

WINDSOR LOCKS PUBLIC SCHOOLS



BOARD OF EDUCATION MEETING

Special Meeting
September 29, 2025
6:00 p.m

Meeting Via Zoom

[Click Here for Zoom Registration](#)

Windsor Locks Board of Education

Kylee Christianson, Chairwoman
Dennis Gragnolati, Vice Chairman
Lindsay Cutler
Alba Osorio
Greg Guyette

Superintendent of Schools
Shawn Parkhurst

DISTRICT (3) THREE YEAR VISION

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

**Board of Education
Town of Windsor Locks
Special Meeting - Agenda**

September 29, 2025 6:00 pm

Meeting Via Zoom

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- I. Call to Order
 - A. Roll Call
 - B. Pledge of Allegiance
- II. Board of Education and Superintendent Communications
- III. Student Board of Education Representative Report
- IV. Public Audience (only on Agenda Items)
 - A. *In Accordance with BOE Policy 1100 - The Windsor Locks Board of Education (Board) Chairperson shall recognize speakers, request proper identification and maintain proper order. The Board shall hear only concerns, views, and opinions on topics within the jurisdiction of the Board. The appropriateness of the subject being presented, the suitability of the time for such presentation, the number of speakers, and the time to be allowed for public comment will be determined by the Chairperson. The public is advised that any discussion of specific employees will not be allowed at meetings and should be addressed to the employee's immediate supervisor or the Superintendent.*
- V. Approval of Minutes: **Vote Needed** p. 4 Exhibit I
 - September 11, 2025 Regular Meeting
 - September 15, 2025 Special Meeting
- VI. Policy Priority List p. 11 Exhibit II
- VII. Policy Review: **Vote Possible** p. 12 Exhibit III
 - A. 3542.43 Charging Policy Food Services - Revision p. 13
 - B. 5114 Suspension and Expulsion - Due Process - New p. 16
 - C. 5118.2 Educational Opportunities for Military Children - Revision p. 59
 - D. 5131.911 Bullying - Rescind (Replaced by 5144.12 Challenging Behavior Prevention on 8/21/25) p. 61
- VIII. Special Education Report p. 69 Exhibit IV
- IX. Old Business
 - A. WLHS Track and Football Field Status
 - B. Pay to Participate
 - C. Strategic Planning Process
- X. Upcoming Board of Education Meetings
 - A. October 9, 2025 6:00 pm - Regular Board of Education Meeting

XI. Adjourn Meeting

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

Copy: Town Clerk - Please Post

EXHIBIT I

MEMORANDUM TO: MEMBERS OF THE BOARD OF EDUCATION

FROM: SHAWN L. PARKHURST, SUPERINTENDENT

DATE: SEPTEMBER 29, 2025

RE: APPROVAL OF MINUTES

- September 11, 2025 Regular Meeting
- September 15, 2025 Special Meeting

Board Motion: “**Move** that the Board of Education approve the minutes of the September 11, 2025 Regular Meeting and the September 15, 2025 Special Meeting.”

WINDSOR LOCKS PUBLIC SCHOOLS



BOARD OF EDUCATION MEETING

Regular Meeting

September 11, 2025 Minutes

These minutes are not official until approved at a subsequent meeting

Members Present: K. Christianson, A. Osorio, G. Guyette, and L. Cutler
Members Absent: D. Gragnolati
Student Representative: A. Guyette
Others Present: Superintendent Parkhurst, Executive Director Bissonnette
& various Administration, Staff and Members of the Public

Call to Order

- Chairwoman Ms. Kylee Christianson called the Regular Meeting to Order at 6:01 pm.

Roll Call

- Board Members Ms. Kylee Christianson, Ms. Alba Osorio, Mr. Greg Guyette and Mrs. Lindsay Cutler were present.

Pledge of Allegiance

- Everyone present stood and pledged allegiance to the flag.

Board and Superintendent Communications

- G. Guyette shared that he attended the Freshman Breakfast and brought information back to the BOE with regard to Pay to Participate and the desire to have information shared on what has been collected and how it has been spent. Superintendent Parkhurst shared that he will maintain this as an old business agenda item throughout the year and this will also be an agenda item to be discussed in detail in the upcoming BOE Finance Subcommittee meetings which will be held once a month and reported out at the full Board meetings in the future.
- A. Osorio shared that she attended the Senior Planning meeting and the

information was very informative and wished that more families were a part of that; encouraged others to learn and receive the information.

- L. Cutler shared that she has heard from parents about concerns with the calendar and the way that school started with 3 days for students with the Friday before Labor Day being a day off rather than starting on Wednesday and going through Friday.
- Superintendent Parkhurst expressed how smooth the opening of the year has gone, shared that relationships are the foundation of the work with 25-26 being the year to enhance our instructional approaches for all students; provided special thanks to Board Chair Kylee Christianson for her heartfelt message to our staff at Convocation on behalf of the Board of Education; shared that Fall Sports are underway; a series of senior events are upcoming; new staff are settling in; and gave huge amount of thanks and appreciation to Human Resource Specialist Ann Marie Perez for her commitment and dedication to onboarding all our new staff to get them into our schools as soon as possible.

Student Board Representative Report

- A. Guyette shared that the year is off to a good start; recent Town Hall meetings were held with each grade level to share expectations; highlighted the upcoming senior events including the Senior BBQ, Parking Spot Painting and the Week of September 29, with spirit days that week, powderpuff, soccer games, parade, football game and the dance.

Public Comment

- None

Student Achievement Recognition

- Superintendent Parkhurst recognized the outstanding golf achievements of WLMS 8th grader Connor Claffey and presented him with a gift of appreciation and recognition.

Approval of Minutes

- Lindsay Cutler made motion to approve the minutes of August 21, 2025 Regular meeting and August 27, 2025 Special meeting; seconded by Alba Osorio; motion passed Unanimously.

Human Resources Report

- Mr. Stacy provided the Board with a report on the staff vacancies as of 9/2 and commended the work of the Leadership Team on their work to ensure vacancies were filled to start the year.
- Mr. Stacy shared that the Windsor Locks Administrators' Association has ratified the tentative agreement which was discussed in Executive Session on 8/21/25. A motion was made by Greg Guyette to approve the WLAA contract as presented; seconded by Lindsay Cutler; motion passed unanimously.

CABE Convention

- Superintendent Parkhurst provided the Board with the dates for the upcoming CABE Convention; Lindsay Cutler and Kylee Christianson will attend on Friday,

November 21, 2025 and Alba Osorio will attend on Saturday, November 22, 2025. Greg Guyette will review his schedule and let the Superintendent know his availability at a later date.

Opening of Schools & Professional Development

- Superintendent Parkhurst and Executive Director Bissonnette reviewed the Opening of School and first three Professional Development Days, including staff feedback survey results. A discussion was held with the Board and the steps that will be taken in the future based on the results of the survey.

Proposed 2026 Board of Education Meeting Calendar

- Superintendent Parkhurst presented the draft 2026 meeting calendar that was tabled at the previous meeting. He shared that he did consult with the WLHS Principal with regard to the request to ensure that there are no events the week of the proposed June 2026 Board meeting with the Class of 2026 and assured the Board that there are not. A motion was made by Lindsay Cutler and seconded by Alba Osorio; passed unanimously to approve the meeting calendar as presented.

Old Business

- WLHS Track and Football Field Status
 - Superintendent Parkhurst shared that the CIF grant is still awaiting a decision; he did share an additional potential \$250,000 planning grant that may be coming forward to apply for; the T Mobile Sweepstakes is still in the works; still awaiting the Hartford Foundation grant outcome at the current time
- Strategic Planning Process
 - Community and Staff Survey was sent out with about 60 responses thus far; Kickoff meeting set for Monday, 9/15 which will develop work teams in three broad areas; Student Performance, Culture & Climate, and Operations and Facilities; approximately 23 members of our staff and community have signed up to be a part of the work groups; this will be developed over the 25-26 year with implementation to begin in the 26-27 year
- Pay to Participate
 - Waiver request has been posted and nearly 17 have been received and reviewed at this time; donation link has been posted; invoices have been sent and to date \$2800 has been collected; Student BOE Representative suggested that coaches be reminded to tell students to alert parents that invoices have been sent and they need to be paid; Board discussed who will be responsible to ensuring that the invoices will be paid and this is a responsibility of the Principal's office at WLMS and WLHS.

Upcoming Board Meetings

- Reminder of the following:
 - Special Board Meeting - September 15, 2025 7:00 pm
 - Superintendent commented that due to members availability the Finance

SubCommittee Meeting scheduled for September 17, 2025 has been cancelled

- Superintendent shared that the September 25, 2025 Regular Board of Education meeting poses a calendar conflict for enough Board members to hold the meeting and offered three options for the Board to discuss:
 - Monday, September 29, 2025
 - Tuesday, September 30, 2025
 - Cancel the September 25, 2025 meeting and keep the next meeting as the scheduled meeting on October 9, 2025
 - After a brief discussion, the Board agreed to reschedule the September 25, 2025 meeting to Monday, September 29, 2025 at 6:00 pm and to hold it via Zoom.

Public Comment

- None

Greg Guyette made a motion at 6:47 pm to adjourn the meeting to Executive Session as permitted by Connecticut General Statutes Section 1-225(a) for the following purposes as allowed by Section 1-200(6), that is:

A. Superintendent Goals and Evaluation

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

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

The motion was seconded by Lindsay Cutler and passed unanimously.

The Board returned from Executive Session at 7:47 pm. A motion was made by Greg Guyette to adjourn the meeting; seconded by Alba Osorio; motion passed unanimously for the meeting to be adjourned at 7:47 pm.

Respectfully submitted

Shawn Parkhurst

Superintendent of Schools

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

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

**MINUTES OF THE SPECIAL MEETING
September 15, 2025 - 7:00 p.m.**

Members Present: Alba Osorio, Lindsay Cutler, Greg Guyette

Members Absent: Kylee Christianson and Dennis Gragnolati

Administrators: Shawn Parkhurst, Jeff Bernabe

Students: Student A

Others: Mother and Father of Student A

I. Call to Order

Board Member Lindsay Cutler called the Special Meeting to Order at 6:59 p.m., in the Windsor Locks Public School's Central Office Meeting Hall Room.

II. Executive Session

It was **MOVED** (G. Guyette) and **SECONDED** (A. Osorio) and **PASSED** (U), that the Board of Education enters into Executive Session to conduct a student expulsion hearing and to preserve the confidentiality of student records, and that the following be invited to attend the executive session to offer testimony: Superintendent of Schools, High School Administration, Student and Parent(s).

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

Board of Education Members:

Alba Osorio
Lindsay Cutler
Greg Guyette

Others:

Parents of Student A

Student A

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

Witnesses were sworn in by Mrs. Cutler.

Testimony regarding the offense and penalty phase was given by Mr. Shawn Parkhurst and Mr. Jeff Bernabe followed by questions from the Board of Education Members. Student A provided a statement. Parents of Student A provided a statement.

Board Recessed at 7:11 p.m.

The Board Reconvened at 7:14 p.m.

The Board Reconvened to Public Session at 7:15 p.m.

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

It was **MOVED** (G. Guyette) and **SECONDED** (A. Osorio) and **PASSED** (U) that the Board of Education reconvenes in Executive Session to conduct a student expulsion hearing and to protect the confidential student records and that the same persons who were previously invited to attend the Executive Session are invited to attend at 7:15 pm.

III. Action Regarding Expulsion

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

Board Recessed at 7:35 pm.

Board Reconvened at 7:45 pm.

The Board Reconvened into public session at 7:46 pm.

It was **MOVED** (A. Osorio) and **SECONDED** (G. Guyette) and **PASSED** (U) that the Windsor Locks Board of Education (1) accepts and adopts the findings and facts discussed and presented in executive session; and find that Student A is hereby expelled from the Windsor Locks Public Schools, including all school-related activities, curricular or otherwise, for a period of one calendar year beginning September 3, 2025 and ending September 2, 2026, or until graduation, whichever comes first, and (2) that as a consequence of said conduct, Student A shall be expelled in accordance with the terms and conditions of the Administration's Recommendations dated September 15, 2025 as presented.

IV. Adjournment

It was **MOVED** (G. Guyette) and **SECONDED** (A. Osorio) and **PASSED** (U) that the Board of Education adjourns the September 15, 2025 Special Meeting at 7:51 pm.

