the professional staff of the school district with respect to the identification, evaluation or educational placement of his/her child, the parent/guardian has a right to request an impartial due process hearing.

In addition, a student or parent/guardian of a student may also file an internal grievance/complaint on these issues or any other type of discrimination on the basis of disability by or within the District by utilizing the grievance/complaint procedures outlined in the Board's Administrative Regulation accompanying this policy

Anyone who wishes to file a grievance/complaint with the District, or who has questions or concerns about this policy, should contact the District's 504/ADA Coordinator. The name and contact information for the District's 504/ADA Coordinator shall be published annually in student handbooks as well as published on the Board's website and in other materials as appropriate.

Any individuals with complaints regarding Students and Section 504 of Rehabilitation Act of 1973 and Title II of Americans with Disabilities Act, may file a complaint with the Office for Civil Rights, U.S. Department of Education ("OCR"):

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

Legal References:

Connecticut General Statutes
10-15c Discrimination in public schools prohibited.

Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. §§791, 793-794
(2006), (34 Code of Federal Regulations Part 104)

Americans with Disabilities Act of 1990, 42 U.S.C. §§12101-12213; 29 C.F.R. Part 1630 (2006);
28 C.F.R. Part 35

Protecting Students with Disabilities, Frequently Asked Questions
About Section 504 and the Education of Children with Disabilities,
Office for Civil Rights (March 17, 2011), available
at <http://www.ed.gov/about/offices/list/ocr/504faq.html>

Dear Colleague Letter, United States Department of Education, Office
for Civil Rights (January 19, 2012)

R5145 – Section 504 and Title II: Civil Rights and Responsibilities

Section 504 of the Rehabilitation Act of 1973 ("Section 504") and Title II of the Americans with Disabilities Act of 1990 ("Title 11" or "ADA") (collectively, "Section 504/ADA") prohibits discrimination on the basis of disability. For the purposes of Section 504/ADA, the term "disability" with respect to an individual means: (a) a physical or mental impairment that substantially limits one or more major life activities of such individual; (b) a record of such an impairment; or (c) being regarded as having such an impairment.

I. Definitions

Free appropriate public education (FAPE): for purposes of Section 504, refers to the provision of regular or special education and related aids and services that are designed to meet individual educational needs of students with disabilities as adequately as the needs of students without disabilities are met, that are provided without cost (except for fees imposed on nondisabled students/parents), and is based upon adherence to procedures that satisfy the Section 504 requirements pertaining to educational setting, evaluation and placement, and procedural safeguards.

Major life activities: include, but are not limited to, caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, sitting, reaching, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, interacting with others, and working. A major life activity also includes the operation of a major bodily function, such as the functions of the immune system, special sense organs and skin, normal cell growth, and digestive, genitourinary, bowel, bladder, neurological, brain, respiratory, circulatory, cardiovascular, endocrine, hemic, lymphatic, musculoskeletal, and reproductive systems. The operation of a major bodily function includes the operation of an individual organ within a body system.

Mitigating Measures: include, but are not limited to, (a) medication, medical supplies, equipment, appliances, low-vision devices (defined as devices that magnify, enhance, or otherwise augment a visual image, but not including ordinary eyeglasses or contact lenses), prosthetics including limbs and devices, hearing aid(s) and cochlear implant(s) or other implantable hearing devices, mobility devices, oxygen therapy equipment and supplies; (b) use of assistive technology; (c) reasonable modifications or auxiliary aids or services; (d) learned behavioral or adaptive neurological modifications; or (e) psychotherapy, behavioral therapy, or physical therapy.

Physical or Mental Impairment: (a) any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems, such as neurological, musculoskeletal, special sense organs, respiratory (including speech organs), cardiovascular, reproductive, digestive, genitourinary, immune, circulatory, hemic, lymphatic, skin, and endocrine or (b) any mental or psychological disorder, such as intellectual disability, organic brain syndrome, emotional or mental illness, and specific learning disability. Physical or mental impairment includes, but is not limited to, contagious and noncontagious diseases and conditions such as the following: orthopedic, visual, speech, and hearing impairments, and cerebral palsy, epilepsy, muscular dystrophy, multiple sclerosis, cancer, heart disease, diabetes, intellectual disability, emotional illness, dyslexia and other specific learning disabilities, Attention Deficit Hyperactivity Disorder, Human Immunodeficiency Virus infection (whether symptomatic or asymptomatic), tuberculosis, drug addiction, and alcoholism.

II. Compliance with 504 Regulations

A. Identification and Referral Procedures

The District has specific responsibilities under Section 504 to identify, evaluate, and provide an educational placement for students who have a physical or mental impairment that substantially limits a major life activity. The District's obligation includes providing access to a FAPE for students determined to be eligible under Section 504 of the Rehabilitation Act of 1973 ("Section 504") and Title II of the Americans with Disabilities Act of 1990 ("ADA").

The District is obligated to evaluate any student who, because of disability, needs or is believed to need special education or related services. A student may be referred to a 504 Team by a parent/guardian, teacher, or other school employee for identification and evaluation. Upon receipt of a referral the Principal, or her/his designee, should communicate in person, via e-mail, or by telephone with the parent/guardian or student aged 18 or over to confirm the District's receipt of the referral and to schedule a 504 Team Meeting. A Section 504 Notice of Referral, Section 504 Team Meeting Notice, and Section 504 Procedural Safeguards Notice will subsequently be sent to the parent/guardian or student aged 18 or over. The 504 Team will be composed of persons knowledgeable about the student, the student's school history, the student's individual needs, the meaning of evaluation data, and the placement options. The 504 Coordinator will monitor the composition of the 504 Team to ensure that qualified personnel participate.

Upon convening to review a referral the 504 Team will consider the referral; and based upon a review of the student's existing records, including academic, social, and behavioral records, and any information provided by the parents/guardians, make a decision as to whether the student, because of disability, needs or is believed to need, special education or related services, so that an evaluation is required and will inform the parent/guardian or student aged 18 or over of this decision and of their procedural rights.

B. Evaluation

1. If a child because of disability needs, or is believed to need, special education or related services under Section 504, the District must evaluate the child before taking any action regarding the student's placement, including a denial of placement.
2. The District shall obtain written consent from the parent/guardian or student aged 18 or over prior to conducting an evaluation under Section 504.
3. The District's evaluation procedures shall ensure that tests and other evaluation materials:
 - Are validated for the specific purpose for which they are used and are administered by trained personnel in conformance with the instructions provided by their producer;

- Are free of racial, cultural, language, or sex bias;
 - Are tailored to assess specific areas of educational need and not merely designed to provide a single general intelligence quotient; and
 - Are selected and administered so as best to ensure that, when a test is administered to a student with impaired sensory, manual, or speaking skills, the test results accurately reflect the student's aptitude or achievement level or whatever other factor the test purports to measure, rather than reflecting the student's impaired sensory, manual, or speaking skills (except where those skills are the factors that the test purports to measure).
4. The District's Section 504 evaluation shall:
- Draw upon information from a variety of sources (e.g. teacher(s), other school staff members, parent/legal guardian, physician, nurse, other professionals, or persons in the community), including aptitude and achievement tests, teacher recommendations, physical condition, social or cultural background, and adaptive behavior;
 - Document and carefully consider information from all such sources (e.g. records, assessment data, service provider information, medical reports related to the suspected physical or mental impairment which may be substantially limiting a major life activity);
 - Be conducted by a team or group of persons including those who are knowledgeable about the child, the suspected disability, evaluation procedures, the meaning of evaluative data, and placement options; and
 - Ensure that the placement decision is made in conformity with 34 C.F.R. § 104.34.
5. Section 504 evaluation procedures may include: review of school or other records, interviews with persons knowledgeable about the child's functioning, observations in the school, home, or community environments, administration of educational, psychological, or other measures appropriate for assessing the presenting concern. No single procedure shall be used by the District to evaluate whether or not a student has a disability under Section 504.
6. The parent/guardian or student aged 18 or over must be invited to participate in the Section 504 Team meeting where the results of the evaluation, the determination of whether the student has a disability, and possible placement options will be discussed. Every effort should be made to hold this meeting at a time when the parent/guardian or student aged 18 or over is able to attend.
7. In order to determine whether a student has a disability under Section 504 and if so, is eligible for services, the Section 504 Team should consider the following steps:
- ❑ **Discuss all evaluation materials and information all sources presented to the 504 Team.**

❑ Determine whether a physical or mental impairment can be identified.

