

Ashford Board of Education
Ashford, Connecticut
Meeting Agenda
April 15, 2021
7:00 pm

Electronic Meeting via Zoom (see instructions below)

1. Call to Order
2. Student Presentation (Mr. Busse and Class)
3. Communications
4. Opportunity for Public Comment
5. Approval of Minutes: 04/01/2021
6. Administrative Reports
7. Old Business
 - a. FY 22 Budget
 - b. Superintendent Search
 - c. Cybersecurity Assessment (Scott Waddell)
8. New Business
 - a. Review and Approval of 5-Year Capital Plan
 - b. First Reading of Policy Amendments Provided by Counsel
9. Opportunity for Public Comment
10. Next Meeting Date/Agenda Items
11. Discussion of Strategy with Respect to Potential Litigation (Executive Session)
12. Non-Union Personnel Negotiations (Executive Session)
13. Adjournment

Ashford Board of Education Goals

Curriculum – Ensure a Kindergarten to 8th grade curriculum that challenges students to use methods of inquiry to solve problems, think critically, and to express themselves creatively and effectively.

Financial - Develop a budget that ensures the best possible education while being fiscally responsible to taxpayers.

Culture - Foster an environment of physical and emotional health and wellness for all. Support a community that recognizes professional expertise and provides diverse opportunities that enhance teaching and learning.

Community Relations and Facilities - Provide opportunities for enhanced community engagement and serve as a leader for Ashford in enhancing energy efficiency, developing a maintenance and restoration plan that extends the school's useful life and demonstrates environmental responsibility.

All meetings, conferences, programs and activities at Ashford School are available, without discrimination, to individuals with disabilities as defined by the Rehabilitation Act of 1973 and/or Title II of the American with Disabilities Act. Individuals with disabilities requesting relocation of this meeting should call the Superintendent at 429-1927 or e-mail a request to jplongo@ashfordct.org not later than 2 working days prior to the meeting. Hearing impaired individuals may communicate their request for accommodations by using the e-mail address above, or calling the State of CT TDD relay service (800) 842-2880 or the national relay service number (800) 855-2880.

Encl: Minutes: 04/01/21; Admin Reports, Policy summary

Ashford Board of Ed is inviting you to a scheduled Zoom meeting.

Topic: Ashford Board of Education Regular Meeting
Time: Apr 15, 2021 07:00 PM Eastern Time (US and Canada)

Join Zoom Meeting

<https://us02web.zoom.us/j/87295457284?pwd=a2c5WW5NWjZBVWRnSU9DSzR5bHFIUT09>

Meeting ID: 872 9545 7284

Passcode: 16cH1a

One tap mobile

+16465588656,,87295457284#,,,,*853433# US (New York)

+13017158592,,87295457284#,,,,*853433# US (Washington DC)

Dial by your location

+1 646 558 8656 US (New York)

+1 301 715 8592 US (Washington DC)

+1 312 626 6799 US (Chicago)

+1 669 900 9128 US (San Jose)

+1 253 215 8782 US (Tacoma)

+1 346 248 7799 US (Houston)

Meeting ID: 872 9545 7284

Passcode: 853433

Find your local number: <https://us02web.zoom.us/j/87295457284>

Ashford Board of Education
Meeting Minutes – April 1, 2021
7:00 pm
Meeting Held Via Zoom

Note: Per CGS 10-218, Board of Education Meeting Minutes are provided in a draft format within 48 hours of the date the meeting was held. With the exceptions of motions and votes recorded, the minutes are unofficial until they have been read and approved by a majority vote by the Board. Should edits be necessary, they will be made at a regularly scheduled meeting, noted in the meeting minutes, and so voted upon.

Call to Order

Chair John Lippert called the meeting to order at 7:05 p.m.

- Present were members Marian Matthews, Tina Fradette, Jane Urban, and Al Maccarone. Kim Kouatly joined the meeting at 7:20 p.m. Tess Grous joined the meeting at 7:25 p.m.
- Also present were Superintendent Dr. James Longo, Asst. Principal Polly Borysevicz, Director of Pupil Personnel Cindy Ford, Business Manager Martha Guidry, Zoom meeting host Scott Waddell, Board of Finance member Judith Austin, and Town Treasurer Cheryl Baker as well as approximately 12 other members of the school staff and the public.

Communications

- Jane Urban mentioned letter from James Hendricks dated 03/29/2021 regarding concern about video recordings of meetings and minutes not being posted to the website in a timely manner. There was discussion about whether we are required to post the video recordings as well as the minutes. It was suggested that we put a link on the BOE page to the town's page where do they do keep the postings up to date. Scott Waddell said Jen Truax was working on the BOE page today. John Lippert will respond to James Hendricks' email.

Opportunity for Public Comment

- John Lippert congratulated Jen Barsaleau on her recent marriage. She is now Jen Truax.