Respectfully Submitted,

Shawn Parkhurst

Superintendent of Schools

MEMORANDUM TO: MEMBERS OF THE BOARD OF EDUCATION

FROM: ROBERT STACY, EXECUTIVE DIRECTOR OF HUMAN RESOURCES

DATE: SEPTEMBER 29, 2025

RE: POLICY PRIORITY LIST

September 29, 2025

- | | | | |
|-----------|--|----------|----------|
| • 3542.43 | Charging Policy Food Services | Required | Revision |
| • 5114 | Suspension and Expulsion - Due Process
(Replaces Current 5114 Conduct and Discipline) | Required | New |
| • 5118.2 | Educational Opportunities for Military Children | Required | Revision |

October 9, 2025

- | | | | |
|------------------------------|--|-------------|-----|
| • 5131.601/4118.236/4218.236 | Medical
(Palliative) Use of Marijuana | Recommended | New |
| • 5141.12 | Restorative Practices Response | Required | New |
| • 5141.25 | Students with Special Health Care Needs | Recommended | New |

Future Board Meetings

Review any policies from CABE monthly recommended policy packet

- | | | | |
|-----------|--|----------|----------|
| • 6140 | Curriculum | Required | New |
| • 6159 | IEPs | Required | Revision |
| • 6161.12 | Library Material Review & Reconsideration | Required | New |
| • 6161.13 | Library Collection Development & Maintenance | Required | New |
| • 6161.14 | Library Display & Program | Required | New |
| • 6171 | Special Education | Required | Revision |

MEMORANDUM TO: MEMBERS OF THE BOARD OF EDUCATION

FROM: ROBERT STACY, EXECUTIVE DIRECTOR OF HUMAN RESOURCES

DATE: SEPTEMBER 29, 2025

RE: POLICY REVIEW

The following policies are being presented for a **First Read**:

- | | | | |
|-----------|---|----------|----------|
| • 3542.43 | Charging Policy Food Services | Required | Revision |
| • 5114 | Suspension and Expulsion -
Due Process
(Replaces Current 5114 Conduct and Discipline) | Required | New |
| • 5118.2 | Educational Opportunities for
Military Children | Required | Revision |

The following policy is being recommended for rescission:

- 5131.911 Bullying
(Replaced by Policy 5144.12 Challenging Behavior Prevention on 8/21/2025)

POSSIBLE BOARD MOTION: “**Move** that the Board of Education **rescind** policy 5131.911 Bullying.”

Business and Non-Instructional Operations

Food Service

Charging Policy

The goal of the food service program is to provide students with nutritious and healthy foods, through the District's food services program, that will enhance learning. The school nutrition program is an essential part of the education system and by providing good-tasting, nutritious meals in pleasant surroundings; we are helping to teach students the value of good nutrition.

The Board of Education (Board) has an agreement with the Connecticut State Department of Education to participate in one or more school Child Nutrition Programs and accepts full responsibility for adhering to the federal and state guidelines and regulations pertaining to these school Child Nutrition Programs. **Windsor Locks Public Schools is a Community Eligible Provision (CEP) district and does not accept applications for free and reduced meals. The Board also accepts full responsibility for providing free or reduced price meals to eligible elementary and secondary students enrolled in the District's schools. Applicants for such meals are responsible to pay for meals until the application for the free or reduced price meals is completed and approved. All applications for free and reduced price lunch and any related information will be considered strictly confidential and not to be shared outside of the District's food services program.** Meals are planned to meet the specified nutrient standards outlined by the United States Department of Agriculture for children based on their age or grade group.

Definitions¶

~~"Delinquent Debt" are unpaid meal charges, like any other money owed to the nonprofit school food service account when payment is overdue, as defined by state or local policies.¶~~

~~"Bad Debt" are when unpaid meal charges are not collected and are considered a loss. Such debt must be written off as an operating loss, which cannot be absorbed by the nonprofit school food service account, but must be restored using nonfederal funds.¶~~

~~Elementary Students~~

~~1- The District shall maintain a "no charging policy." The no charge policy will be strictly enforced to eliminate unnecessary debt within the School Food Service Program.~~

~~Every child has the right to obtain a meal for breakfast, lunch, or other meal service, excluding a la carte items.~~

~~The Board prohibits the public identification or shaming of a child/student, including, but not limited to, the following:~~

- ~~• Delaying or refusing to serve a meal to such student.~~
- ~~• Designating a specific meal option for such student or otherwise taking any disciplinary action against such student.~~

Students are not allowed to charge for second meals and a la carte items.

Adult meal charging is unallowable.

Secondary Students¶

~~1. A student shall not be allowed to purchase any reimbursable meal on credit.~~

District-Wide¶

~~1. Parents are responsible for providing meals or meal money for their student(s). Borrowing or charging is for one meal only in an emergency. Repayment is expected without delay. Snack and a-la-carte purchases are cash only.~~

Delinquent Debt and Bad Debt¶

~~The District's efforts to recover from households money owed due to the charging of meals must not have a negative impact on the children involved and shall focus primarily on the adults in the household responsible for providing funds for meal purchases. The school food authority is encouraged to consider whether the benefits of potential collections outweigh the costs which would be incurred to achieve those collections.¶~~

~~Money owed because of unpaid meal charges shall be considered "delinquent debt," as defined, as long as it is considered collectable and reasonable efforts are being made to collect it. Such debt must be paid by June 30, effective with the 2017-2018 school year.¶~~

~~After reasonable attempts are made to collect the delinquent debt, and it is determined that further collection efforts are useless or too costly, the debt must be reclassified as "bad debt." Such debt shall be written off as an operating loss not to be absorbed by the nonprofit school food service account but must be restored using non-federal funds.¶~~

Dissemination of Policy

This policy shall be provided in writing to all households at the start of each school year and to households transferring to the school or school district during the school year.

This policy shall be included in student/parent handbooks, on online portals that households use to access student accounts, placed on the District's website, on the website of each school, and published at the beginning of each school year at the time information is distributed regarding free and reduced price meals and again to the household the first time the policy is applied to a specific child.

This policy shall be provided to all school staff and/or school food authority staff responsible for its enforcement. In addition, school social workers, nurses, the homeless liaison, and other staff members assisting children in need or who may be contacted by families with unpaid meal charges also should be informed of this policy.

The District's school food authority shall maintain, as required, documentation of the methods used to communicate this policy to households and school or school food authority-level staff responsible for policy enforcement.

Staff who are responsible for communicating and enforcing the policy will be trained annually and upon hire for new staff.

(cf. [3542](#) - Food Service)

(cf. [3542.31](#) - Free or Reduced Price Lunch Program)

Legal Reference: Connecticut General Statutes

[10-215](#) Lunches, breakfasts and other feeding programs for public school children and employees. (as amended by PA 21-46)

[10-215a](#) Nonpublic school and nonprofit agency participation in feeding programs.

[10-215b](#) Duties of State Board of Education re feeding programs.

State Board of Education Regulations

State of Connecticut, Bureau of Health/Nutrition, Family Services and Adult Education Operational Memorandum No. 4-17, "Guidance on Unpaid Meal Charges and Collection of Delinquent Meal Payments," Nov. 2, 2016

Operational Memorandum #19-10, State of Connecticut, Bureau of Health/Nutrition, Family Services and Adult Education "Unallowable Charges to No-profit School Food Service Accounts and the Serving of Meals to No-paying Full and Reduced Price Students"

National School Lunch Program and School Breakfast Program; Competitive Foods. (7 CFR Parts 210 and 220, Federal Register, Vol 45 No. 20, Tuesday, January 29, 1980, pp 6758-6772

USDA Guidance:

- SP 46-2016, "Unpaid Meal Charges: Local Meal Charge Policies"
- SP 47-2016, "Unpaid Meal Charges: Clarification on Collection of Delinquent Meal Payment"
- SP 57-2016 "Unpaid Meal Charges: Guidance and Q and A"
- SP 58-2016 "2016 Edition: Overcoming the Unpaid Meal Challenge: Proven Strategies from Our Nation's Schools"

Policy adopted: **May 14, 2024**

Revised: **October, 2025**

5114 Suspension and Expulsion - Due Process New Required Policy (To Replace Current 5114)

Students

5114 Suspension and Expulsion/Due Process

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

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

Policy Objectives

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

Policy Guidelines

1. **Clear Expectations and Communication:**
 - Establish and communicate clear behavioral expectations and the consequences of violating them.
 - Ensure that all students, staff, and parents/guardians are aware of the discipline policy and procedures.
2. **Progressive Discipline Framework:**
 - Utilize a tiered approach to discipline that escalates in response to the severity and frequency of the behavior.

- Implement early intervention strategies such as counseling, mentoring, and behavior modification plans to address minor infractions.
3. **Restorative Practices:**
 - Employ restorative practices such as mediation, peer counseling, and restorative circles to address conflicts and repair harm.
 - Encourage students to take responsibility for their actions and to actively participate in the resolution process.
 4. **Consistent and Fair Application:**
 - Ensure that disciplinary measures are applied consistently and fairly across all student populations.
 - Monitor and address any disparities in the application of disciplinary actions to prevent discrimination or bias.
 5. **Supportive Interventions:**
 - Provide support services such as counseling, social work, and mental health resources to help students address underlying issues contributing to behavioral problems.
 - Develop individualized behavior plans for students with recurring or severe behavioral issues.
 6. **Engagement and Collaboration:**
 - Engage families in the disciplinary process through regular communication and involvement in restorative practices.
 - Collaborate with community organizations and resources to support students and families in addressing behavioral and social-emotional needs.
 7. **Training and Professional Development:**
 - Provide ongoing training for staff on progressive discipline, restorative practices, and culturally responsive approaches to student behavior.
 - Encourage staff to develop skills in conflict resolution, de-escalation techniques, and positive behavior support.

Review and Accountability

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

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

A. Definitions

1. **“Exclusion”** shall be defined as any denial of public-school privileges to a student for disciplinary purposes.
2. **“Removal”** shall be defined as an exclusion from a classroom for all or a part of a single class period, provided such exclusion shall not extend beyond ninety (90) minutes.

3. **“In-School Suspension”** means an exclusion from regular classroom activity for no more than five consecutive days, but not exclusion from school, provided such exclusion shall not extend beyond the end of the school year in which such in-school suspension was imposed. Such suspensions shall be served in any school building under the jurisdiction of the Board of Education.
4. **“Suspension”** means an exclusion from school privileges or from transportation services, provided such exclusion shall not extend beyond the end of the school year in which suspension was imposed. An out-of-school suspension for students in grades 3-12 shall not exceed ten days. An out-of-school suspension imposed for children in preschool to second grade shall not exceed five days.

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

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

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

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

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

B. Removal from Class

1. All teachers are hereby authorized to remove a student from class when such student causes a serious disruption of the educational process within the classroom.
2. Such teacher shall send the student to a designated area and shall immediately inform the building Principal or his/her designee as to the name of the student and the reason for the removal.
3. No student shall be removed from class more than six (6) times in any year nor more than twice in one week, unless such student is referred to the Building Principal or his/her designee and granted an informal hearing in accordance with the provisions of this policy.
4. A school principal or other school administrator shall notify a parent or guardian of a student whose behavior has caused a serious disruption to the instruction of other students, caused self-harm, or caused physical harm to a teacher, another student, or other school employee not later than twenty-four hours after such behavior occurs. Such notice shall include, but not be limited to, informing such parent or guardian that the teacher of record in the classroom in which such behavior occurred may request a behavior intervention meeting.

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

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

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

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

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

1. Striking or assaulting a student, members of the school staff or other persons.
2. Theft.
3. The use of obscene or profane language or gestures, the possession and/or display of obscenity or pornographic images or the unauthorized or inappropriate possession and/or display of images, pictures or photographs depicting nudity.
4. Violation of smoking, dress, transportation regulations, or other regulations and/or policies governing student conduct.
5. Refusal to obey a member of the school staff, law enforcement authorities, or school volunteers, or disruptive classroom behavior.
6. Any act of harassment based on an individual's sex, sexual orientation, race, color, religion, disability, national origin or ancestry.
7. Refusal by a student to identify himself/herself to a staff member when asked, misidentification of oneself to such person(s), lying to school officials or otherwise engaging in dishonest behavior.
8. Inappropriate displays of public affection of a sexual nature and/or sexual activity on school grounds or at a school-sponsored activity.
9. A walk-out from or sit-in within a classroom or school building or school grounds.
10. Blackmailing, threatening or intimidating school staff or students (or acting in a manner that could be construed to constitute blackmail, a threat, or intimidation, regardless of whether intended as a joke).
11. Possession of any weapon, weapon facsimile, deadly weapon, martial arts weapon, electronic defense weapon, pistol, knife, blackjack, bludgeon, box cutter, metal knuckles, pellet gun, air pistol, explosive device, firearm, whether loaded or unloaded, whether functional or not, or any other dangerous object or instrument. The possession and/or use of any object or device that has been converted or modified for use as a weapon.
12. Possession of any ammunition for any weapon described above in paragraph 11.
13. Unauthorized entrance into any school facility or portion of a school facility or aiding or abetting an unauthorized entrance.
14. Possession or ignition of any fireworks, combustible or other explosive materials, or ignition of any material causing a fire. Possession of any materials designed to be used in the ignition of combustible materials, including matches and lighters.
15. Unlawful possession, sale, distribution, use, or consumption of tobacco, electronic nicotine delivery systems (e.g. e-cigarettes), vapor products, drugs, narcotics or alcoholic beverages (or any facsimile of tobacco, drugs, narcotics or alcoholic beverages, or any item represented to be tobacco, drugs or alcoholic beverages), including being under the influence of any such substances or aiding in the procurement of any such substances. For the purposes of this Paragraph 15, the term "electronic nicotine delivery system" shall mean an electronic device that may be used to simulate smoking in the delivery of nicotine or other substance to a person inhaling from the device and includes, but is not limited to, an electronic cigarette, electronic cigar, electronic cigarillo, electronic pipe or electronic hookah and any related device and any cartridge or other component of such device. For the purposes of Paragraph 15, the term "vapor product" shall mean any product that employs a heating element, power source, electronic circuit or other electronic, chemical or mechanical means, regardless of shape or size, to produce a vapor that may or may not include nicotine that is inhaled by the user of such product. For the purposes of this Paragraph 15, the term "drugs" shall include, but shall not be limited to, any medicinal preparation (prescription and non-prescription) and any controlled substance whose possession, sale, distribution, use or consumption is illegal under state and/or federal law.