- ❑ Does the 504 Team have sufficient information to make this determination, or is additional information needed?
- ❑ If no additional information is needed, does the student currently have a mental and/or physical impairment that can be verified by reference to documentation and information considered by the 504 Team?

❑ Determine whether the impairment or condition substantially limits one or more major life activities.

"Substantial" relates to the limitation of a major life activity, not the condition or handicap.

The term **"Substantial"** is not defined. The 504 Team should consider the impact of the impairment upon any of the student's major life activities. The 504 Team should consider the following rules of construction when determining whether a physical and/or mental impairment substantially limits a major life activity:

- The term "substantially limits" shall be construed broadly.
- An impairment that substantially limits one major life activity does not need to limit other major life activities in order to be considered a substantially limiting impairment.
- An impairment that is episodic or in remission is a disability if it would substantially limit a major life activity when active.
- An impairment is a disability if it substantially limits the ability of an individual to perform a major life activity as compared to most people in the general population. However, an impairment does not need to prevent, or significantly or severely restrict, the individual from performing a major life activity in order to be considered substantially limiting.
- The determination of whether an impairment substantially limits a major life activity shall be made without regard to the ameliorative effects of mitigating measures. However, the ameliorative effects of ordinary eyeglasses or contact lenses shall be considered in determining whether an impairment substantially limits a major life activity.

❑ Identify the major life activity(ies) that is/are affected by the student's impairment(s):

❑ Determine whether the student qualifies as an individual with a disability under Section 504:

- The student has a physical and/or mental impairment that substantially limits one or more major life activities.
8. If, upon evaluation, the 504 Team finds that a student is an individual with a disability under Section 504, the 504 Team shall meet to determine what, if any, regular or special education services and related aids and services (including accommodations and/or modifications) are necessary to ensure that the student receives FAPE, which shall be specified in a written 504 plan ("Section 504 Plan")

C. Section 504 Plan

The parents/guardian or student aged 18 or over shall be invited to participate in a 504 Team meeting where the "Section 504 Plan" will be developed and shall be given an opportunity to examine all relevant records concerning the student.

The 504 Team will develop a Section 504 Plan describing the student's

disability(ies) and identifying the types of regular or special education services, related aids and services, accommodations, and/or modifications ("services, accommodations, and/or modifications") are necessary to ensure that the student receives a FAPE. The Section 504 Plan will specify how services, accommodations and/or modifications are to be provided and by whom. In developing the Section 504 Plan, the 504 Team shall consider all available relevant information, drawing upon a variety of sources.

The Team may also determine that no services, accommodations, and/or modifications are appropriate. If so, the record of the 504 Team proceedings will reflect the identification of the student as an individual with a disability and will state the basis for the decision that no services, accommodations, or modifications are presently needed.

A student with a disability shall be placed in the regular education environment of the District with the use of the supplementary aids and services, unless the District demonstrates that such placement cannot be achieved satisfactorily. The student with a disability shall be educated with those who do not have a disability to the maximum extent appropriate to the individual needs of the student.

The 504 Team shall notify the parents/guardian or student aged 18 or over in writing of its final decision concerning the services, accommodations, and/or modifications to be provided and the parents shall be notified of the safeguards available to them, including the right to an impartial hearing.

If a Section 504 Plan is developed, all school personnel who work with the student shall be informed of the plan and a case manager will be assigned to monitor student progress.

D. Review

The 504 Team will monitor the effectiveness of the student's Section 504 Plan at least once every year to determine whether the services, accommodations, and/or modifications are

appropriate and necessary for the student to receive a FAPE, i.e., that the student with a disability's needs are being met as adequately as the needs of non-disabled students.

E. Periodic Reevaluation

Each student with a disability under Section 504 shall be reevaluated at least once every three years. In addition, a reevaluation of the student's needs shall be conducted before any significant change in placement, but not more than once per year unless the student's needs change, or unless agreed to by the District and the parents/guardian or student aged 18 or over. Prior to conducting a reevaluation, the District shall acquire written consent from the parent/guardian or student aged 18 or over.

F. Procedural Safeguards

The District shall notify the parents/guardians or student aged 18 or over of all actions and decisions by the District regarding the identification, evaluation, or educational placement of the eligible child.

The parents/guardians or student aged 18 or over shall be notified that they may examine the eligible student's relevant educational records.

If a parent/guardian or student aged 18 years of age disagrees with the decision(s) of the 504 Team with respect to the identification, evaluation, or educational placement of the student, the parent/guardian or student aged 18 or over shall have the right to an impartial hearing (Section 504 due process hearing). A detailed description of the available impartial hearing procedure is described in section IV of this Administrative Regulation below.

A 504 student who is the subject of discipline that results in removal from school for more than ten days shall be provided appropriate due process in accordance with state and federal law. Due process procedures that meet the requirements of the IDEA may be used to meet the procedural safeguards of law. A 504 meeting shall be conducted to consider whether the misconduct in question is a manifestation of the student's disability. If it is determined that the misconduct is not directly and substantially related to the student's disability, the student may be excluded from school in the same manner as are similarly situated students who do not have disabilities. A student identified as a qualified individual with disabilities under Section 504, who is also covered by the Individuals with Disabilities Education Act, will be disciplined in accordance with Board policy #5144.3, "Discipline of Students with Disabilities."

A reevaluation will also be required before any other significant change in placement (i.e., transferring a student to alternative education, significantly changing the composition of the student's class schedule, such as from regular education to the resource room, etc.).

III. Procedures for Complaints Alleging Discrimination on the Basis of Disability

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

Any person who wishes to inquire or to register a complaint concerning alleged disability discrimination in the Windsor Locks Public Schools shall have an opportunity to bring such concerns to the attention the District's 504 Coordinator/ADA or the Superintendent, who has the authority to resolve such complaints.

Students wishing to make an inquiry, report or complaint regarding disability discrimination shall use the same grievance procedure and complaint form set forth in Board Regulation R5145.5, Nondiscrimination Toward Students Affirmative Action. The grievance procedure applies to any form of alleged discrimination prohibited by state or federal law and/or Board policy except for complaints of sexual harassment. For inquires, reports or complaints of sexual harassment, refer to Board Policy 5145.5/4218.112/4118.112 which contains its own protocols and grievance procedures.

For convenience the grievance procedure set forth in R5145 is repeated here:

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

Level II: While there is not a specific deadline for filing, the complainant is encouraged to put the complaint in writing on a District provided form, and to file it with the appropriate Civil Rights Coordinator/Compliance Officer within forty (40) calendar days of the alleged incident. Within five (5) working days of receipt of the complaint, a conference must be held. Within five (5) working days following the conference, the complaint must be resolved to the satisfaction of both parties or be referred to the Superintendent of Schools. Within five (5) working days, the Civil Rights Coordinator/Compliance Officer shall notify the Superintendent and must notify the complainant of this notification. The Board will be apprised by the Superintendent of any grievance reaching Level II.

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

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

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

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

Office for Civil Rights
U.S. Department of Education
5 Post Office Square, 8th Floor

Boston, MA 02109-3921
Telephone: 617-289-0111
Fax: 617-289-0150; TDD: 877-521-2172
Email: OCR.Boston@ed.gov
<http://www2.ed.gov/about/offices/list/ocr/complaintintro.html>

Dissemination of Grievance Procedures

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

Public Notice of Non-Discrimination

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

IV. Requests for an Impartial Hearing

An impartial hearing is available to a parent/guardian of a student or a student aged 18 years of age or older who disagrees with the decisions made by the professional staff of the District with respect to the identification, evaluation, or educational placement of the student.

A request for an impartial hearing regarding a student's identification, evaluation, or educational placement under Section 504 should be forwarded to the District's Section 504/ADA Coordinator within thirty(30) school days of the alleged date that the dispute regarding the student's identification, evaluation, and/or education placement arose OR within fifteen (15) school days of the Superintendent's decision in reviewing a complaint handled through the complaint procedure described in Section III.