16. Sale, distribution, or consumption of substances contained in household items; including, but not limited to glue, paint, accelerants/propellants for aerosol canisters, and/or items such as the aerators for whipped cream; if sold, distributed or consumed for the purpose of inducing a stimulant, depressant, hallucinogenic or mind-altering effect.
17. Unlawful possession of paraphernalia used or designed to be used in the consumption, sale or distribution of drugs, alcohol or tobacco, as described in subparagraph (15) above. For purposes of this policy, drug paraphernalia includes any equipment, products and materials of any kind which are used, intended for use or designed for use in growing, harvesting, manufacturing, producing, preparing, packaging, storing, containing or concealing, or injecting, ingesting, inhaling or otherwise introducing controlled drugs or controlled substances into the human body, including but not limited to items such as “bongs,” pipes, “roach clips,” vials, tobacco rolling papers, and any object or container used, intended or designed for use in storing, concealing, possessing, distributing or selling controlled drugs or controlled substances.
18. The destruction of real, personal or school property, such as, cutting, defacing or otherwise damaging property in any way.
19. Accumulation of offenses such as school and class tardiness, class or study hall cutting, or failure to attend detention.
20. Trespassing on school grounds while on out-of-school suspension or expulsion.
21. Making false bomb threats or other threats to the safety of students, staff members, and/or other persons.
22. Defiance of school rules and the valid authority of teachers, supervisors, administrators, other staff members, and/or law enforcement authorities.
23. Throwing snowballs, rocks, sticks, and/or similar objects, except as specifically authorized by school staff.
24. Unauthorized and/or reckless and/or improper operation of a motor vehicle on school grounds or at any school-sponsored activity.
25. Leaving school grounds, school transportation, or a school-sponsored activity without authorization.
26. Use of or copying of the academic work of another individual and presenting it as the student’s own work, without proper attribution; or any other form of academic dishonesty, cheating, or plagiarism.
27. Possession and/or use of a cellular telephone, Smartphone, mobile or handheld device, or similar electronic device, on school grounds or at a school-sponsored activity in violation of Board policy and/or administrative regulations regulating the use of such devices.
28. Possession and/or use of a beeper or paging device on school grounds or at a school-sponsored activity without the written permission of the principal or his/her designee.
29. Unauthorized use of any school computer, computer system, computer software, Internet connection, or similar school property or system, or the use of such property or system for inappropriate purposes.
30. Possession and/or use of a laser pointer, unless the student possesses the laser pointer temporarily for an educational purpose while under the direct supervision of a responsible adult.
31. Hazing.
32. **“Bullying”** is defined as unwanted and aggressive behavior among children in grades kindergarten to twelve, inclusive, that involves a real or perceived power imbalance.

33. Cyberbullying, defined as any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone, or other mobile electronic devices, or any electronic communications.
34. Acting in any manner that creates a health and/or safety hazard for staff members, students, or the public, regardless of whether the conduct is intended as a joke.
35. Engaging in a plan to stage or create a violent situation for the purposes of recording it by electronic means; or recording by electronic means acts of violence for purposes of later publication.
36. Engaging in a plan to stage sexual activity for the purposes of recording it by electronic means; or recording by electronic means sexual acts for purposes of later publication.
37. Using computer systems, including email, instant messaging, text messaging, blogging or the use of social networking websites, or other forms of electronic communications, to engage in any conduct prohibited by this policy.
38. Use of a privately owned electronic or technological device in violation of school rules, including the unauthorized recording (photographic or audio) of another individual without permission of the individual or a school staff member.

E. Scope of the Student Discipline Policy

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

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

b. Conduct off School Grounds

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

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

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

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

F. Mandatory Expulsion

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

1. The student, on grounds or at a school-sponsored activity, was in possession of a firearm, as defined in 18 U.S.C. 921*, as amended from time to time, or deadly weapon, dangerous instrument or martial arts weapon, as defined in C.G.S. 53A-3; or the student, off school grounds, did possess

such firearm in violation of C.G.S. 29-35 or did possess and use such firearm, instrument or weapon in the commission of a crime; or the student, on or off school grounds offered for sale or distribution a controlled substance, as defined in subdivision (9) of C.G.S. 21a-240, whose manufacture, distribution, sale, prescription, dispensing, transporting or possessing with intent to sell or dispense, offering or administering is subject to criminal penalties under C.G.S. 21-277 and 21a-278.

2. Such student shall be expelled for one calendar year if the Board of Education or impartial hearing officer finds that the student did so possess or so possess and use, as appropriate, such weapon or firearm, instrument or weapon or did so offer for sale or distribution such controlled substance.
3. The Board may modify the period of a mandatory expulsion on a case-by-case basis.
4. A firearm, as defined by C.G.S. 53a-3, includes any sawed-off shotgun, machine gun, rifle, shotgun, pistol, revolver, or other weapon, whether loaded or unloaded, from which a shot may be discharged, or a switchblade knife, a gravity knife, billy, blackjack, bludgeon, or metal knuckles.
5. A student enrolled in a preschool program provided by the Board of Education, state or local charter school or interdistrict magnet school shall not be expelled from such school except that a student shall be expelled for one calendar year from such preschool program pursuant to the mandatory expulsion requirement in compliance with the Gun-Free School Act, as described in this section.

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

G. Suspension Procedure

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

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

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

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

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

Out-of-School Suspensions

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

1. Grades preschool to two, if during the informal hearing outlined above, the administration:
 - a. Determines that an out-of-school suspension is appropriate for such students based on evidence that such student's conduct on school grounds is behavior that causes physical harm;
 - b. Requires that such students receive services that are trauma-informed and developmentally appropriate and align with any behavioral intervention plan, individualized education program, or plan pursuant to Section 504 of the Rehabilitation Act of 1973, as amended from time to time, for such student upon such student's return to school immediately following the out-of-school suspension; and
 - c. Considers whether to convene a planning and placement team meeting for the purposes of conducting an evaluation to determine whether such student may require special education or related services.
2. Grades three to twelve, inclusive, if, resulting from a due process hearing:
 - a. The administration determines that the student being suspended poses such danger to persons or property or such disruption of the educational process (as defined above in section E) that the student shall be excluded from school during the period of suspension.
 - b. The administration determines that an out-of-school suspension is appropriate for such student based on evidence of:
 - i. previous disciplinary problems that have led to suspensions or expulsion of such student; and
 - ii. efforts by the administration to address such disciplinary problems through means other than out-of-school suspension or expulsion, including positive behavioral support strategies. An in-school suspension may be served in the student's school or any school building under the jurisdiction of the local or regional board of education, as determined by such board.

Length of Suspension Period:

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

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

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

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

General provisions:

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

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

H. Expulsion Procedures

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

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

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

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

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

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

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

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

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

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

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

I. Formal Hearings/Due Process

1. Any hearing conducted under this paragraph shall at least include the right to:
 - a. Notice prior to the date of the proposed hearing which shall include a statement of the time, place and nature of the hearing and a statement of the legal jurisdiction under which the hearing is to be held and a statement that students under sixteen years old who are expelled and students between sixteen and eighteen who have been expelled for the first time and who comply with conditions set by the Board of Education, must be offered an alternative educational opportunity;
 - b. A short and plain statement of the matters asserted, if such matters have not already been provided in a statement of reasons requested by the student;
 - c. The opportunity to be heard in the student's own defense;
 - d. The opportunity to present witnesses and evidence in the student's defense;
 - e. The opportunity to cross-examine adverse witnesses;
 - f. The opportunity to be represented by counsel at the parents'/student's own expense; and
 - g. Information concerning legal services provided free of charge or at a reduced rate that are available locally and how to access such services;
 - h. The opportunity to have the services of a translator, to be provided by the Board of Education whenever the student or his/her parent or legal guardian do not speak the English language;
 - i. The prompt notification of the decision of the Board of Education, which decision shall be in writing if adverse to the student concerned.

2. Record keeping:

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

- a. All evidence received and considered by the Board of Education;
- b. Questions and offers of proof, objections, and ruling on such objections;
- c. The decision of the Board of Education rendered after such hearing; and

d. A copy of the initial letter of notice of proposed expulsion, a copy of any statement of reasons provided upon request, a statement of the notice of hearing, and the official transcript, if any, or if not transcribed, any recording or stenographic record of the hearing.

3. Rules of evidence at hearings:

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

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

J. Expunging Records

Suspension:

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

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

Expulsion:

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

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

K. Notification

1. All students and parents within the jurisdiction of the Board of Education shall be informed, annually, of Board Policy governing student conduct by delivery to each said student of a written copy of said Board Policy.
2. The parents or guardian of any minor student either expelled or suspended shall be given notice of such disciplinary action no later than 24 hours of the time of the institution of the period of expulsion or suspension.
3. The notice of an expulsion hearing shall be given at least five (5) business days before such hearing to the student and his/her parents or guardians, if said student is less than 18 years of age shall include information concerning the parent's/guardian's and the student's legal rights and concerning legal services that are provided free of charge or at a reduced rate that are available (CT legal services as a source of such services) and how to access such services. The notification shall reference the maximum number of suspension days before the expulsion days proceed. 5 consecutive days for students in pre-school to second grade, 10 consecutive days for students in grades 3-12, a statement that an attorney or other advocate may represent any student subject to expulsion proceedings. The parent/guardian of the student shall be notified of the right to have the expulsion hearing postponed for up to one week to allow time to obtain representation, except that if an emergency exists, such hearing shall be held as soon after the expulsion as possible.

L. Stipulated Agreements

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

indicating that the Board, in its discretion, has the right to accept or reject the Joint Stipulation of Facts and Recommendation.

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

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

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

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

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

A. Suspension of IDEA students

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

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

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

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

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

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

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

C. **Transfer of IDEA Students for Certain Offenses:**

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

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

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

1. **Dangerous weapon** means a weapon, device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, except that such term does not include a pocketknife with a blade of less than 2.5 inches in length.
2. **Controlled substance** means a drug or other substance identified under schedules I, II, III, IV, or V in section 202(c) of the Controlled Substances Act, 21 U.S.C. 812(c).
3. **Illegal drug** means a controlled substance but does not include a substance that is legally possessed or used under the supervision of a licensed health-care professional or

that is legally possessed or used under any other authority under the Controlled Substances Act or under any other provision of federal law.

4. **Serious bodily injury** means a bodily injury which involves: (A) a substantial risk of death; (B) extreme physical pain; (C) protracted and obvious disfigurement; or (D) protracted loss or impairment of the function of a bodily member, organ, or mental faculty.

O. Procedures Governing Expulsions for Students Identified as Eligible under Section 504 of the Rehabilitation Act of 1973 (“Section 504”)

- A. Except as provided in subsection B below, notwithstanding any provision to the contrary, if the Administration recommends for expulsion a student identified as eligible for educational accommodations under Section 504 who has violated any rule or code of conduct of the school district that applies to all students, the following procedures shall apply:
 1. The parents of the student must be notified of the decision to recommend the student for expulsion.
 2. The district shall immediately convene the student’s Section 504 team (“504 team”) for the purpose of reviewing the relationship between the student’s disability and the behavior that led to the recommendation for expulsion. The 504 team will determine whether the student’s behavior was a manifestation of his/her disability.
 3. If the 504 team finds that the behavior was a manifestation of the student’s disability, the Administration shall not proceed with the recommended expulsion.
 4. If the 504 team finds that the behavior was not a manifestation of the student’s disability, the Administration may proceed with the recommended expulsion.
- B. The Board may take disciplinary action for violations pertaining to the use or possession of illegal drugs or alcohol against any student with a disability who currently is engaging in the illegal use of drugs or alcohol to the same extent that such disciplinary action is taken against nondisabled students. Thus, when a student with a disability is recommended for expulsion based solely on the illegal use or possession of drugs or alcohol, the 504 team shall not be required to meet to review the relationship between the student’s disability and the behavior that led to the recommendation for expulsion.

P. Procedures Governing Expulsions for Students Committed to a Juvenile Detention Center

- A. Any student who commits an expellable offense and is subsequently committed to a juvenile detention center, the Connecticut Juvenile Training School or any other residential placement for such offense may be expelled by the Board in accordance with the provisions of this section. The period of expulsion shall run concurrently with the period of commitment to a juvenile detention center, the Connecticut Juvenile Training School or any other residential placement.
- B. If a student who committed an expellable offense seeks to return to a school district after participating in a diversionary program or having been detained in a juvenile detention center, the Connecticut Juvenile Training School or any other residential placement and such student has not been expelled by the board of education for such offense under subdivision (A) of this

subsection, the Board shall allow such student to return and may not expel the student for additional time for such offense.

Q. Alternative Educational Opportunity

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

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

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

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

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

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

R. Other Considerations

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

except for the notice of an expulsion of a student in grades nine through twelve, inclusive, based on possession of a firearm or deadly weapon, shall be expunged from the cumulative educational record by the Board if the Board determines that the student's conduct and behavior in the years following such expulsion warrants an expungement or if the student graduates from high school.

2. If a student's expulsion is shortened or the expulsion period waived based upon the fact that the student was expelled for the first time, had never been suspended, and successfully completed a Board specified program and/or met other conditions required by the Board, the notice of expulsion shall be expunged from the cumulative educational record if the student graduates from high school or, if the Board so chooses, at the time the student completes the Board specified program and meets any other conditions required by the Board.

3. If a student in grades preschool to eight, is expelled based on possession of a firearm or deadly weapon, the Board may expunge from the students' cumulative education record the notice of the expulsion and the conduct for which the student was expelled if the Board determines that the conduct and behavior of the student in the years following such expulsion warrants an expungement.

4. The Board may adopt the decision of a student expulsion hearing conducted by another school district, provided such Board of Education held a hearing pursuant to C.G.S.10-233d(a). Adoption of such decision shall be limited to a determination of whether the conduct which was the basis for the expulsion would also warrant expulsion under the policies of this Board. The student shall be excluded from school pending such hearing. The excluded student shall be offered an alternative education opportunity in accordance with item K above.

5. Whenever a student against whom an expulsion hearing is pending withdraws from school and after notification of such hearing but before the hearing is completed and a decision rendered, (1) notice of the pending expulsion hearing shall be included on the student's cumulative educational record and (2) the Board shall complete the expulsion hearing and render a decision.

6. A student expelled for possession of a firearm, deadly weapon, dangerous instrument or martial arts weapon shall have the violation reported to the local police department.

7. The period of expulsion shall not extend beyond a period of one calendar year. A period of exclusion may extend into the next school year.

8. An expelled student may apply for early readmission to school. Such readmission shall be at the discretion of the Board of Education/Superintendent of Schools (choose which). Readmission decisions shall not be subject to appeal to Superior Court. The Board or Superintendent, as appropriate, may condition such readmission on specified criteria.

9. Any student who commits an expellable offense and is subsequently committed to a juvenile detention center, the Connecticut Juvenile Training School, or any other residential placement for such offense may be expelled by the local Board of Education. The period of expulsion shall run concurrently with the period of commitment to a juvenile detention center, the Connecticut Juvenile Training School, or any other residential placement.

10. Prior to placing any student in an out-of-district placement due to the challenging behavior of such student, the Board of Education shall conduct a functional behavior assessment of such student and develop or update a behavioral intervention plan for such student.

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

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

S. Change of Residence During Expulsion Proceedings

A. Student moving into the school district

1. If a student enrolls in the district while an expulsion hearing is pending in another district, such student shall not be excluded from school pending completion of the expulsion hearing unless an emergency exists, as defined above. The Board shall retain the authority to suspend the student or to conduct its own expulsion hearing.

2. Where a student enrolls in the district during the period of expulsion from another public school district, the Board may adopt the decision of the student expulsion hearing conducted by such other school district. The student shall be excluded from school pending such hearing. The excluded student shall be offered an alternative educational opportunity in accordance with statutory requirements. The Board shall make its determination based upon a hearing held by the Board, which hearing shall be limited to a determination of whether the conduct which was the basis of the previous public school district's expulsion would also warrant expulsion by the Board.

B. Student moving out of the school district:

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

T. Compliance with Documentation and Reporting Requirements

A. The Board of Education shall include in all disciplinary reports the individual student's state-assigned student identifier (SASID).

B. The Board of Education shall report all suspensions and expulsions to the State Department of Education.

C. If the Board of Education expels a student for sale or distribution of a controlled substance, the Board shall refer such student to an appropriate state or local agency for rehabilitation, intervention or job training and inform the agency of its action.

D. If the Board of Education expels a student for possession of a deadly weapon or firearm, as defined in Conn. Gen. Stat. §53a-3, the violation shall be reported to the local police.

Readmission of Student from a Residential Placement

A District student who has committed an expellable offense who seeks to return to a District school, after participating in a diversionary program or having been detained in a juvenile detention center, the Connecticut Juvenile Training School or any other residential placement, for one year or more, in lieu of expulsion from the District, shall be permitted to return to the appropriate school setting within the District. Further, the District shall not expel the student for any additional time for the offense(s).

Students and parents shall be notified of this policy annually.

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

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

18 U.S.C. §930(g)(2) – Definition of “dangerous weapon”

18 U.S.C. §1365(h)(3) – Identifying “serious bodily injury”

21 U.S.C. §812(c) – Identifying “controlled substances”

Public Act 24-45 An Act Concerning Education Mandate Relief, School Discipline and Disconnected Youth, Sections 13-14

Public Act 24-93 An Act Concerning Various and Assorted Revisions to the Education Statutes, Section 11 and Section 12

Public Act 25-67 An Act Concerning the Quality and Delivery of Special Education Services in Connecticut (Section 13)

Public Act 25-93 An Act Increasing Resources for Students, Schools and Special Education (Sections 38 & 39)

Policy Adopted:

Replaces Current Policy: 5114 Conduct and Discipline

5114 Conduct and Discipline

(Current Policy to be Replaced by 5114 Suspension and Expulsion - Due Process)

Students

5114 - Conduct and Discipline

Each student shall learn to respect the rights of others as individuals and as groups. The student shall learn the rules that govern appropriate behavior in his/her school and obey the rules established by the Board for all students in all public schools of the town.

Areas of Responsibility

Board of Education - The Board of Education holds the certified personnel responsible for the proper conduct and control of students while legally under the supervision and jurisdiction of the school.

Principal - The Principal may implement necessary procedures and rules and regulations to render effective the policies of the Board of Education relating to standards of student behavior. The Principal may involve representatives of all areas of school personnel, students, parents, and citizens of the community.

Teachers - Teachers shall be responsible for the instruction of students in rules and regulations of proper conduct, as well as be responsible for proper and adequate control of students. The responsibility and authority of any teacher extends to all students of the school district under the assigned supervision of the teacher and to other students so situated with respect to the teacher as to be subject to the teacher's control.

Parents - Parents shall be expected to cooperate with school authorities regarding the behavior of their children. Parents shall be held responsible for the willful misbehavior of their children.

I. Definitions

- A. **Exclusion** means any denial of public school privileges to a student for disciplinary purposes.
- B. **Emergency** means a situation in which the continued presence of the student in school poses such a danger to persons or property or a disruption of the educational process that a hearing may be delayed until a time as soon after the exclusion of such student as possible.
- C. **School-Sponsored Activity** means any activity sponsored, recognized, or authorized by the Board and includes activities conducted on or off school property.
- D. **Removal** means the exclusion of a student for a class period of ninety minutes or less.
- E. **In-School Suspension** means an exclusion from regular classroom activity for no more than ten consecutive school days, but not exclusion from school, provided such exclusion shall not extend beyond the end of the school year in which such in-school suspension was imposed. No student shall be placed on

in-school suspension more than fifteen (15) times or a total of fifty (50) days in one school year, whichever results in fewer days of exclusion.

- F. **Suspension** means the exclusion of a student from school privileges and/or transportation services for not more than ten (10) consecutive school days, provided such suspension shall not extend beyond the end of the school year in which such suspension is imposed; and further provided no student shall be suspended more than ten (10) times or a total of fifty (50) days in one school year, whichever results in fewer days of exclusion, unless such student is granted a formal hearing as provided below. Suspensions shall be in-school suspensions unless the administration determines for any student in grades three through twelve, inclusive, that (1) the student being suspended poses such a danger to persons or property or such a disruption of the educational process that the student shall be excluded from school during the period of suspension, or (2) that an out-of-school suspension is appropriate based on evidence of previous disciplinary problems that have led to suspensions or expulsion of the student and efforts by the administration to address such disciplinary problems through means other than out-of-school suspension or expulsion, including positive support strategies.

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

- G. **Expulsion** means the exclusion from school privileges for any student in grades three to twelve, inclusive, for more than ten (10) consecutive school days. To be expelled, the student's conduct must be found to be both violative of a Board policy and either seriously disruptive of the educational process or endangering persons or property. The expulsion period may extend to the school year following the school year in which the expulsion was imposed. The total duration of a given expulsion shall not extend beyond one calendar year as provided for in state law.
- H. **School Days** shall mean days when school is in session for students.
- I. **Seriously Disruptive of the Educational Process, as applied to off-campus conduct**, means any conduct that markedly interrupts or severely impedes the day-to-day operation of a school.
- J. **School Days** shall mean days when school is in session for students.
- K. **Seriously Disruptive of the Educational Process, as applied to off-campus conduct**, means any conduct that markedly interrupts or severely impedes the day-to-day operation of a school.

- L. **Inhalants** are defined as including but not limited to the following: Nitrous Oxide (laughing gas, whippets, CO₂ cartridges); Amyl Nitrate (“Locker Room”, “Rush”, “Poppers”, “Snappers”); Butyl Nitrate (“Bullet”, “Climax”); Chlorohydrocarbons (aerosol paint cans, cleaning fluids); Hydrocarbons (aerosol propellants, gasoline, glue, butane); Difluoroethane; Trifluoroethane; Tetrafluoroethene (“canned air”); Toluene; Acetone; Toluol; Trichloroethylene; Isopropanol; Methanol; Ether; Methyl Cellosolve Acetate; Hexane; Butyl Alcohol; Benzene; Methyl Ethyl Ketone; Cyclohexanone; Pentachlorophenol; Ethyl Acetate; Methyl Isobutyl Ketone; Trichloroethane; Dichlorodifluoromethane.
- M. **Performance-enhancing Drugs or Substances** include anabolic agents or steroids, used for the intent of bodybuilding and muscle enhancement of physical ability and not for a valid medical purpose as defined by a physician, and includes but is not limited to those performance enhancing drugs and substances identified by the Connecticut Interscholastic Athletic Conference (CIAC) comprehensive list, as may be amended from time to time:
- (a) Pharmacologic agents (prescription or non-prescription) taken in doses that exceed the recommended therapeutic dose or taken when therapeutic indicators are not present.
 - (b) Agents used for weight control, including stimulants, diet pills, diuretics, and laxatives, when the user is in a sport that has weight classifications or that rewards leanness.
 - (c) Agents used for weight gain, including over-the-counter products advertised as promoting increased muscle mass.
 - (d) Physiologic agents or other strategies used to enhance oxygen-carrying capacity, including erythropoietin and red blood cell transfusions (blood doping).
 - (e) Any substance used for reasons other than to treat a documented disease state or deficiency.
 - (f) Any substance that is known to mask adverse effects or detect ability of another performance-enhancing substance; or
 - (g) Nutritional supplements, including Creatine, taken at “supraphysiologic” doses or at levels greater than required to replace deficits created by a disease state, training program, or participation in sports.
- N. **Distribution or Sale of Controlled Substances** means to deliver, sell, pass, share, or give any alcohol, drug, or mood-altering controlled substance, as defined herein, from one person to another or to aid in its use.
- O. **Possession of Controlled Substances** means to possess or hold any alcohol, drug, or mood altering substance determined to be illegal or otherwise prohibited, on one’s person, in one’s personal belongings, one’s locker, car, backpack, etc.

- P. **Drug Paraphernalia** includes any instrument, utensil, or item which, in the administration's judgment, can be associated with the use of drugs, alcohol, or mood-altering substances. Examples include but are not limited to roach clips, pipes, bowls, rolling papers, plastic bags of the type used to package and transport narcotics, blunts, and other materials.

Notwithstanding the foregoing, the reassignment of a student from one regular education classroom program in the district to another regular education classroom program in the district shall not constitute a suspension or expulsion.

II. Scope of the Student Discipline Policy

In accordance with this policy, its regulation and applicable state law, students may be subject to a range of school disciplinary consequences for misconduct committed on or off school grounds. Disciplinary consequences may include removal from class, in school suspension, out of school suspension, suspension from school transportation, loss of school privileges such as, but not limited to, participation in school activities or functions, extracurricular activities and athletics and expulsion from school.

A. Conduct on School Grounds or at a School-Sponsored Activity: Suspension and Expulsion

1. Students may be suspended for conduct on school grounds including remote learning which is considered to be school grounds, or at any school-sponsored activity that endangers persons or property, violates a publicized policy of the Board or is seriously disruptive of the educational process.
2. Students may be expelled for conduct on school grounds, including remote learning, or at any school-sponsored activity that is violative of a publicized policy and is seriously disruptive of the educational process or endangers persons or property. For a student to be expelled, the conduct must both violate a board policy, and either be seriously disruptive of the educational process or endanger persons or property.

B. Conduct off School Grounds: Suspension and Expulsion

1. Students may be suspended or expelled for conduct off school grounds if such conduct is violative of board policy and is seriously disruptive of the educational process. In making a determination as to whether such conduct is seriously disruptive of the educational process, the Administration and the Board of Education may consider, but such consideration shall not be limited to the following factors:
 - (1) whether the incident occurred within close proximity of a school.
 - (2) whether other students from the school were involved or whether there was any gang involvement.
 - (3) whether the conduct involved violence, threats of violence, or the unlawful use of a weapon, as defined in section C.G.S. §

29-38, and whether any injuries occurred; and whether the conduct involved the use of alcohol.

2. In making a determination as to whether such conduct is seriously disruptive of the educational process, the Administration and/or the Board of Education may also consider whether such off-campus conduct involved the use of drugs or whether the conduct in question is prohibited by federal or Connecticut state law and would indicate that the student presents a danger to any person in the school community or school property and/or the conduct resulted in an arrest.