- a. The request for an impartial hearing concerning a disagreement relating to a student's identification, evaluation or educational placement should contain the following information:
 - i. Full name of the student, age, and grade level;
 - ii. Name of parent(s);
 - iii. Address and relevant contact information for parent/complainant;
 - iv. Date of complaint;

- v. Specific areas of disagreement relating to the student's identification, evaluation and/or placement; and
 - vi. Remedy requested.
- b. Upon receipt of a request for an impartial hearing, the Board shall retain an impartial hearing officer. The impartial hearing officer must be someone who is knowledgeable about the requirements of Section 504/ADA and has an understanding of a free appropriate public education ("FAPE") under Section 504 and the distinctions between and among Section 504, the ADA and the Individuals with Disabilities Education Act ("IDEA"). The impartial hearing officer may not be a District employee.
 - c. The impartial hearing office shall schedule a pre-hearing conference with the District and the parent(s) or student aged 18 years of age or older (or legal counsel for the student) to identify the issue(s) for hearing, set the hearing schedule, and address other administrative matters related to the hearing including the option for mediation.
 - d. The impartial hearing officer shall inform all parties involved of the date, time, and place of the hearing and of the right to present witnesses, other evidence, and to be represented by legal counsel at each party's own expense if desired.
 - e. The impartial hearing officer shall hear all aspects of the complainant's complaint concerning the identification, evaluation, or educational placement of the student and shall reach a decision within forty-five (45) school days of receipt of the request for hearing. The decision shall be presented in writing to the complainant and to the Section 504/ADA Coordinator.
 - f. The time limits noted herein may be extended for good cause shown for reasons including, but not limited to, permitting more time for thorough review of the record, presentation of evidence, or opportunity for resolution.
- V. The Section 504/ADA Coordinator for this District is: Joshua Robinson, Director of Special Services, 58 South Elm Street, Windsor Locks, CT 06096**

Legal Reference: Connecticut General Statutes

10-15c Discrimination in public schools prohibited.

Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. §§791, 793-794

(2006), (34 Code of Federal Regulations Part 104)

Americans with Disabilities Act of 1990, 42 U.S.C. §§12101-12213; 29 C.F.R. Part 1630

(2006); 28 C.F.R. Part 35 (2006)

Americans with Disabilities Amendments Act of 2008

Section 504 Notice of Conference

Student: _____ Dated: _____

Dear: _____
(Parent)

We would like you to attend a Section 504 meeting regarding your child. The purpose of this meeting is to (all that apply have been checked):

- _____ Discuss the results of the evaluation/504 eligibility determination
- _____ Discuss the student's academic progress
- _____ Review the current service agreement
- _____ Review placement
- _____ Discuss the results of the reevaluation
- _____ Other

The following records/data will be discussed at the meeting: _____

The meeting has been scheduled for the following location and time:

Location: _____ Time: _____

The following people will be invited to the meeting:

If you would like any additional people to attend this meeting, if you have any questions or if it is not possible for you to attend on the date and time listed above, please contact me as soon as possible.

Building 504 Administrator: _____

Address: _____

Phone: _____

Section 504 Eligibility Determination Form

Student: _____ Grade/Class/Team: _____ Date: _____
School: _____ Birth Date: _____ Parent(s): _____

District 504 Coordinator: [Insert name, telephone number and e-mail address of 504 Coordinator]
Building 504 Administrator: _____

Reason for Meeting:
_____ Initial Evaluation _____ Periodic Reevaluation _____ Reevaluation before change in placement

Variety of sources of evaluation information: (indicate each one used)
_____ achievement tests _____ teacher recommendations/observations
_____ adaptive behavior _____ student work samples
_____ medical report _____ cognitive assessments
_____ other (specify): _____

Eligibility Criteria (All must be answered “yes” for the student to be eligible)

- 1. _____ Yes _____ No Does the student have a physical or mental impairment supported by documentation or other reliable evidence (medical records, testing, observations, etc.)? If not, proceed no further. The child is not a protected child under Section 504.

Specify the mental or physical impairment: _____

Note: If the impairment is related to current use of illegal drugs or alcohol, the student is not eligible for Section 504.

- 2. _____ Yes _____ No Does the impairment affect one or more major life activities of the student such that the student is prohibited from participating in or having access to any aspect of the school program? If no major life activity is affected by the physical or mental impairment, proceed no further. The child is not a protected child under Section 504.

Check the major life activity that is affected by the impairment: _____

_____ seeing _____ hearing _____ caring for one’s self _____ breathing
_____ walking _____ learning _____ performing manual tasks _____ working
_____ other (specify): _____

The team must focus on the major life activity as a whole (e.g. learning), not on a particular class (e.g. math) or sub-area (e.g. socialization; study skills).

If so, which major life activities are affected by the physical or mental impairment? (There must be appropriate evidence supporting the conclusion that a major life activity is affected. A description of how the major life activity is affected must be provided.)

(continued)

Section 504 Eligibility Determination Form

3. Is the student substantially limited in the identified major life activity(ies)? (Complete the scale below, then answer question)

The term “substantially limited” means that the student is: unable to perform a major life activity that the average student of approximately the same age can perform OR significantly restricted as to the condition, manner or duration under which a particular life activity is performed as compared to the average student of approximately the same age. (The impairment must be substantial and somewhat unique, rather than commonplace, when compared to the average student of approximately the same age.)

Discount from the analysis any sub-par performance due to other factors, such as lack of motivation, and the immediate situation or environment. Similarly, make an educated estimate of the mitigation of medication. Use the average student in the general population as the frame of reference for comparison.

Place an “X” on the following scale to indicate the specific degree that the impairment (in #1) limits the major life activity (in #2); for an “X” at 4/0 or above, fill in specific information evaluated by the team that justifies the rating:

- 5 _____ Extremely _____
- 4 _____ Substantially _____
- 3 _____ Moderately _____
- 2 _____ Mildly _____
- 1 _____ Negligibly _____

_____ Yes The team’s determination was a “4” or above. The team should determine and list on the 504 Accommodation Plan the specific accommodations that are necessary for the student to have an opportunity commensurate with nondisabled students of approximately the same age in this district.

OR

_____ No The team’s determination was less than 4; the student is not eligible for Section 504 protections.

Provide notice to parents of their procedural rights, including an impartial hearing.

Explain:

4. _____ Yes _____ No Is a service or accommodation needed as a result of the disability to enable a student to attend or participate in a program or activity safely and in a manner consistent with attendance and participation of non-disabled students?

If “yes” was answered to all four questions, the student is entitled to accommodations and services under Section 504 made necessary by the disability so that the student can access or attend programs or activities safely.

Our team has recommended a 504 Service Agreement for this student: _____ Yes _____ No

What supplemental aides and/or services does the student need, if any?

School Committee Members Check Area of Knowledge

_____ child	_____ evaluation data	_____ accommodation/placement
_____ child	_____ evaluation data	_____ accommodation/placement
_____ child	_____ evaluation data	_____ accommodation/placement

First Reading

Policy

Instructional

6161 - Equipment, Books, and Materials

The Board of Education believes that all the schools should be well equipped and maintained and that current textbooks and materials should be made available to students to support their learning.

The Board of Education recognizes that appropriate texts, library reference materials, maps and globes, laboratory equipment, audiovisual equipment, art supplies, athletic equipment, current periodicals, tests and questionnaires, and similar materials are the tools of the teaching profession. To this end, the administration and the teaching staff will, as a result of their ongoing, systematic review of the curriculum, recommend to the Board of Education improvements in curriculum and the needed materials and new textbook adoptions to support these improvements.

It is the Board of Education's intention that comparable materials are available to all students throughout the school system.

The disposition of old and obsolete textbooks shall be accomplished under the direction of the Superintendent of Schools in accordance with state and district regulations.

Legal Reference:

Connecticut General Statutes: 10-228 Free textbooks, supplies, materials and equipment.

Regulation

Instructional

6161 - Equipment, Books, and Materials

It is the policy of the Board of Education to provide educational materials and equipment that support and enrich the curriculum and further the achievement of the district's instructional goals.

Basis textbooks and materials will be reviewed continuously in order to keep up with the great expansion of knowledge and the rapid changes going on in our world.

All textbooks and curriculum resources should present balanced views concerning the international, national and local issues and problems of the past, present and future.

Textbooks and curriculum resources should:

1. Provide materials to promote instruction of Common Core State Standards and promote Mastery Based Learning in all basic subject areas.
2. Provide literary appreciation, aesthetic and ethical values.
3. Provide materials that will stimulate critical reading, higher level thinking and scientific inquiry.
4. Provide materials that will develop and foster an appreciation of cultural diversity and development in the United States and throughout the world.
5. Provide for all students an effective basic education that does not discriminate on the basis of race, age, color, religion, national origin, sex, or physical disabilities.
6. Allow sufficient flexibility for meeting the special needs of individual students and groups of students.

The administration will develop and review administrative rules, outlining a procedure to select textbooks and curriculum resources which meet the above criteria.

This process will include:

1. Analysis, evaluation and recommendation by professional staff
2. The opportunity for interested citizens in the district to review recommended textbooks and curriculum resources.

The Board of Education will make the final textbook and curriculum resources selection decision.

The Board of Education shall approve the textbooks and curriculum resources to be used in the schools, and approve the selection of books, curriculum resources, and other educational media to support the curriculum.

Legal References:

Connecticut General Statutes:

10-221 Boards of Education to prescribe rules

10-222 Boards to have use of funds derived from repayment for school material

10-338 Free textbooks, supplies, materials and equipment

President's Council, District 25 v. Community School Board No1 25, 457 F.2d 289 (1972),
cert. Denied 409 U.S.C. 998 (Nov. 1972)

Minarcini v. Strongsville City School District, 541 F.2d 577 (6th Cir. 1976)

Island Trees Union Free School District Board of Education v. Pico, 457 US 853 (1982)

Academic Freedom Policy (adopted by Connecticut State Board of Education 9/9/81)

R - 6161 Equipment, Books, and Materials

Evaluation and Selection of Equipment, Books and Materials – Administrative Regulations

Procedures for the Selection of Instructional Materials

The materials covered by these selection procedures are for primary source textbooks and instructional materials (physical or digital) that are used to support and enhance the educational program in a given grade level, course, or area of study in the Windsor Locks Public Schools. Any materials identified for this process must utilize 51% or more of the instruction addressing the grade level, course, or class curriculum.

Staff Responsibilities

The responsibility for the recommendation and selection of materials rests with the instructional staff and administration and trained personnel who know the curriculum, instructional methods, the range of student needs. This process shall be overseen by the Assistant Superintendent. The selection of materials is an ongoing process, reflecting changes in the development of curriculum and the continuous publications of new materials. Additionally, these regulations and procedures should not be limited to physical resources, but also include instructional digital- or technology-based instructional material.

Criteria for Evaluation of Instructional Materials

The instructional material shall:

1. Be aligned to the goals, objectives, curriculum, and mastery-based instructional beliefs of the Windsor Locks Public Schools.
2. Support and develop student engagement, thinking, and reasoning.
3. Accurately and effectively present the instructional standards and concepts of the subject matter.
4. Be clearly and positively reviewed by staff and/or included in professional review lists.
5. Provide opportunities for students to become familiar with varying perspectives and viewpoints when appropriate.
6. Provide equitable access to all students enrolled in a particular grade level, course, or class.
7. When appropriate, demonstrates or models access to information while valuing and demonstrating digital citizenship through the appropriate use of digitally-based resources.

Criteria used in the selection process will include, but are not limited to, the following:

- Supports and address the range of student abilities, needs, and interests
- Is accurate in its presentation of content and material
- Includes diverse points of view and issues in a particular course or area of study
- Provides representation of achievements and accomplishments of diverse groups


- Analyzed for the overall quality of product relative to cost and longevity within instructional usage
- Can be accessed equitable to all students
- Meets all criteria addressing and protecting student data privacy in accordance with Connecticut Public Act 16-189

Adoption Process

Textbooks and other primary instructional materials that are used in the direct instruction of the curriculum over the entire course of study (51% or more) are to be selected and adopted using the following Regulations and Procedures:

1. Building administration will work with the Assistant Superintendent to identify a committee to select the textbook or other primary source instructional material. All textbooks or primary source instructional materials identified for this process should be evaluated by at least two staff members (who instruct that course or are certified to teach the specific course/grade level) and a building based administrator. Additional members may participate based upon the textbook or instructional material being recommended
2. Secure and review several available textbooks or similar instructional material samples from publishers. In this step, the selection committee reviews the proposed instructional material by considering alignment to content standards, alignment to course curriculum, readability, and ancillary resources available to support instruction and student learning.
3. After a review and discussion by the selection committee, the chairperson of the selection committee should complete the WINDSOR LOCKS PUBLIC SCHOOLS RECOMMENDATION FOR TEXTBOOK/INSTRUCTIONAL RESOURCE ADOPTION (see Appendix A), and submit it to the Assistant Superintendent for review. The Assistant Superintendent will then submit the proposal to the Windsor Locks Board of Education Curriculum Committee for review. Following review, the Windsor Locks Board of Education Curriculum Committee will then submit the proposal to the Windsor Locks Board of Education for final adoption approval. Any proposed adoption action by the Windsor Locks Board of Education shall be formally communicated to the public through the public posting of the Board of Education Agenda along with necessary information to the public on how to view a proposed textbook or resource. The Board of Education shall allow ten school days for the public to view and provide input on a recommended textbook or resource prior to a formal adoption.

Appendix A

 <p>WINDSOR LOCKS PUBLIC SCHOOLS RECOMMENDATION FOR TEXTBOOK/INSTRUCTIONAL RESOURCE ADOPTION</p>
Title of Recommended Textbook or Instructional Resource:
Author(s):
Publisher:
Instructional Resource to be Used in Grade(s) or Course:
Check all that apply: <input type="checkbox"/> New Instructional Resource <input type="checkbox"/> Replacement for the Following Instructional Resource: <input type="checkbox"/> Supplement to the Following Instructional Resource:
Title and Copyright Date of Instructional Resource be Replaced or Supplemented:
Rationale for the Addition, Replacement, or Supplementation:
Additional Textbooks/ Instructional Resource Considered During the Review Process:
Selection Committee Members:
Summary of Rationale for Selecting this Text:
All certified teachers who instruct this course, class, or subject endorse this Instructional Resource: <input type="checkbox"/> Yes <input type="checkbox"/> No
Purchasing Information (ie. pricing, quantity needed, etc.):
Signature: Chair of Selection Committee:
Signature: Assistant Superintendent of Schools:

REVIEW BY WINDSOR LOCKS BOARD of EDUCATION CURRICULUM COMMITTEE

Date of Review:

Curriculum Committee Members Present:

Summary of Instructional Resource Discussion:

Determination of Adoption

New Instructional Resource Recommended for Adoption by Board of Education

New Instructional Resource Not Recommended for Adoption by Board of Education -
Further Review Required

New Instructional Resource Not Recommended Adoption by Board of Education

MEMORANDUM TO: MEMBERS OF THE BOARD OF EDUCATION
FROM: SHAWN PARKHURST, SUPERINTENDENT
DATE: OCTOBER 8, 2020
RE: WLHS - SETTING GRADUATION DATE 2021

Beginning with the Class of 2020 and continuing with each graduating class thereafter, districts in Connecticut are permitted to set the graduation date no earlier than the last day of the school year for the adopted school calendar. In collaboration with WLHS administration and WLHS Senior Class Officers, it is our recommendation that the Graduation date for the Class of 2021 be set for Monday, June 14, 2021 at 5:00 pm.

Possible Board Motion: “**MOVE** that the Board of Education approve the Windsor Locks High School Graduation date as June 14, 2021 at 5:00 pm.”

MEMORANDUM TO: MEMBERS OF THE BOARD OF EDUCATION

FROM: SHAWN PARKHURST, SUPERINTENDENT

DATE: OCTOBER 8, 2020

RE: ROOFING PROJECT - WLHS AND SOUTH ELEMENTARY

Due to the extended closure last spring, our approved Capital Roofing project was delayed. Over the past couple weeks, David Solin, Business Manager, Steve Mills, Facilities Director, Greg Weigert, Assistant Facilities Director, and I initiated the process to begin this project.