3. When considering whether conduct off school grounds is seriously disruptive of the educational process, the term “weapon” means any BB gun, any blackjack, any metal or brass knuckles, any police baton or nightstick, any dirk knife or switch knife, any knife having an automatic spring release device by which a blade is released from the handle, having a blade of over one and one-half inches in length, any stiletto, any knife the edged portion of the blade of which is four inches or more in length, any martial arts weapon or electronic defense weapon, as defined in section 53a-3, or any other dangerous or deadly weapon or instrument. A weapon such as a pellet gun and/or airsoft pistol may constitute a deadly weapon if such weapon is designed for violence and is capable of inflicting death or serious bodily harm.

C. Mandatory Expulsion

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

1. The student, on grounds or at a school-sponsored activity, was in possession of a firearm, as defined in 18 U.S.C. 921*, as amended from time to time, or deadly weapon, dangerous instrument or martial arts weapon, as defined in C.G.S. [53A-3](#); or

2. The Student, off school grounds, did possess such firearm in violation of C.G.S. [29-35](#) or did possess and use such a firearm, instrument or weapon in the commission of an alleged crime; or

3. The student, on or off school grounds offered for sale or distribution a controlled substance, as defined in subdivision (9) of C.G.S. [21a-240](#), whose manufacture, distribution, sale, prescription, dispensing, transporting or possessing with intent to sell or dispense, offering or administering is subject to criminal penalties under C.G.S. [21-277](#) and [21a-278](#). Such a student shall be expelled for one calendar year if the Board of Education or impartial hearing board finds that the student did so possess or so possess and use, as appropriate, such a weapon or firearm, instrument or weapon or did so offer for sale or distribution such a controlled substance.

The Board may modify the period of a mandatory expulsion on a case-by-case basis.

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

A firearm, as defined by C.G.S. [53a-3](#) includes any sawed-off shotgun, machine gun, rifle, shotgun, pistol, revolver, or other weapon, whether loaded or unloaded from which a shot may be discharged, or a switchblade knife, a gravity knife, billy, black jack, bludgeon or metal knuckles.

A student enrolled in a preschool program provided by the Board shall not be expelled from such school except that a student may be expelled for one calendar year from such preschool program pursuant to the mandatory expulsion requirement in compliance with the Gun-Free School Act, as described in this section above.

D. Permissive Expulsion

In addition to a mandatory expulsion, students may be subject to permissive expulsions in accordance with II. A. 2. and II. B. 1, 2 and 3 above. The school administration may recommend to the Superintendent of Schools that a student be expelled from school when in the administration's opinion the student's conduct warrants expulsion in accordance with this policy. Upon receipt of such a recommendation the Superintendent will determine whether a sufficient basis exists for expulsion from school and if so, the Superintendent will proceed in accordance with Section VII. below. Expulsion Recommendation Procedures and Section VIII. Expulsion Hearing Procedures.

III. Actions Leading to Disciplinary Action

Conduct which may lead to disciplinary action (including but not limited to suspension and/or expulsion) includes conduct on school grounds, including remote learning, or at a school-sponsored activity, and conduct off school grounds, as set forth above. Such conduct includes, but is not limited to, the following:

1. Striking or assaulting a student, members of the school staff or other persons.
2. Theft.
3. The use of obscene or profane language or gestures.
4. Violation of smoking; dress; transportation regulations, or other regulations and/or policies governing student conduct.
5. Refusal to obey a member of the school staff, school security officers or law enforcement authorities, or disruptive classroom behavior.
6. Any act of harassment based on an individual's sex, sexual orientation, gender identity or expression, race, color, religion, disability, national origin or ancestry or membership in another legally protected class.
7. The sending, sharing, viewing, or possessing pictures, emails, or other material of a sexual nature in any form including in electronic form such as on a cell phone or other electronic device.
8. Refusal by a student to identify himself/herself to a staff member when asked.

9. A walk-out from or sit-in within a classroom or school building or school grounds.
10. Blackmailing, threatening, harassing, or intimidating school staff or students.
11. Possession of any weapon, weapon facsimile, deadly weapon, pistol, knife, blackjack, bludgeon, box cutter, metal knuckles, bb gun, soft air pistol, pellet gun, explosive device, firearm, whether loaded or unloaded, whether functional or not, or any other dangerous object, except that students may bring such devices or objects to school for educational reasons provided that the teacher in charge of the program in which such object would be used as a teaching resource has received prior written approval of the Principal and provision has been made to preclude the object being used for any other purpose.
12. Unauthorized entrance into any school facility or portion of a school facility or aiding or abetting an unauthorized entrance.
13. Possession or ignition of any fireworks or other explosive materials, or ignition of any material causing a fire.
14. Unauthorized possession, sale, distribution, use or consumption of tobacco, drugs, narcotics, or alcoholic beverages. For the purposes of this Paragraph 13, the term “drugs” shall include, but shall not be limited to, any medicinal preparation (prescription and non-prescription) and any controlled substance whose possession, sale, distribution, use or consumption is illegal under state and/or federal law, including but not limited to inhalants and other volatile substances as well as performance-enhancing drugs as defined and otherwise prohibited herein.
15. Inhalation, ingestion, application, use, possession or distribution of any abusable glue, aerosol paint or substance containing a volatile chemical with intent to inhale, ingest, apply or use (or cause another person to inhale, ingest, apply or use) any of these in a manner (1) contrary to the directions for use, cautions or warnings appearing on a label of a container of the glue, paint aerosol or other substance, including but not limited to “canned air”; and (2) designed to affect the central nervous system, create or induce a condition of intoxication, hallucination or elation, or change, distort, or disturb the person’s eyesight, thinking process, balance or coordination.
16. Unauthorized possession, sale, distribution, use or consumption of performance-enhancing drugs, including anabolic steroids and food supplements, including but not limited to Creatine, by students involved in school-related athletics or any co-curricular or extra-curricular school activity/program, other than for a valid medical purpose as documented by a physician.
17. Possession of paraphernalia used or designed to be used in the consumption, sale or distribution of drugs, alcohol, or tobacco, as described in subparagraph (14) above.

18. The destruction of real, personal, or school property or property of staff members or other students, such as, cutting, defacing or otherwise damaging property in any way.
19. Accumulation of offenses such as school and class tardiness, school, class, or study hall cutting, or failure to attend detention.
20. Trespassing on school grounds while on out-of-school suspension or expulsion.
21. Making bomb threats or other threats to the safety of students, staff members, and/or other persons, or engaging in a plan to stage or create a violent situation at school for the purpose of creating fear, disruption or actual danger to students and staff.
22. Defiance of school rules and the valid authority of teachers, supervisors, administrators, other staff members and/or law enforcement authorities.
23. Unauthorized and/or reckless and/or improper operation of a motor vehicle on school grounds or at any school-sponsored activity.
24. Leaving school grounds, school transportation vehicle or a school-sponsored activity without authorization.
25. Using or copying academic and/or published work of another, including, but not limited to written material published on the Internet, and presenting it as his/her own without proper attribution.
26. Unauthorized use of any school computer, computer system, computer software, Internet connection or similar school property or system, or the use of such property or system for unauthorized or non-school related purposes.
27. Violating the District's Acceptable Use of Technology Agreement /Internet for use of school technology and privately owned devices.
28. Possession and/or use of a cellular telephone, radio, portable audio player, CD player, blackberry, personal data assistant, walkie-talkie, Smartphone, mobile or hand-held devices, tablets or computers or similar electronic devices on school grounds or at a school-sponsored activity in violation of Board policy and/or administrative regulations pertaining to the use of such devices.
29. Inappropriate displays of public affection of a sexual nature and/or sexual activity on school grounds, or at a school sponsored activity.
30. Possession and/or use of a laser pointer.
31. Hazing, bullying, stalking, teen dating violence, sexual harassment or assault, or discriminatory harassment of students or staff.
32. Intentional and successful incitement of truancy by other students.
33. The taking, disseminating, transferring, or sharing of obscene, pornographic, lewd, or otherwise illegal images or photographs, whether by electronic data transfer or otherwise (commonly called sexting).

34. Any conduct, on or off school grounds, or any other violation of school rules or regulations or a series of violations which makes the presence of the student in school seriously disruptive of the educational process and/or a danger to persons or property.
35. Any action prohibited by any Federal or State law which would indicate that the student presents a danger to any person in the school community or school property.

IV. Removal from Classroom

A student may be removed from class by a teacher or administrator if he/she deliberately causes a serious disruption of the educational process. When a student is removed, the teacher must send him/her to a designated area and notify the Principal or his/her designee at once. A student may not be removed from class more than six times in one school year nor more than twice in one week unless the student is referred to the building Principal or designee and granted an informal hearing at which the student should be informed of the reasons for the disciplinary action and given an opportunity to explain the situation.

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

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

VI. Procedures Governing Suspension-In and Out of School Suspensions

The administration of each school shall have the authority to invoke an out of school suspension for a period of up to ten school days or to invoke in-school suspension for a period of up to ten school days of any student for one or more of the reasons stated above at III. Actions Leading to Disciplinary Action, in accordance with the procedure outlined in this paragraph.

Suspensions shall be in-school suspensions unless for a student in grades three to twelve, inclusive, the administration determines that (1) the student being suspended poses such a danger to persons or property or such a disruption of the educational process that the student shall be excluded from school during the period of suspension, or 2) the administration determines that an out-of-school suspension is appropriate for such student based on evidence of (i) previous disciplinary problems that have led to suspensions or expulsion of such pupil, and (ii) efforts by the administration to address such disciplinary problems through means other than out-of-school suspension or expulsion, including positive behavioral support strategies, or (3) grades preschool to two, the administration determines that an out-of-school suspension is appropriate based on evidence that the student's conduct on school grounds is of a violent or sexual nature that endangers persons.

The administration is expected to use the guidelines developed and promulgated by the Commissioner of Education to help determine whether a student should receive an in-school or out-of-school suspension.

The administration shall also have the authority to suspend a student from transportation services whose conduct while awaiting or receiving transportation violates the standards set forth above in this policy.

A. When suspension of a student is deemed by administration to be an appropriate disciplinary consequence, the following procedures shall be followed:

Unless an emergency situation exists, no student shall be suspended prior to:

1. having an informal hearing before the Principal or designee at which the student is informed of the reasons for the disciplinary action and given an opportunity to respond. In the event of an emergency, the informal hearing shall be held as soon after the suspension as possible.
2. Evidence of past disciplinary problems which have led to removal from a classroom, suspension, or expulsion of a student who is the subject of an informal hearing may be received by the Principal, but only considered in the determination of the length of suspensions.
3. For any student who is suspended for the first time and who has never been expelled from school, the Principal or designee may shorten or waive the suspension period if the student successfully completes a program specified by the administration and meets any conditions specified by the administration. Such program specified by the administration may not require the student or parent or guardian of the student to pay for participation in the program.
4. By telephone, the Principal or designee shall make reasonable attempts to immediately notify the parent or guardian of a student following the suspension and state the cause(s) leading to the suspension.
5. Whether or not home contact is made with the parent or guardian of such student, the Principal or designee shall forward a letter promptly to such parent or guardian to the last address reported on school records (or to a newer address if known by the Principal or designee), offering the parent or guardian an opportunity for a conference to discuss same.
6. Notice of the original suspension shall be transmitted by the Principal or designee to the Superintendent of Schools or designee not later than 24 hours after the suspension.
7. The student shall be allowed to complete any classwork, including examinations, without penalty, which he or she missed while under suspension.
8. Notice of the suspension shall be recorded in the student's cumulative educational record. Such notice shall be expunged from the cumulative

educational record by the Board if the student graduates from high school. In the case of a pupil whose suspension period is shortened or waived, notice of the suspension shall be expunged from the cumulative educational record either upon the student's graduation from high school or, at the discretion of the administration, at the time the student completes the program specified by the administration and meets any other conditions required by the administration, whichever is earlier.

9. No student shall be placed on in-school suspension more than fifteen times or a total of fifty (50) days in one school year, whichever results in fewer days of exclusion, unless a formal hearing.

10. In cases where the student's suspension will result in the student being suspended, more than ten (10) times or fifty (50) days in a school year, whichever results in fewer days of exclusion, the student shall, prior to suspension, be granted a formal hearing before the Board of Education. The Principal or designee shall report the student to the Superintendent or designee and request a formal Board hearing.

11. The decision of the Principal or designee with regard to disciplinary actions up to and including suspensions shall be final.

VII. Expulsion Recommendation Procedure

A. A Principal may consider recommendation for expulsion of a student in a case where he/she has reason to believe the student has engaged in conduct described at sections IIA and IIB above.

B. A Principal must recommend, and it shall be the policy of the Board to expel any student kindergarten to twelve, inclusive, for one calendar year in all cases where the administration has reason to believe that a student:

1. Was in possession on school grounds or at a school-sponsored activity of a deadly weapon, dangerous instrument, martial arts weapon, (as defined in C.G.S. 53a-53), or firearm as defined in 18 USC 921 as amended from time to time; or

2. Off school grounds, possessed a firearm as defined in 18 USC 921, in violation of C.G.S. 29-35, or possessed and used a firearm as defined in 18 USC 921, a deadly weapon, a dangerous instrument or a martial arts weapon in the commission of a crime under section 952 of the Connecticut General Statutes; or

3. Was engaged on or off school grounds in offering for sale or distribution a controlled substance (as defined in C.G.S. §21a-240(9)), whose manufacturing, distribution, sale, prescription, dispensing, transporting, or possessing with intent to sell or dispense, offering or administering is subject to criminal penalties under C.G.S. §§21a-277 and 21a-278.

4. A preschooler may be expelled for possession of a firearm, as defined in 18 USC 921, as amended from time to time, on or off school grounds or at a

preschool program-sponsored event. Such child shall be expelled for one calendar year if, at the expulsion hearing it is determined, that the child did so possess such a firearm. The Board may modify the period of expulsion for a child on a case-by-case basis.

5. The following definitions shall be used in this section:

- a. A “firearm” as defined in 18 USC 921 means;
 - (a) any weapon that will, is designed to, or may be readily converted to expel a projectile by the action of an explosive,
 - (b) the frame or receiver of any such weapon,
 - (c) a muffler or silencer, or any destructive device. As used in this definition, a “destructive device” includes any explosive, incendiary, or poisonous gas device, including a bomb, a grenade, a rocket having a propellant charge of more than four ounces, a missile having an explosive or incendiary charge of more than one-quarter ounce, a mine, or a similar device; or any weapon (other than a shotgun or shotgun shell particularly suited for sporting purposes) that will or may be converted to expel a projectile by explosive or other propellant having a barrel with a bore of more than “ $\frac{1}{2}$ ” in diameter.

The term “destructive device” does not include: an antique firearm; a rifle intended to be used by the owner solely for sporting, recreational, or cultural purposes; or any device which is neither designed nor redesigned for use as a weapon

- (d) “Deadly weapon” means any weapon, whether loaded or unloaded, from which a shot may be discharged, or a switchblade knife, gravity knife, billy, blackjack, bludgeon, or metal knuckles.
- (e) “Dangerous instrument” means any instrument, article or substance which, under the circumstances in which it is used or attempted or threatened to be used, is capable of causing death or serious physical injury, and includes a “vehicle”.
- (f) “Martial arts weapon” means a nunchaku, kama, kasari-fundo, octagon sai, tonfa or Chinese star.
- (g) When considering whether conduct off school grounds is seriously disruptive of the educational process, the term “weapon” means any BB. gun, any blackjack, any metal or brass knuckles, any police baton or nightstick, any dirk knife or switch knife, any knife having an automatic spring release device by which a blade is released from the handle, having a blade of over one and one-half inches in length, any stiletto, any knife the edged portion of the blade of which is four inches or more in length, any martial

arts weapon or electronic defense weapon, as defined in section 53a-3, or any other dangerous or deadly weapon or instrument. A weapon such as a pellet gun and/or airsoft pistol may constitute a deadly weapon if such weapon is designed for violence and is capable of inflicting death or serious bodily harm.

C. Upon receipt of an expulsion recommendation, the Superintendent may conduct an inquiry concerning the expulsion recommendation.

If the Superintendent or his/her designee determines that a student should or must be expelled, he or she shall forward his/her recommendation to the Board of Education so that the Board of Education can consider and act upon this recommendation.

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

VIII. Expulsion Hearing Procedure

A. Emergency Exception

Except in an emergency situation, the Board of Education shall, prior to expelling the student, conduct a hearing to be governed by the procedures outlined herein. Whenever an emergency exists, the hearing provided for above shall be held as soon as possible after the expulsion.

B. Hearing Panel

1. Expulsion hearings conducted by the Board will be heard by any three or more Board members. A decision to expel a student must be supported by a majority of the Board members present, provided that no less than three affirmative votes to expel are cast.
2. Alternatively, the Board may appoint an impartial hearing board composed of one or more persons to hear and decide the expulsion matter, provided that no member of the Board may serve on such panel.

C. Notice

1. Written notice of the expulsion hearing must be given to the student, and, if the student is a minor to his/her parent(s) or guardian(s) a reasonable time prior the time of the hearing.
2. The written notice of the expulsion hearing shall inform the student of the following:
 - a. The date, time, and location of the hearing.
 - b. A short, plain description of the conduct alleged by the administration.

c. An explanation of the legal rights of the student and parent including the right of the student to be represented by any third party of his/her choice, including an attorney or advocate, at his/her expense or at the expense of his/her parents. The student may be able to obtain free or reduced cost legal services if eligible for such services, and how to access such services.

d. The conditions under which the Board is not legally required to give the student an alternative educational opportunity (if applicable).

D. Hearing Procedures

1. All hearings will be held in person. No hearings will be held remotely.
2. The hearing will be conducted by the Presiding Officer, who will call the meeting to order, introduce the parties, Board members and counsel, briefly explain the hearing procedures, and swear in any witnesses called by the administration or the student.
3. The hearing will be conducted in executive session. A verbatim record of the hearing will be made, either by tape recording or by a stenographer.
4. Formal rules of evidence will not be followed. The Board has the right to accept hearsay and other evidence if it deems that evidence relevant or material to its determination. The presiding officer will rule on testimony or evidence as to it being immaterial or irrelevant.
5. The hearing will be conducted in two parts. In the first part of the hearing, the Board will receive and consider evidence regarding the conduct alleged by the administration.
6. In the first part of the hearing, the charges will be introduced into the record by the Superintendent or his/her designee.
7. Each witness for the administration will be called and sworn. After a witness has finished testifying, he/she will be subject to cross-examination by the opposite party or his/her legal counsel and by Board members.
8. After the Administration has presented its case, the student will be asked if he/she has any witnesses or evidence to present. If so, the witnesses will be sworn, will testify, and will be subject to cross examination and to questioning by the Board. The student may also choose to make a statement at this time. If the student chooses to make a statement, he or she will be sworn and subject to cross examination and questioning by the Board. Concluding statements will be made by the administration and then by the student and/or his or her representative.
9. In cases where the respondent has denied the allegation, the Board must determine whether the respondent committed the offense(s) as charged by the Superintendent.

10. If the Board determines that the student has committed the conduct as alleged, then the Board shall proceed with the second portion of the hearing, during which the Board will receive and consider evidence regarding the length and conditions of expulsion.
11. When considering the length and conditions of expulsion, the Board may review the student's attendance, academic and past disciplinary records. The Superintendent will make a recommendation as to the discipline to be imposed.
12. Evidence of past disciplinary problems which have led to removal from a classroom, suspension or expulsion of a student being considered for expulsion may be considered only during the second portion of the hearing, during which the Board is considering length of expulsion and nature of alternative educational opportunity to be offered, unless the conduct alleged by the administration to support a request for expulsion is a continuing course of conduct occurring over a specified period of time.
13. For any student expelled for the first time who has never before been suspended from school, the Board may shorten the length of the expulsion or waive the expulsion period if the student successfully completes a program specified by the Board and meets any other conditions imposed by the Board. Such Board specified program shall not require the student or the parent or guardian of the student to pay for participation in the program.
14. Where administrators presented the case in support of the charges against the student, such administrative staff shall not be present during the deliberations of the Board either on questions of evidence or on the final discipline to be imposed. The Superintendent may, after reviewing the incident with administrators, and reviewing the student's records, make a recommendation to the Board as to the appropriate discipline to be applied.
15. The Board shall make findings as to the truth of the charges, if the student has denied them, and, in all cases, the disciplinary action, if any, to be imposed. The Board shall report its final decision in writing to the student, or if such student is a minor, also to the parent(s) or guardian(s), stating the reasons on which the decision is based, and the disciplinary action to be imposed. Said decision shall be based solely on evidence presented at the hearing.

IX. Board Policy Regarding Mandatory Expulsions

- A. In keeping with C.G.S. §10-233d and the Gun Free Schools Act, it shall be the policy of the Board to expel a student for one full calendar year for: the conduct described in Section VH(B)(1), (2) and (3) of this policy. The Board may modify the term of expulsion on a case-by-case basis.

X. Alternative Educational Programs for Expelled Students

A. Students under sixteen (16) years of age:

Whenever the Board of Education expels a student under sixteen years of age, it shall offer any such student an alternative educational program.

B. Students sixteen (16) to eighteen (18) years of age:

The Board of Education will provide an alternative education to a sixteen to eighteen year old student expelled for the first time if he/she requests it and if he/she agrees to the conditions set by the Board of Education, except as follows. The Board of Education is not required to offer an alternative program to any student between the ages of sixteen and eighteen who is expelled for the second time.

C. Students eighteen (18) years of age or older

The Board of Education is not required to offer an alternative educational program to expelled students eighteen years of age or older.

D. Students Identified as Eligible for Services Under the Individuals with Disabilities Education Act ("IDEA")

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

XI. Notice of Student Expulsion on Cumulative Record

A. Notice of expulsion and the conduct for which the student was expelled shall be included on the student's cumulative educational record. Such notice, except for notice of an expulsion based upon possession of a firearm or deadly weapon, shall be expunged from the cumulative educational record by the Board if the student graduates from high school. In the case of a student for whom the length of the expulsion period is shortened or for whom the expulsion period is waived as a result of a first-time expulsion with no previous suspension on record, such notice shall be expunged from the student's cumulative educational record by the Board, at the Board's sole discretion, either

- (a) when the student graduates from high school, or
- (b) at the time the student completes the program specified by the Board and meets any other conditions required by the Board, whichever is earlier.

B. Change of Residence During Expulsion Proceedings

Student moving into the school district:

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

Student moving out of the school district:

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

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

A. Suspension of IDEA students:

Notwithstanding the foregoing, if the administration suspends a student identified as eligible for services under the IDEA, as reauthorized in 2004, (an "IDEA student") who has engaged in conduct that violated any rule or code of conduct of the school district that applies to all students, the following procedures shall apply:

1. The administration shall not later than the date on which the decision to take disciplinary action is made, notify the parents of the student of the decision to suspend and a copy of the special education procedural safeguards must either be hand delivered or sent by mail to the parents on the date that the decision to suspend was made.
2. During the period of suspension, the school district is not required to provide any educational services to the IDEA student beyond that which is provided to all students suspended by the school district, unless the suspension constitutes a change in placement as defined below in subsection.

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

Notwithstanding any provision to the contrary, if the administration recommends for expulsion an IDEA student who has engaged in conduct that violated any rule or code of conduct of the school district that applies to all students, the procedures described in

this section shall apply. The procedures described in this section shall also apply for students whom the administration has suspended in a manner that is considered under the IDEA, as it may be amended from time to time, to be a change in placement:

1. The parents of the student must be notified of the decision to suspend on the date on which the decision to suspend was made, and a copy of the special education procedural safeguards must either be hand-delivered or sent by mail to the parents on the date that the decision to suspend was made or as soon as practicable thereafter.
2. The school district shall immediately convene the IEP team, but in no case later than ten (10) school days after the recommendation for expulsion or the suspension which constitutes a change in placement was made. The relevant members of the student's IEP team shall consider the relationship between the student's disability and the behavior that led to the recommendation for expulsion or the suspension which constitutes a change in placement, in order to determine whether the student's behavior was a direct manifestation of his/her disability.
3. If the IEP team finds that the behavior was a direct manifestation of the student's disability, the administration shall not proceed with the recommendation for expulsion. The IEP team shall consider the student's misconduct and revise the IEP to prevent a recurrence of the misconduct and to provide for the safety of other students and staff.
4. If the IEP team finds that the behavior was not a manifestation of the student's disability, the administration may proceed with the recommended expulsion or suspension that constitutes a change in placement.
5. During any period of expulsion, or suspension of greater than ten (10) days per school year, the administration shall provide the student with an alternative education program in accordance with the provisions of the IDEA.
6. The special education records and disciplinary records of the student must be transmitted to the individual(s) who will make the final determination regarding a recommendation for expulsion or a suspension that results in a change in placement.
7. The District has the authority, on a case-by-case basis, to determine whether the student should be removed from the classroom and placed in an alternative setting, pending a manifestation determination.
8. School personnel may remove a disabled student who has violated the conduct code from his/her current placement for up to 10 school days without a hearing.

C. Transfer of IDEA students for Certain Offenses:

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

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

As used in this subsection XII.C, the term “dangerous weapon” means a weapon, device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, except that such term does not include a pocket knife with a blade of less than 2.5 inches in length.

The term “serious bodily injury” means a substantiated risk of death, extreme physical pain, protracted loss, or impairment of the function of a bodily member, organ, or mental faculty.

XIII. Procedures Governing Suspension and Expulsion of Students Identified as Eligible for Educational Accommodations under Section 504 of the Rehabilitation Act of 1973

A. Expulsion of Students Identified as Eligible for Educational Accommodations Under Section 504 of the Rehabilitation Act of 1973:

Notwithstanding any provision to the contrary, if the administration recommends for expulsion a student identified as eligible for educational accommodations under Section 504 of the Rehabilitation Act of 1973 (a “Section 504 Student”) who has engaged in conduct that violated any rule or code of conduct of the school district that applies to all students, the following procedures shall apply:

1. The parents of the student must be notified of the decision to recommend the student for expulsion.
2. The district shall immediately convene the student’s Section 504 team (504 team), for the purpose of reviewing the relationship between the student’s disability and the behavior that led to the recommendation for expulsion, in order to determine whether the student’s behavior was a manifestation of his/her disability.
3. If the 504 team finds that the behavior was a manifestation of the student’s disability, the administration shall not proceed with the recommendation for expulsion. The 504 team shall consider the student’s misconduct and revise the 504 plan to prevent a recurrence of the misconduct and to provide for the safety of other students and staff.