It will be my recommendation that the Board of Education is named as the Building Committee for the partial roof replacements at South Elementary School and Windsor Locks High School as approved in the budget passed by the town; and that the Building Committee approve the submission of a Request for Proposal (RFP) for architectural services.

David Solin will provide you with an update. I have included the timeline for your review.

Possible Board Motion: “**Move** that the Board of Education be named as the Building Committee for the partial roof replacements at South Elementary School and Windsor Locks High School as approved in the budget passed by the town; and that the Building Committee approve the submission of an RFP for architectural services.”



Develop Grant application (SCG049)	September through October
Advertise for architect	Early October 2020
Bid opening of architect	Mid – October 2020
Scope review of low bidders (architects)	Late – October 2020
Architect signs contract	Late – October 2020
Submit SCG049	Early - November 2020
Construction documents completed	Late - December 2020
Receive State funding authorization for the State’s share	Early - January 2021
Receive all local board approvals for construction documents	Early - February 2021
Submit (SCG042), State review of construction documents (PBCR)	Mid- February 2021
Attend Pre-bid Conformance Review with the State	Mid- March 2021
Receive OSC&GR authorization to “go out to bid”	Late – March 2021
Advertise for roofing contractors	Late – March 2021
Bid opening of roofing contractors	Mid - April 2021
Scope review of low bidders (contractors)	Mid - April 2021
Roofing contractor signs contract	Early – May 2021
Roof construction commences	June 20, 2021 or when school ends
Roof construction complete	August 26, 2021
Roof close-out (financials)	October 30, 2021
Final audit (SCG049F)	March 30, 2021

MEMORANDUM TO: MEMBERS OF THE BOARD OF EDUCATION

FROM: SHAWN PARKHURST, SUPERINTENDENT

DATE: OCTOBER 8, 2020

RE: WLMS ELEVATOR POWER UNIT REPLACEMENT

During the Capital Budget process this past spring, replacement for the power unit for the Windsor Locks Middle School gym elevator was approved.

After reviewing multiple competitive bids, it is the recommendation of David Solin, Business Manager, that the Board of Education approve the quote from Otis Elevator in the amount of \$24,481.79. Of the bids received, Otis Elevator provided the most comprehensive plan for the replacement of the power unit.

Possible Board Motion: “**Move** that the Board of Education approve the quote submitted by Otis Elevator for the replacement of the power unit for the Middle School gym elevator.”

OTIS

Made to move you

DATE: 07/22/2020

TO:
Windsor Locks High School
Attn: Bus. Office
58 South Elm Street
Windsor Locks, CT 060962129

FROM:
Otis Elevator Company
242 Pitkin Street
East Hartford, CT 06018

Nicole Damboise
Phone: (860) 416-7321

EQUIPMENT LOCATION:
WINDSOR LOCKS MIDDLE SCH
7 Center Street
Windsor Locks, CT 06096

PROPOSAL NUMBER: GXE200306162810

MACHINE NUMBER(S) : F10253

CUSTOMER DESIGNATION(S) : CTR. ST 1

We will provide labor and material to furnish and install on the above referenced machine(s) the following:

As new, rapidly changing technology is increasingly being used in the manufacture of elevators, component life cycle is becoming a greater issue for elevators. Our records indicate that you currently have components in your system that are no longer in production. At Otis, we have made it our priority to engineer solutions for component obsolescence. This proposal addresses your elevator components of concern.

Otis proposes to perform during regular business hours (8:00 AM- 4:30 PM):

POWER UNIT (NEW)

The existing power unit will be replaced with a new power unit. The new power unit consists of a positive displacement pump, motor, integral 4-coil control valve, oil tank and muffler. The pump and motor are submerged and are mounted to the tank with rubber isolators to reduce vibration and noise. A muffler is provided to dissipate pulsations and noise from the flow of hydraulic fluid. The valve consists of up, up leveling, down and down leveling controls along with manual lowering and a pressure relief valve.

We shall make all the necessary mechanical and electrical adjustments and test for smooth and safe operation before returning the elevator to service.

NEW HYDRAULIC OIL

Otis proposes to provide two mechanics to change the oil in the hydraulic elevator lines and power unit with new hydraulic oil. New oil aids in the pressurized system that allows the elevator to move up and down in the hoistway. It also aids in the longevity of the pump, motor, and valve within the power unit. This work takes two mechanics on average between four and eight hours to complete, depending on the amount of oil that the hydraulic system needs.

SOLID STATE STARTER

We shall furnish and install the new Solid-State Starter to control the motor starting and limit the in-rush current. The new starter shall have built-in protection for overload conditions, reverse phase, loss of phase, and shorted SCR. We shall remove the existing mechanical starter contactor assembly and wire and adjust and test the new starter for smooth operation.

All material provided shall be manufactured and installed in accordance with the ASME A17.1 Safety Code for Elevators and Escalators.

All work is to be performed during regular hours of the elevator trade.

Price is subject to applicable sales tax.

To approve, authorize and return via email. An Otis Representative will contact you to schedule the work.

OPTION: SAFETY AND HEALTH, OTIS CAB AIR PURIFIER & NANOSEPTIC BUTTON COVERS

This option is to include the installation of the following health and safety products on all 3 elevators at the building.

Otis Cab Air Purifier

Otis proposes to install the new Otis Cab Air Purifier on the specified elevators above.

The Cab Air Purifier uses bi-polar ionization technology, significantly reducing airborne bacteria and viruses in your elevator. It generates millions of positive and negative ions that are circulated through the air using the existing fan in the cab. The ions attach to bacteria, viruses, and microbes in the air, causing a chemical reaction. This degrades and neutralizes the harmful pathogens, helping to reduce the spread of infection to the passengers in the elevator and thus the building. The Otis Cab Air Purifier is also effective against mold, fungi, and spores.

Otis will modify the existing exhaust fan to an intake fan and add the Otis Cab Air Purifier. The unit continuously purifies air during normal operation without having to be charged, refilled, or cleaned outside of regular maintenance.

Nanoseptic™ Elevator Button Cover:

We propose to provide and install Nanoseptic™ elevator button covers covered with non-toxic materials that continuously self-clean the button surfaces. We will apply the adhesive button cover to the existing elevator buttons on the hall button and car operating panel.

NanoSeptic surfaces utilize mineral nano-crystals which create a powerful oxidation reaction. Working 24/7, the surface continually oxidizes organic contaminants. Unlike traditional disinfectants and cleaners, the NanoSeptic surface uses no poisons, heavy metals or chemicals, and nothing is released from the surface since the nano-crystals are molecularly bonded to the material. These nano-crystals create a continuous, powerful oxidation reaction. This oxidation reaction breaks down organic material into base components such as CO₂. The surface also forms free radicals which act as an additional cleaning agent.

NanoSeptic surfaces are not affected by traditional non-abrasive cleaners. We recommend wiping the surface with a microfiber cloth and water to remove large-scale contaminants. Do not use abrasive cleaners or cleaning utensils which might compromise the NanoSeptic surface.

We recommend replacing facility touch point skins every 90 days (quarterly). In some high traffic applications they may need to be replaced more often. Nothing gets used up or expires, so the products' shelf life is virtually unlimited. Product life is dependent on actual physical wear. When the covers are removed the buttons need to be cleaned to remove the film.

To include installing Otis Air Purifiers and Nanoseptic Button Covers on all 3 elevators at the middle school for an additional \$7,500.00 please initial below:

Initial Here to Accept: X _____

PRICE: **\$ 24,482.79**
 Twenty-four thousand four hundred eighty-two dollars and seventy-nine cents

This price is based on a fifty percent (50 %) downpayment in the amount of \$ 12,241.40.

PAYMENT TERMS:

- The base proposal price is contingent upon receiving a pre-payment of 50% of the base contract amount.
- The pre-payment amount is due in full prior to ordering material and/or mobilizing.

In the event 50% of the contract price is not paid up front, we must be paid the remaining balance no later than the completion of work. Final invoice will be submitted once work is scheduled.

This proposal, including the provisions printed on the last page(s), and the specifications and other provisions attached hereto shall, when accepted by you below and approved by our authorized representative, constitute the entire contract between us, and all prior representations or agreements not incorporated herein are superceded.