4. If the 504 team finds that the behavior was not a manifestation of the student's disability, the administration may proceed with the recommendation for expulsion.

XIV. Notification to Parents or Guardian

- A. The parents or guardian of any minor student either expelled or suspended or removed from class shall be given notice of such disciplinary action within twenty-four (24) hours of the time of the institution of the period of expulsion, suspension or removal from class.
- B. The Superintendent of Schools shall forward to the student concerned and his/her parents, or the student if he/she has attained the age of 18, a copy of this Board policy on student discipline at the time the Superintendent sends out the notice that an expulsion hearing will be convened.

XV. Early Readmission

An expelled student may apply for early readmission to school. The Board delegates the authority to make decisions on readmissions to the Superintendent. Students desiring readmission to school shall direct such readmission requests to the Superintendent. The Superintendent has the discretion to approve or deny such readmission requests and may condition readmission on specified criteria. The Superintendent's decision is final and not appealable to the Superior Court.

XVI. Dissemination of Student Conduct and Discipline Policy

The Board of Education shall, at the beginning of each school year and at such other times as it may deem appropriate, provide for an effective means of informing all students, parent(s) and or guardian(s) of this policy.

XVII. Compliance with Reporting Requirements

1. The Board of Education shall report all suspensions and expulsions to the State Department of Education.
2. If the Board of Education expels a student for sale or distribution of a controlled substance, the Board shall refer such student to an appropriate state or local agency for rehabilitation, intervention or job training and inform the agency of its action.
3. If the Board of Education expels a student for possession of a deadly weapon or firearm, as defined in C.G.S. §53a3, the violation shall be reported to the local police.

Legal Reference:

Connecticut General Statutes

[4-176e](#) through [4-180a](#). Contested Cases. Notice. Record, as amended

[10-74j](#) Alternative education (PA 15-133)

[10-222d](#) Safe school climate plans. Definitions. Safe school climate assessments.

[10-233a](#) through [10-233f](#) Suspension, removal and expulsion of students, as amended by PA 95-304, PA 96-244, PA 98-139, PA 07-66, PA 07-122, PA 08-160, PA 09-82, PA 09-6 (September Special Session), PA 10-111, PA 11-126, PA 14-229, PA 15-96, PA 16-147, PA 17-220 and PA 19-91.

[10-233l](#) Expulsion and suspension of children in preschool programs

[19a-342a](#) Use of electronic nicotine delivery system or vapor product prohibited.

[29-38](#) Weapons in vehicles

[53a-3](#) Definitions.

[53a-217b](#) Possession of Firearms and Deadly Weapons on School Grounds.

[53-344b](#) Sale and delivery of electronic nicotine delivery system or vapor products to minors.

[53-206](#) Carrying of dangerous weapons prohibited.

PA 15-96 An Act Prohibiting Out-of-School Suspensions and Expulsions for Students in Preschool and Grades Kindergarten to Two.

Kyle P. Packer PPA Jane Packer v. Thomaston Board of Education.

Federal law

GOALS 2000: Educate America Act, Pub. L. 103-227.

Title III - Amendments to the Individuals with Disabilities Education Act. Sec. 314 (Local Control Over Violence)

Elementary and Secondary Act of 1965 as amended by the Gun Free Schools Act of 1994
P.L. 105-17 The Individuals with Disabilities Act, Amendments of 1997.

P.L. 108-446 The Individuals with Disabilities Education Improvement Act of 2004, 20 U.S.C. 1400 et seq.

18 U.S.C. §921 – Definitions of “firearms”

18 U.S.C. §930(g)(2) – Definition of “dangerous weapon”

18 U.S.C. §1365(h)(3) – Identifying “serious bodily injury”

21 U.S.C. §812(c) – Identifying “controlled substances”

Title III - Amendments to the Individuals with Disabilities Education Act Sec. 314 (Local Control Over Violence)

Elementary and Secondary, Education Act of 1965 as amended by the Gun Free Schools Act of 1994.

20 U.S.C. Section 7114, No Child Left Behind Act

Policy Adopted:	March 28, 2013	WINDSOR LOCKS PUBLIC SCHOOLS
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Policy Revised:	March 24, 2016, April 8, 2021, November 14, 2024	Windsor Locks, Connecticut
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Students

5118.2 - Educational Opportunities for Military Children

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

Definitions

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

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

"Children of military families" mean school-aged children, enrolled in kindergarten through twelfth grade, in the household of an active duty member of the uniformed service of the United States, including members of the National Guard and Reserve.

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

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

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

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

- Sending schools must send either official or unofficial records with the moving students and District receiving schools must use those records for immediate enrollment and educational placement.
- Simultaneously, the receiving school must request official records and the sending schools shall respond within 10 days with the records.
- Immunization requirements of the District may be met within 30 days from the date of enrollment or be in progress within such time as is reasonably determined under the rules promulgated by the Interstate Commission.
- Receiving schools must honor placement of students in all courses from the sending school. These include, but are not limited to, Honors, International Baccalaureate, Advanced

Placement, vocational-technical, and career pathway courses if those courses are offered in the receiving school.

- Receiving schools must allow for the continued enrollment of students at the same grade level as in the sending school, including kindergarten, regardless of the student's age.
- In compliance with federal law, special education students must be placed by the existing IEP with reasonable accommodations in the receiving school. This does not preclude the receiving school from performing subsequent evaluation to ensure appropriate placement.
- The receiving school shall make reasonable accommodations and modifications to address the needs of students identified as requiring 504 services in accordance with their existing 504 plans. This does not preclude the receiving from performing subsequent evaluation to ensure appropriate placement.
- If a child of a member of the armed forces is enrolled in a school under the jurisdiction of the district, and such member has received military orders directing them from such town, or any other documents from the armed forces indicated a change of residency from such town during the school year, the child may continue to be enrolled in the school until the end of the school year while such member remains a member of the armed forces, except that any such child in grade eleven may continue to be enrolled in the school for an additional school year while such member remains a member of the armed forces.
- The District will exercise, as deemed appropriate, the right to waive prerequisites for all courses and programs, while also maintaining its right to re-evaluate the student to ensure continued enrollment, as deemed appropriate.
- Absences related to a student visiting with his/her parent related to leave or deployment activities may be excused by the District at the discretion of the superintendent or designee.

(cf. 5111 – Admission)

(cf. 5113 – Attendance and Excuses)

(cf. 5123 – Promotion/Retention)

(cf. 5125 – Student Records; Confidentiality)

(cf. 5141.3 – Health Assessments and Immunizations)

(cf. 6146 – Graduation Requirements)

(cf. 6171 – Special Education)

Legal References:

Connecticut General Statutes

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

Public Act 25-15 An Act Concerning Various Measures Recognizing and Honoring the Military Service of the Armed Forces in Connecticut (Section 7)

Policy Adopted: March 28, 2013

Policy Revised: September 9, 2021,

October 2025

5131.911 Windsor Locks School Climate Policy

To Be Rescinded

(Replaced by **5144.12 Challenging Behaviors** adopted on 8/21/25)

Students

Windsor Locks School Climate Policy

Policy Statement

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

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

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

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

The Windsor Locks District Board of Education adopts this policy.

Definitions

1. "**School climate**" means the quality and character of the school life, with a particular focus on the quality of the relationships within the school community, and which is based on patterns of people's experiences of school life and that reflects the norms, goals, values, interpersonal relationships, teaching, learning, leadership practices and organizational structures within the school community.
2. "**Positive Sustained School Climate**" is the foundation for learning and positive youth development and includes:
 - a. Norms, values, and expectations that support people feeling socially, emotionally, culturally, racially, intellectually, and physically safe.

- b. People who treat one another with dignity and are engaged, respected and solve problems restoratively.
 - c. school community that works collaboratively together to develop, live, and contribute to a shared school vision.
 - d. Adults who model and nurture attitudes that emphasize the benefits and satisfaction gained from learning; and
 - e. school community that contributes to the operations of the school and the care of the physical environment.
3. **"Social and emotional learning"** means the process through which children and adults achieve emotional intelligence through the competencies of self-awareness, self-management, social awareness, relationship skills and responsible decision-making.
 4. **"Emotional intelligence"** means the ability to (A) perceive, recognize, and understand emotions in oneself or others, (B) use emotions to facilitate cognitive activities, including, but not limited to, reasoning, problem solving and interpersonal communication, (C) understand and identify emotions, and (D) manage emotions in oneself and others.
 5. **"Bullying"** means unwanted and aggressive behavior among children in grades kindergarten to twelve, inclusive, that involves a real or perceived power imbalance.
 6. **"School environment"** means a school-sponsored or school-related activity, function or program, whether on or off school grounds, including at a school bus stop or on a school bus or other vehicle owned, leased or used by a local or regional board of education, and may include other activities, functions or programs that occur outside of a school-sponsored or school-related activity, function or program if bullying at or during such other activities, functions or programs negatively impacts the school environment.
 7. **"Cyberbullying"** means any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices or any other electronic communication.
 8. **"Teen dating violence"** means any act of physical, emotional or sexual abuse, including stalking, harassing and threatening, that occurs between two students who are currently in or who have recently been in a dating relationship.
 9. **"Mobile electronic device"** means any hand-held or other portable electronic equipment capable of providing data communication between two or more individuals, including, but not limited to, a text messaging device, a paging device, a personal digital assistant, a laptop computer, equipment that is capable of playing a video game or a digital video disk or equipment on which digital images are taken or transmitted.

10. **"Electronic communication"** means any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photoelectronic or photo-optical system.
11. **"School climate improvement plan"** means a building-specific plan developed by the school climate committee, in collaboration with the school climate specialist, using school climate survey data and any other relevant information, through a process that engages all members of the school community and involves such members in a series of overlapping systemic improvements, school-wide instructional practices and relational practices that prevent, identify and respond to challenging behavior, including, but not limited to alleged bullying and harassment in the school environment.
12. **"Restorative practices"** means evidence and research-based system-level practices that focus on (A) building high-quality, constructive relationships among the school community, (B) holding each student accountable for any challenging behavior, and (C) ensuring each such student has a role in repairing relationships and reintegrating into the school community.
13. **"School climate survey"** means a research-based, validated and developmentally appropriate survey administered to students, school employees and families of students, in the predominant languages of the members of the school community, that measures and identifies school climate needs and tracks progress through a school climate improvement plan.
14. **"Connecticut school climate policy"** means the school climate policy developed, updated and approved by an association in the state that represents boards of education and adopted by the Social and Emotional Learning and School Climate Advisory Collaborative, established pursuant to section [10-222q](#) of the general statutes, as amended by this act, that provides a framework for an effective and democratically informed school climate improvement process that serves to implement Connecticut school climate standards, and includes a continuous cycle of (A) planning and preparation, (B) evaluation, (C) action planning, and (D) implementation.
15. **"School employee"** means (A) a teacher, substitute teacher, administrator, school superintendent, school counselor, school psychologist, social worker, school nurse, physician, paraeducator or coach employed by a local or regional board of education, or (B) any other individual who, in the performance of his or her duties, has regular contact with students and who provides services to or on behalf of students enrolled in a public school, pursuant to a contract with a local or regional board of education.
16. **"School community"** means any individuals, groups, businesses, public institutions and nonprofit organizations that are invested in the welfare and vitality of a public school system and the community in which it is located, including, but not limited to, students and their families, members of the local or regional board of education, volunteers at a school and school employees.

17. **"Challenging behavior"** means behavior that negatively impacts school climate or interferes, or is at risk of interfering, with the learning or safety of a student or the safety of a school employee.
18. **"Evidence Based Practices"** in education refers to instructional and school-wide improvement practices that systematic empirical research has provided evidence of statistically significant effectiveness.
19. **"Effective School Climate Improvement"** is a restorative process that engages all stakeholders in the following six essential practices:
- A. Promoting decision-making that is collaborative and actively involves all stakeholders (e.g., school personnel, students, families, community members) with varied and meaningful roles and perspectives where all voices are heard;
 - B. Utilizing psychometrically sound quantitative (e.g., school climate survey, discipline data) and qualitative (e.g., interviews, focus groups) data to drive action planning, preventive and intervention practices and implementation strategies that continuously improve all dimensions of school climate, including regularly collecting data to evaluate progress and inform the improvement process;
 - C. Tailoring improvement goals to the unique needs of the students, educators, and broader school community. These goals shall be integrated into overall school improvement efforts thereby leveraging school strengths to address evidence-based areas of need, while sustaining the improvement process over time;
 - D. Fostering adult learning in teams and/or professional learning communities to build capacity building among school personnel and develop common staff skills to educate the whole child;
 - E. Basing curriculum, instruction, student supports, and interventions on scientific research and grounding in cognitive, social-emotional, and psychological theories of youth development. Interventions include strength-based programs and practices that together represent a comprehensive continuum of approaches to promote healthy student development and positive learning environments as well as address individual student barriers to learning and adult barriers to teaching; and
 - F. Strengthening policies and procedures related to:
 - a. climate and restorative informed teaching and learning environments;
 - b. infrastructure to facilitate data collection, analysis, and effective planning;
 - c. implementation of school climate improvement plans with the goal of becoming restorative;
 - d. evaluation of the school climate improvement process; and
 - e. sustainability of school climate and restorative improvement efforts.