Submitted by: Nicole Damboise
 Title: Account Manager
 E-mail: nicole.damboise@otis.com

Accepted in Duplicate

<p>CUSTOMER Approved by Authorized Representative</p> <p>Date: _____</p> <p>Signed: _____</p> <p>Print Name: _____</p> <p>Title: _____</p> <p>E-mail: _____</p> <p>Name of Company: _____</p>	<p>Otis Elevator Company Approved by Authorized Representative</p> <p>Date: _____</p> <p>Signed: _____</p> <p>Print Name: Katherine Maurer</p> <p>Title: _____</p>
---	---

- Principal, Owner or Authorized Representative of Principal or Owner
- Agent: _____
 (Name of Principal or Owner)

TERMS AND CONDITIONS

1. This quotation is subject to change or withdrawal by us prior to acceptance by you.
2. The work shall be performed for the agreed price plus any applicable sales, excise or similar taxes as required by law. In addition to the agreed price, you shall pay to us any future applicable tax imposed on us, our supplier or you in connection with the performance of the work described.
3. Payment shall be made as follows: A down payment of one hundred percent (100%) of the price shall be paid by you upon your signing of this document. Full payment shall be made on completion of the work if the work is completed within a thirty day period. If the work is not completed within a thirty day period, monthly progress payments shall be made based on the value of any equipment ready or delivered, if any, and labor performed through the end of the month less a five percent (5%) retinage and the aggregate of previous payments. The retinage shall be paid when the work is completed. We reserve the right to discontinue our work at any time until payments shall have been made as agreed and we have assurance satisfactory to us that subsequent payments will be made when due. Payments not received within thirty (30) days of the date of invoice shall be subject to interest accrued at the rate of eighteen percent (18%) per annum or at the maximum rate allowed by applicable law, whichever is less. We shall also be entitled to reimbursement from you of the expenses, including attorney's fees, incurred in collecting any overdue payments.
4. Our performance is conditioned upon your securing any required governmental approvals for the installation of any equipment provided hereunder and your providing our workmen with a safe place in which to work. Additionally, you agree to notify us if you are aware or become aware prior to the completion of the work of the existence of asbestos or other hazardous material in any elevator hoistway, machine room, hallway or other place in the building where Otis personnel are or may be required to perform their work. In the event it should become necessary to abate, encapsulate or remove asbestos or other hazardous materials from the building, you agree to be responsible for such abatement, encapsulation or removal, and in such event Otis shall be entitled to delay its work until it is determined to our satisfaction that no hazard exists and compensation for delays encountered if such delay is more than sixty (60) days. In any event, we reserve the right to discontinue our work in the building whenever in our opinion this provision is being violated.
5. Unless otherwise agreed in writing, it is understood that the work shall be performed during our regular working hours of our regular working days. If overtime work is mutually agreed upon and performed, an additional charge therefore, at our usual rates for such work, shall be added to the contract price. The performance of our work hereunder is conditioned on your performing the preparatory work and supplying the necessary data specified on the front of this proposal or in the attached specification, if any. Should we be required to make an unscheduled return to your site to begin or complete the work due to your request, acts or omissions, then such return visits shall be subject to additional charges at our then current labor rates.
6. Title to any material to be furnished hereunder shall pass to you when final payment for such material is received. In addition, we shall retain a security interest in all material furnished hereunder and not paid for in full. You agree that a copy of this Agreement may be used as a financing statement for the purpose of placing upon public record our interest in any material furnished hereunder, and you agree to execute a UCC-1 form or any other document reasonably requested by us for that purpose.
7. Except insofar as your equipment may be covered by an Otis maintenance or service contract, it is agreed that we will make no examination of your equipment other than that necessary to do the work described in this contract and assume no responsibility for any part of your equipment except that upon which work has been done under this contract.
8. Neither party shall be liable to the other for any loss, damage or delay due to any cause beyond either parties reasonable control, including but not limited to acts of government, strikes, lockouts, other labor disputes, fire, explosion, theft, weather damage, flood, earthquake, riot, civil commotion, war, mischief or act of God.
9. We warrant that all services furnished will be performed in a workmanlike manner. We also warrant that any equipment provided hereunder shall be free from defects in workmanship and material. Our sole responsibility under this warranty shall be at our option to correct any defective services and to either repair or replace any component of the equipment found to be defective in workmanship or material provided that written notice of such defects shall have been given to us by you within ninety (90) days after completion of the work or such longer period as may be indicated on the front of this form. All defective parts that are removed and replaced by us shall become our property. We do not agree under this warranty to bear the cost of repairs or replacements due to vandalism, abuse, misuse, neglect, normal wear and tear, modifications not performed by us, improper or insufficient maintenance by others, or any causes beyond our control. We shall conduct, at our own expense, the entire defense of any claim, suit or action alleging that, without further combination, the use by you of any equipment provided hereunder directly infringes any patent, but only on the conditions that (a) we receive prompt written notice of such claim, suit or action and full opportunity and authority to assume the sole defense thereof, including settlement and appeals, and all information available to you for such defense, (b) said equipment is made according to a specification or design furnished by us, and (c) the claim, suit or action is brought against you. Provided all of the foregoing conditions have been met, we shall, at our own expense, either settle said claim, suit or action or shall pay all damages excluding consequential damages and costs awarded by the court therein and, if the use or resale of such equipment is finally enjoined, we shall, at our option, (i) procure for you the right to use the equipment, (ii) replace the equipment with equivalent noninfringing equipment, (iii) modify the equipment so it becomes noninfringing but equivalent, or (iv) remove the equipment and refund the purchase price (if any) less a reasonable allowance for use, damage and obsolescence.

THE EXPRESS WARRANTIES SET FORTH IN THIS ARTICLE 9 ARE THE EXCLUSIVE WARRANTIES GIVEN. WE MAKE NO OTHER WARRANTIES EXPRESS OR IMPLIED, AND SPECIFICALLY MAKE NO WARRANTY OF MERCHANTABILITY OR OF FITNESS FOR ANY PARTICULAR PURPOSE, AND THE EXPRESS WARRANTIES SET FORTH IN THIS ARTICLE ARE IN LIEU OF ANY SUCH WARRANTIES AND ANY OTHER OBLIGATION OR LIABILITY ON OUR PART.

10. Under no circumstances shall either party be liable for special, indirect, liquidated, or consequential damages in contract, tort, including negligence, warranty or otherwise, notwithstanding any indemnity provision to the contrary. Notwithstanding any provision in any contract document to the contrary, our acceptance is conditioned on being allowed additional time for the performance of the Work due to delays beyond our reasonable control. Your remedies set forth herein are exclusive and our liability with respect to any contract, or anything done in connection therewith such as performance or breach thereof, or from the manufacture, sale, delivery, installation, repair or use of any equipment furnished under this contract, whether in contract, in tort (including negligence), in warranty or otherwise, shall not exceed the price for the equipment or services rendered.
11. To the fullest extent permitted by law, you agree to hold us harmless, and defend us and indemnify us against any claim or suit for personal injury or property damage arising out of this contract unless such damage or injury arises from our sole negligence.
12. It is agreed that after completion of our work, you shall be responsible for ensuring that the operation of any equipment being furnished hereunder is periodically inspected. The interval between such inspections shall not be longer than what may be required by the applicable governing safety code. Notwithstanding any other provisions hereof, if any part delivered hereunder incorporates software, the transaction is not a sale of such software; rather, you are hereby granted merely a license to use such software solely for operating the equipment for which such part was ordered. By accepting delivery of such part, you agree not to copy or let others copy such software for any purpose whatsoever, to keep such software in confidence as a trade secret, and not to transfer possession of such part to others except as a part of a transfer of ownership of the equipment in which such part is installed, provided that you inform us in writing about such ownership transfer and the transferee agrees in writing to abide by the above license terms.
13. In furtherance of OSHA's directive contained in 29 C.F.R. § 1910.147(g)(2)(G), which requires that a service provider (an "outside employer") and its customer (an "on-site employer") must inform each other of their respective lock out/tag out ("LOTO") procedures whenever outside servicing personnel are to be engaged in control of hazardous energy activities on the customer's site, Otis incorporates by reference its mechanical LOTO procedures and its electrical LOTO procedures. These procedures can be obtained at www.otis.com by (1) clicking on "The Americas" tab on the left side of the website, (2) choosing "US-English" to take you to the "USA" web page, (3) clicking on the "Otis Safety" link on the left side of the page, and (4) downloading the "Lockout Tagout Policy Otis 6.0" and "Mechanical Energy Policy Otis 7.0," both of which are in .pdf format on the right side of the website page. Customer agrees that it will disseminate these procedures throughout its organization to the appropriate personnel who may interact with Otis personnel while Otis personnel are working on site at Customer's facility.
14. This Agreement constitutes the entire understanding between the parties regarding the subject matter hereof and may not be modified by any terms on your order form or any other document, and supersedes any prior written or oral communication relating to the same subject. Any amendment or modifications to this Agreement shall not be binding upon either party unless agreed to in writing by an authorized representative of each party.

MEMORANDUM TO: MEMBERS OF THE BOARD OF EDUCATION

FROM: SHAWN PARKHURST, SUPERINTENDENT

DATE: OCTOBER 8, 2020

RE: CONNECTICUT ASSOCIATION OF PUBLIC SCHOOL
SUPERINTENDENTS ALLIANCE DISTRICT

For your review, I am sharing an Alliance District document that was collaboratively written by the Superintendents in the Alliance Districts. The purpose behind this document brief is to instill in our legislative bodies the importance of continuation of funding for Alliance Districts which make up nearly 40% of the school-aged population throughout Connecticut.



CAPSS Alliance Districts

Who We Are

We are 33 unique, diverse, and complex districts:

- *Ansonia, Bloomfield, Bridgeport, Bristol, Danbury, Derby, East Hartford, East Haven, East Windsor, Groton, Hamden, Hartford, Killingly, Manchester, Meriden, Middletown, Naugatuck, New Britain, New Haven, New London, Norwalk, Norwich, Putnam, Stamford, Thompson, Torrington, Vernon, Waterbury, West Haven, Winchester, Windham, Windsor, and Windsor Locks*
- We are predominantly situated in the Connecticut communities in need of support as reflected by nearly all economic indicators including: per capita income; adjusted equalized net grand list per capita; equalized mill rate; per capita aid to children receiving Temporary Family Assistance program benefits; and unemployment rate.
- We are serving 42% of Connecticut's children (220,894) including:
 - More than 63% of CT's 252,653 Students of Color
 - 65% of Connecticut's 224,000 low-income students
 - 76% of CT's 40,000 English Learners (EL) students

What We Have Done

- Over the course of the Alliance grant, improvement of Alliance districts has outpaced the improvement of non-Alliance districts in literacy, numeracy, chronic absence, and graduation rates.
- These accomplishments of impressive achievement gains was achieved with significantly less resources and financial supports:
 - Alliance districts educate students with approximately \$900 (nine hundred dollars) less per pupil than non-alliance districts.
 - Despite the investment of Alliance dollars, the state of CT spends nearly \$200,000,000 (two hundred million dollars) less on students who attend Alliance districts. (Local/State revenue)

What We Need

- *Support for sustainability and growth in funding for Alliance Districts:* We urge Connecticut leaders to stand as strong advocates for sustaining and increasing funding levels to Alliance districts in order to promote equity and adequacy for the students who need it most. By supporting the Education Cost Sharing (ECS) Grant Phase in Process through 2028, Connecticut leaders take a strong equity stance by funding the kids who have demonstrated the greatest growth when invested in.
- *Continue to work to develop universal Pre-School for Alliance Districts:* We urge Connecticut leaders to actively pursue policies that establish universal pre-school access for all Alliance districts. While significant progress has been made through state sponsored programs (Smart Start, School Readiness), more must be done. By taking a bold stand on offering high-quality pre-school opportunities for all children in Alliance districts, Connecticut leaders activate a proven reform strategy that changes the game for our kids and communities.
- *Focus policy and funding supports to elevate and prioritize whole child needs:* We urge Connecticut leaders to focus policy and funding intentions on developing programs that promote whole child supports. By supporting our students' mental health and wellness, prioritizing social emotional learning (SEL), focusing on improving attendance and strengthening our ability to provide high quality trauma informed instruction, we surround our students with necessary supports and resources that make academic achievement possible.

Invest in us, Grow with us, Learn from us...Achieve with us...We are Connecticut's Alliance Districts

Connecticut Association of Public School Superintendents
26 Caya Avenue, West Hartford, CT 06110 | Work: 860-236-8640 | Fax: 860-236-8628 | www.capss.org

MEMORANDUM TO: MEMBERS OF THE BOARD OF EDUCATION

FROM: SHAWN PARKHURST, SUPERINTENDENT

DATE: OCTOBER 8, 2020

RE: CONNECTICUT STATE DEPARTMENT OF EDUCATION
BUREAU OF HEALTH AND NUTRITION SERVICES
SIGNATURE AUTHORIZATION

The ED-099 Agreement requires that the Board of Education approve a new signer when one of the authorized signers changes. Due to the change in Business Managers, this evening I am recommending that you move forward and approve David Solin as an authorized signer for the Connecticut State Department of Education, Bureau of Health and Nutrition Services for the ED-099 Agreement.

Board Motion: “**Move** that the Board of Education approve David Solin as an authorized signer for the Connecticut State Department of Education Bureau of Health and Nutrition Services for the ED099 Agreement.”

Authorized Signatures Change Form

The ED-099 Agreement for Child Nutrition Programs is the formal agreement between a sponsoring organization and the CSDE to operate one or more of the U.S. Department of Agriculture (USDA) Child Nutrition Programs. When the sponsoring organization's Agreement was approved, two originals were signed by the sponsoring organization and the CSDE. One original was returned to the sponsoring organization.

Page 4 of the Agreement designates representatives authorized to enter into an agreement with the CSDE and to sign the claim for reimbursement. The Agreement is permanent and amended as changes occur. The CSDE recognizes that one or both of the authorized signers will change periodically. **The Authorized Signatures Change Form must be executed whenever one of the two authorized signers changes.** Claims for reimbursement are valid only when signed by authorized signers on file with the CSDE. Board action must occur to make changes to authorized signers so that claims can be signed and submitted, and reimbursement delays are avoided.

- **Date of the board meeting** is when the governing body of the sponsoring organization took action to change one or both of the authorized signers.
- **Signature 1** is the designated representative authorized to sign the Agreement for Child Nutrition Programs and to sign claims for reimbursement. The person is head of the governing body, e.g. the chief officer elected or appointed to assume legal responsibility for the organization (superintendent of schools, mayor, selectman, corporate president, chairperson of the board, pastor, or commissioner).
- **Signature 2** is authorized only to sign the claims for reimbursement in the absence or incapacity of the first designated individual (assistant superintendent, business official, principal, headmaster, city or town manager, executive director, or deputy commissioner).
- **Signature 3** certifies the board action and is not authorized to sign the claim. This must be a different person from signatures 1 and 2 (secretary of the board, town clerk, or secretary of the corporation).

Scan and e-mail the signed and dated Authorized Signature Change Form to CNPermanentAgreement@ct.gov. Include "Authorized Signature Change Form" in the subject line of the e-mail.



Questions may be directed to the CSDE's Child Nutrition Programs staff. For more information, see the CSDE's handout, *Child Nutrition Staff and Responsibilities*.

This document is available at <https://portal.ct.gov/-/media/SDE/Nutrition/NSLP/Forms/SignatureChangeInstructions.pdf>.
The form is available at <https://portal.ct.gov/-/media/SDE/Nutrition/NSLP/Forms/SignatureChange.pdf>.



Connecticut State Department of Education
 Bureau of Health/Nutrition, Family
 Services and Adult Education
 Child Nutrition Programs
 450 Columbus Boulevard, Suite 504
 Hartford, CT 06103-1841

For State Use Only	
Effective date:	_____
Agreement numbers:	
School programs	_____
Child care centers	_____
Adult day care centers	_____
Day care homes	_____
Summer food service	_____

Authorized Signatures Change Form

Read the *Instructions to Complete the Authorized Signatures Change Form* before completing the form. Scan and e-mail a completed form to CNPermanentAgreement@ct.gov. Include "Authorized Signature Change Form" in the subject line of the e-mail.

This is to certify that on _____, as shown in the minutes of
Date

Name of corporation, board of education or governing body

the following action was taken to revise the Authorized Signers of the ED-099 Agreement for Child Nutrition Programs.