- G. Fostering adult learning in teams and/or professional learning communities to build capacity

School Climate Coordinator Roles and Responsibilities

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

The school climate coordinator shall be responsible for:

1. providing district-level leadership and support for the implementation of the school climate improvement plan for each school;
2. collaborating with the school climate specialist, for each school to (A) develop a continuum of strategies to prevent, identify and respond to challenging behavior, including, but not limited to, alleged bullying and harassment in the school environment, and (B) communicate such strategies to the school community, including, but not limited to, through publication in the district student handbook;
3. collecting and maintaining data regarding school climate improvement, including, but not limited to, school discipline records, school climate assessments, attendance rates, social and emotional learning assessments, academic growth data, types and numbers of alleged and verified bullying complaints submitted by members of the school community, types and numbers of challenging behaviors addressed using the restorative practices response policy, and data concerning the implementation and outcome of restorative practices; and
4. meeting with the school climate specialist for each school at least twice during the school year to (A) identify strategies to improve school climate, including, but not limited to, by responding to challenging behavior and implementing evidence and research-based interventions, such as restorative practices, (B) propose recommendations for revisions to the school climate improvement plan, and (C) assist with the completion of the school climate survey.

School Climate Specialist

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

The school climate specialist shall be responsible for:

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

School Climate Committee

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

The school climate committee shall consist of:

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

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

The school climate committee shall be responsible for:

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

School Climate Survey

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

School Climate Improvement Plan

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

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

Training

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

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

Such resources and training may be made available at each school under the jurisdiction of such board and include technical assistance in the implementation of a school climate improvement plan. Any school employee may participate in any such training offered by the board under this section. The school climate coordinator, shall select, and approve, the individuals or organizations that will provide such training.

Funding

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

Accountability

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

Connecticut School Climate Standards

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

Policy Adopted: June 4, 2025

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

MEMORANDUM TO: MEMBERS OF THE BOARD OF EDUCATION

FROM: SHAWN L. PARKHURST, SUPERINTENDENT

DATE: SEPTEMBER 29, 2025

RE: SPECIAL EDUCATION REPORT



Annual Special Education Program Evaluation Report

Community-Based Partnerships

- **Interlocking Connections:** Interlocking Connections provides Windsor Locks Public Schools with Registered Behavior Technician (RBT) support to assist students in North Street Elementary's ABA classroom. These services focus on implementing behavior intervention plans, supporting skill acquisition, and reinforcing strategies designed by our Board Certified Behavior Analysts to help students achieve success in their individualized programs.
- **Interpreters and Translators:** Interpreters and Translators provide Windsor Locks Public Schools with language support services to ensure clear and accurate communication with families. Their staff assist during PPT meetings and parent phone calls by offering real-time translation and interpretation, helping families fully engage in discussions about their child's education.
- **Leo Clinic:** The LEO Clinic delivers school-based behavioral health services, including individual, group, and family counseling; mental health assessments; crisis intervention; and behavior management consultation through its multidisciplinary team of licensed psychologists, clinical social workers, and school counselors.
- **CREC Audiology Services:** CREC Soundbridge's audiology services provide Windsor Locks Public Schools with educational audiology evaluations, assistive listening device support, acoustic classroom assessments, and consultations to ensure students with hearing loss or auditory processing challenges can fully access instruction.

Magnet Schools

Windsor Locks Public Schools participates in Connecticut's school choice programs, including interdistrict magnet schools, as part of our commitment to expanding opportunities for students and families. State law, including Connecticut General Statutes § 10-264l, which establishes the framework for interdistrict magnet schools, and § 10-264h, which governs funding and participation, ensures that districts like ours help provide access to high-quality, theme-based programs that reduce racial, ethnic, and economic isolation. These efforts also align with the *Sheff v. O'Neill* decision, which set the foundation for promoting greater equity and integration across the Hartford region.

- *Academy of Aerospace & Engineering*
- *Academy of International Studies – Elementary / Secondary*
- *Ana Grace Academy of the Arts*
- *Academy of Science & Innovation*
- *Museum Academy*
- *Discover Academy*
- *Academy of Computer Science & Engineering Middle/High*
- *Montessori Magnet School*
- *Glastonbury/East Hartford Magnet School*
- *Greater Hartford Academy of the Arts*
- *Reggio Magnet School*
- *University of Hartford Magnet School*
- *PreK at Progress Drive*
- *CT River Academy*

- **Total Magnet School Enrollment**
 - Projected number of students attending Magnet Schools: 88

Suffield VOAG

The Suffield Regional Agriscience (Vo-Ag) Program, based at Suffield High School, offers students throughout the Greater Hartford region hands-on coursework in agricultural sciences, mechanics, biotechnology, plant science, and related fields, alongside academic courses. Connecticut law (in the statutes governing ASTE / AgriScience / Vo-Ag centers) requires that towns provide tuition and transportation for students to these programs, and that these centers offer both agricultural and non-agricultural academic courses. Participation ensures that our students have access to career and technical education pathways, aligns with state education mandates, and supports equitable opportunities for specialized academic and vocational study.

- Projected number of students attending Suffield Voag: 27

Outplacement Schools to provide Specialized Supports

Windsor Locks utilizes outplacements when a student's needs are so specialized, whether therapeutic, behavioral, or educational, that they cannot be fully met within district programs even after all in-district options have been explored. These decisions are made by the Planning and Placement Team (PPT) through a thorough evaluation process that includes parental input and careful documentation in the student's IEP. Outplacements ensure that

students continue to receive a Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE) at no cost to families. The use of outplacements is governed by Connecticut General Statutes §10-76d, §10-76h, and §10-76q, as well as the Regulations of Connecticut State Agencies §§10-76d-16 and 10-76d-17. These state provisions align with federal requirements under the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act, which collectively establish the rights of students with disabilities to appropriate services and procedural protections.

- *Solterra Academy*
- *CREC River Street*
- *Benhaven*
- *Webb in the Valley*
- *Adelbrook*
- *Natchaug, Joshua Center*
- *Oak Hill*
- *CREC Polaris*
- *New Heights Academy(Manchester Day School)*
- *Gengras*
- *IEA*

Windsor Locks Pupil Services Programs:

Pupil Services offers a wide array of both pull-out and push-in supports to ensure that students with disabilities can succeed academically, socially, and emotionally in the Least Restrictive Environment. Some students benefit from instruction and related services within the general education classroom, while others require more intensive supports provided in small group or individual settings outside of the classroom. These service models are determined by each student's Individualized Education Program and are designed to balance access to the general education curriculum with the specialized instruction needed to make progress. This continuum of services reflects both best practice and legal requirements, as federal law under the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act, as well as Connecticut General Statutes §10-76d, requires districts to provide a Free Appropriate Public Education. By offering services across a range of settings, Windsor Locks ensures compliance with these laws while honoring each student's right to individualized, equitable access to education.

STEPS Program (Pre-K - 12):

The STEPs program begins in preschool and continues through high school until students complete their diploma, at which point they may advance to the RISE Transition Academy if appropriate. It is a highly individualized program for students with severe to profound exceptionalities, grounded in Applied Behavior Analysis to support communication, social interaction, daily living, and academic skill development. A collaborative team of special education teachers, behavior analysts, and paraprofessionals delivers evidence-based instruction using strategies such as discrete trial teaching, natural environment learning, visual supports, and structured social skills practice, along with carefully monitored behavior supports. Strong collaboration with families ensures consistency between home and school, allowing students to make meaningful progress toward independence.

Flex Program:

The Flex program is a highly individualized support model for students who experience challenges with social, emotional, and behavioral regulation. It provides targeted interventions to help students manage behaviors, build social skills, and achieve academic success, drawing on frameworks such as Ross Greene’s Collaborative and Proactive Solutions model, Jessica Minahan’s Behavior Code, PBIS, Safety Care, and Responsive Classroom practices. Central to the program is strong collaboration with families through regular communication to ensure consistency and shared strategies between home and school. The program may include functional behavioral assessments to identify the underlying causes of behavior and individualized behavior intervention plans that outline proactive supports, skill-building strategies, and positive reinforcement to promote student growth and success.

TEAM Program

The TEAM Program provides a developmentally appropriate transition from the Flex Program at the elementary level to the middle school, offering individualized support tailored to each student’s social, emotional, and behavioral profile. The program emphasizes collaborative problem solving and positions students as active participants in navigating challenges, building skills, and finding positive solutions. Through academic support, collaboration with staff across the school community, and targeted development of social skills, the TEAM Program fosters growth in self-confidence and self-advocacy to prepare students for success in high school and beyond. Supports may include functional behavioral assessments to better understand student needs and individualized behavior intervention plans that use proactive strategies, reinforcement, and skill-building to promote positive outcomes.

Pine Meadow Academy

Pine Meadow Academy is a public high school that combines academic and applied learning in a small, supportive setting built on authentic work and student interests. As a school of choice, enrollment is based on a collaborative application process with students, families, and staff to ensure the program aligns with each student’s goals. PMA follows a “one student at a time” approach, with personalized plans that support individual strengths and needs, including students who may experience social, emotional, or behavioral challenges. By blending classroom instruction with hands-on experiences and maintaining strong collaboration with families, PMA fosters self-direction, problem-solving skills, and a lifelong love of learning, while preparing students for success beyond high school.

Workforce Development Programs

Bureau of Rehabilitation Services

Windsor Locks Public Schools maintains a collaborative relationship with the Connecticut Bureau of Rehabilitation Services through the Level Up program, which supports students ages sixteen to twenty-two who receive special education or 504 services. Level Up offers students opportunities to explore career options, gain work-based learning experiences, develop readiness skills, and build self-advocacy as they prepare for postsecondary education and employment. The program supplements the district’s transition services by connecting students with additional resources beyond what the school alone can provide, ensuring they are better prepared for independence and competitive employment. Counselors from BRS also assist students in their final year of high school with applications for Vocational Rehabilitation services, creating a seamless transition from school to adult services. This partnership

strengthens our ability to support students in achieving their long-term goals and aligns with our commitment to providing comprehensive transition planning.

Department of Developmental Services

Windsor Locks Public Schools also works closely with the Connecticut Department of Developmental Services to ensure that eligible students with intellectual or developmental disabilities have access to the supports they need as they transition from school to adult life. Through this partnership, families are connected with case managers and services that extend beyond the scope of the school district, including residential supports, vocational training, day programs, and community integration opportunities. Our collaboration with DDS begins while students are still enrolled in school so that planning for adult services can occur in tandem with their Individualized Education Programs, creating a smooth and coordinated transition process. This relationship reinforces our commitment to preparing students for independence and meaningful participation in their communities once they exit public education.

RISE Transition Academy

Windsor Locks Public Schools provides in-district transition services for students ages eighteen to twenty-two through the RISE program, which is designed to support young adults as they move from school to greater independence in adult life. RISE focuses on vocational training, independent living skills, social communication, and self-advocacy, with much of the instruction taking place in community settings to ensure students can apply their skills in real-world contexts. The program aligns with Connecticut's secondary transition standards, which require individualized transition planning beginning by age fourteen and measurable goals in postsecondary education or training, employment, and independent living. By offering RISE within the district, Windsor Locks ensures students have access to comprehensive, state-aligned transition opportunities that prepare them for meaningful employment, community participation, and adult services after graduation. A key part of this work is the emphasis on community-based services, which help students successfully access their community after leaving public education, and our cooperative agreement with Bloomfield further expands these opportunities by connecting students to a broader range of community experiences that are essential for their growth and independence.

Attrition Data - 2024-2025

Attrition in Pupil Services has been minimal for the 2024–25 school year. One teacher left North Street Elementary School, and due to shifts in the Pupil Services model, a teacher who would have otherwise been subject to a reduction in force was able to seamlessly fill this position, ensuring continuity of services and stability for students.

Recommendations for Improvement

- Strengthen our Speech and Language Services
 - *One Speech Language Pathologist currently supports about 40 students, and with a rising number of students identified with Autism Spectrum Disorder, additional capacity is critical.*
 - *Beyond traditional services, many of our students require access to augmentative and alternative communication systems such as LAMP and Proloquo2Go, which provide essential pathways for language development, social connection, and academic engagement.*
- Increase BCBA services across the district

- *69 students with Autism Spectrum Disorder are engaged in our specialized programs for students with significant disabilities, including those requiring intensive behavioral and life skills instruction.*
- *20 students have been identified with an emotional disability, and 14 students with intellectual disabilities who also benefit from ongoing behavioral supports. Our BCBA team currently serves all five schools in Windsor Locks*
- *Maintain two full-time BCBAs at the elementary level and one BCBA shared between the middle and high school.*
- Developing a professional learning plan that equips both teachers and paraeducators with the specialized training necessary to meet these diverse needs
 - *Targeted development in areas such as applied behavior analysis, de-escalation strategies, academic intervention, and inclusive practices. While the district has made positive progress in building the capacity of these teams, we recognize that professional learning for both teachers and paraeducators must remain a focus to continue strengthening the foundation of support for our students.*
- Rebuilding a strong Special Education Advisory Council
 - *Parent-led body, supported in partnership with the Connecticut Parent Advocacy Center (CPAC), will provide families with a voice in shaping programming and policies while fostering collaboration between the district and the community.*

Windsor Locks Public Schools

www.wlps.org

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