1. The person designated below is authorized to sign this agreement and to sign claims for reimbursement.

_____ <i>Signature</i>	_____ <i>Printed name</i>
_____ <i>Title (superintendent of schools, mayor, selectman, president or chairperson of the board, pastor, or commissioner)</i>	_____ <i>Date</i>

2. In the absence or incapacity of the first designated individual, the second person designated below is authorized to sign claims for reimbursement.

_____ <i>Signature</i>	_____ <i>Printed name</i>
_____ <i>Title (assistant superintendent, business official, principal, headmaster, city or town manager, executive director, or deputy commissioner)</i>	_____ <i>Date</i>

3. The signature below certifies the above action.

_____ <i>Signature</i>	_____ <i>Title (secretary of corporation, town clerk, secretary of the board)</i>
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This form is available at <https://portal.ct.gov/-/media/SDE/Nutrition/NSLP/Forms/SignatureChange.pdf>. The instructions are available at <https://portal.ct.gov/-/media/SDE/Nutrition/NSLP/Forms/SignatureChangeInstructions.pdf>.

MEMORANDUM TO: MEMBERS OF THE BOARD OF EDUCATION

FROM: SHAWN PARKHURST, SUPERINTENDENT

DATE: OCTOBER 8, 2020

RE: BOARD OF FINANCE REQUEST FOR ADDITIONAL FUNDS
AND REALLOCATION OF FUNDS

Due to the additional and unexpected expenses the Board of Education will incur through the arbitration process with Windsor Locks Teachers Association, I am recommending that the Board of Education approve that an additional \$25,000 to cover these costs be moved as a formal request to the Board of Finance at their scheduled meeting on October 13, 2020.

Additionally, while analyzing our changing needs for technology devices and because of the generosity of grants and donations from First Book and Dell Computers as part of our designation as an Alliance District, the original approved capital request for \$50,000 for student device needs has changed. I am recommending that the Board of Education approve the request to shift the approved \$50,000 from student devices to teacher devices for continuity of learning for all students as a formal request to the Board of Finance at their scheduled meeting on October 13, 2020.

Possible Board Motion: “**Move** that the Board of Education formally request additional funding from the Board of Finance to cover the additional and unexpected costs associated with the State Arbitration process with the Windsor Locks Teachers Association.”

Possible Board Motion: “**Move** that the Board of Education formally request the reallocation of \$50,000 of approved Capital Expenditure funds from student devices to teacher devices as a result of donations and grant funding as an Alliance District.”

MEMORANDUM TO: MEMBERS OF THE BOARD OF EDUCATION

FROM: SHAWN PARKHURST, SUPERINTENDENT

DATE: OCTOBER 8, 2020

RE: CORONAVIRUS RELIEF FUNDS GRANT

The State Department of Education has allocated additional grant funds to districts as part of the Coronavirus Relief Funds (CRF) Grant. These funds are in categories that were set by the state and are not able to be transferred. These are restricted funds based on the allocations.

Windsor Locks Public Schools has been awarded a total of \$469,729 in the following categories. It is recommended that the Board of Education approve the use of the CRF funds as outlined below:

Category	Amount	Planned Use of Funds
Non-personnel - Building	\$200,000	HVAC installation throughout the district
Non-personnel - Cleaning/PPE	\$164,587	Additional cleaning products, PPE masks, replacement PPE for use on busses to transport students to and from school
Personnel - Academics	\$59,584	Provides additional nursing staff to assist our Nursing Supervisor with goal to return all students to school
Personnel - Supports	\$41,364	Additional hours for counseling and support based on student needs, substitute coverage for staff as needed
Personnel - Cleaning	\$4,193	Apply portion to the extra housekeeping salaries required for adequate cleaning and disinfecting

Possible Board Motion: Move that the Board of Education approve the use of the CRF Grant funds as outlined by the Superintendent of Schools.”

MEMORANDUM TO: MEMBERS OF THE BOARD OF EDUCATION

FROM: SHAWN PARKHURST, SUPERINTENDENT

DATE: OCTOBER 8, 2020

RE: ALLIANCE DISTRICT FACILITIES GRANT

The Connecticut State Department of Administrative Services, Office of School Construction Grants and Review, has awarded each Alliance District a Facilities Grant based on student enrollment. Windsor Locks Public Schools, with under 5,000 students, will receive a total of \$477,600 which is restricted to improvement projects specific to facilities.

It is recommended that due to the ongoing request through the Capital budget process, that these funds be allocated to increasing our HVAC systems throughout the district. I am recommending that the Board of Education approve the use of \$477,600 for HVAC systems throughout the district while following the approved Board of Education purchasing policy which includes a competitive sealed bid process.

Possible Board Motion: “**Move** that the Board of Education approve the use of the funds from the Alliance District Facilities Grant to increase HVAC systems throughout the district, and that the approved Board of Education purchasing policy be followed.”

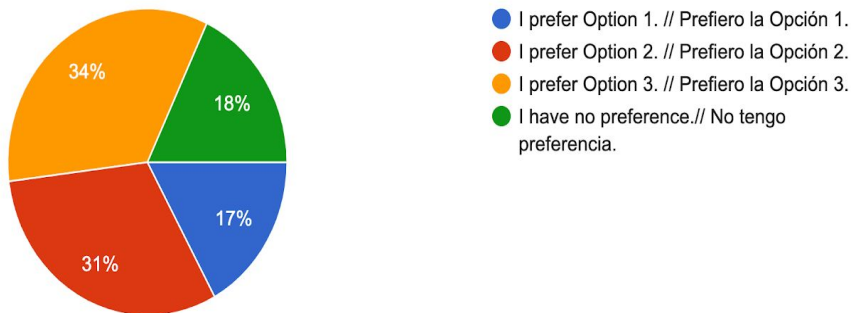
MEMORANDUM TO: MEMBERS OF THE BOARD OF EDUCATION
 FROM: SHAWN L. PARKHURST, SUPERINTENDENT
 DATE: OCTOBER 8, 2020
 RE: DISTRICT STEERING COMMITTEE REPORT

As a follow up to a recent Board of Education discussion, a parent and WLHS student survey was conducted regarding three options in moving forward to the next phase of our Reopening Plan. Option 1 was to hire additional teachers at WLMS and WLHS and alter student schedules to maintain the distancing in classrooms. Option 2 was to hire facilitators/monitors who would oversee students in overflow rooms while the classroom teacher live streamed into the overflow space. Option 3 was to remain in the hybrid environment that we are currently in. After a two week window, the following survey results have been compiled and reviewed with our District Steering Committee.

WLHS Student Responses - 100 students out of 400 (25% return rate)

Which option do you prefer? // ¿Cuál opción prefiere?

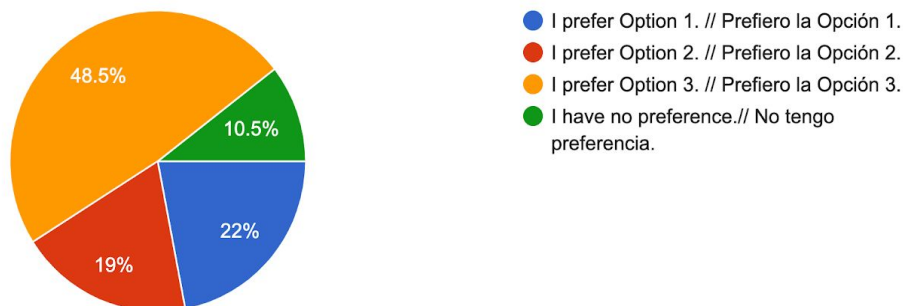
100 responses



WLMS & WLHS Parents - 200 parents out of 580 (34% return rate)

Which option do you prefer? // ¿Cuál opción prefiere?

200 responses



Windsor Locks Public Schools

www.wlps.org

Educational Leadership

Shawn Parkhurst
Superintendent of Schools 860-292-5000

Christian Strickland
Assistant Superintendent of Schools 860-292-5750

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

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

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

Rebecca Aldred, Principal, Carrie Grado, Assistant Principal
Windsor Locks High School 860-292-5032

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

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Director of Adult Education 860-292-5712

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Business Manager 860-292-5741

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