Approval of Minutes

- Minutes from 03/11/2021 special meeting were discussed later in the meeting.
- ***MOTION by Tina Fradette to approve minutes from 03/18/2021. Motion seconded by Al Maccarone and carried unanimously.***

Old Business

a. FY21 Budget

- Dr. Longo: There is more left in the budget than we had earlier anticipated. There is a threshold for spending on individual special ed students. What is spent in excess of that threshold, will be reimbursed. We will be getting several thousand back.
- Dr. Longo: SSR2 grant (due on 04/19/2021) is divided into two parts, approximately \$29,000 and \$200,000. They will be devoting most of the money to summer school, after school homework clubs, and tutoring.

Kim Kouatly joined the meeting at 7:20 p.m.

b. FY 22 Budget

- No official communication from the Board of Finance. The general feeling is that it will be accepted as presented.
- Next Thursday, 04/08/2021 the Board of Finance will vote on the proposed budget and set a date for public hearing. Public hearing is expected to be on 04/26/2021. Budget books need to be available to public on 04/19/2021.

Tess Grous joined the meeting at 7:25 p.m.

c. Superintendent Search Update

- Application period has closed. There are 10 candidates. Marian Matthews has reviewed 8 of the applications and determined that they do meet the required qualifications. Jane Urban is finishing interview questions. Tess Grous and Al Maccarone are working on a timeline. The Superintendent Search Committee will meet Tuesday, 04/06/2021 at 6:30 p.m. They will look at establishing ranking criteria.

d. Cybersecurity Follow Up

- Cyber insurance: We have one quote for \$15,507. We were refused by several other places. This policy we are considering has a \$25,000 deductible. The policy that we missed out on getting was \$8,000, and the deductible would have been \$10,000.
- **MOTION by Kim Kouatly for the Board of Education to pay our share of the \$15,507 to Coalition for cyber insurance. Motion seconded by Jane Urban and carried unanimously.**
- Cybersecurity audit: We have a quote of \$18,325 from Novus Insight. There could be a potential of \$10,000 to \$15,000 on top of that for remediation. If we get the cybersecurity audit complete, perhaps next year we could get the lower priced policy for cyber insurance. Audit is in four phases. The cost of the audit would be billed incrementally. This will be on Scott Waddell's agenda for Monday.
- **MOTION by Jane Urban for the school to proceed with the cyber security audit pending availability of funds, either using current fiscal year funding or request approval of the Board of Finance to use unexpended funds. Motion seconded by Al Maccarone and carried unanimously.**

New Business

a. Review of FY21 Legal Expense Line Item

- Our current year budget for legal fees was \$8,000. Total paid to date this year is \$22,255.07.
- Cindy Ford talked about the special ed lawsuit. Our portion of the legal fees was \$7206.57. This lawsuit started in the state of New York. Every district in Connecticut was included in the suit. Cindy said this particular suit has been closed. In Ashford, we did continue to provide services to our special education students.
- We are budgeting a total of \$14,000 for FY22 for legal expenses.

MOTION by Marian Matthews to approve 03/11/2021 special meeting minutes with additions as stated. Motion seconded by Tess Grous.

Additions to 03/11/2021 Special Meeting Minutes: Tess Grous brought up the issue that the letter of resignation was dated 03/05/2021 and board members were not aware until 03/10/2021. John Lippert explained that he and Dr. Longo spoke on Monday, 03/08/2021 and decided that a special meeting should be held on 03/11/2021. A special meeting has to have at least 24 hours' notice to the town prior to the meeting. Jen Barsaleau verified with the town clerk that the timing was acceptable. Jane Urban expressed concern and disappointment that the BOE learned of the resignation later than other town officials. John accepted blame for not immediately informing board members as soon as he knew. Conversation continued regarding the need for improved communication.

John explained that the business office manager is resigning. She will continue to work through the end of March. Al Maccarone expressed an interest in an exit interview and Jane mentioned a list of exit interview questions that were developed in a prior year by the Personnel Committee. She will ask Jen to distribute them to the board. Jane also related the legal advice previously received from the board's lawyer: the interviewee must be a current employee, and the interview may take place at a board meeting in executive session unless the interviewee chooses for it to take place in public session. The board cannot require anyone to do an exit interview; it is entirely optional.

Motion carried unanimously.

Committee Break Out Sessions (Finance & Long-Term Planning)

a. Committee Report Summaries to BOE

- Long-Term Planning Committee: Integrating bonding project into years 2, 3, 4, and 5.
- Finance Committee: Discussed Region 19 budget format. Board of Finance really likes their format. We are interested in looking at that for next year's budget presentation. Martha Guidry will send out the PowerPoint presentation that we currently have.

Opportunity for Public Comment – None.

Next Meeting Date/Agenda Items

- Non meeting of search committee Tuesday, 04/06/2021 at 6:30 p.m.
- Next regular BOE meeting Thursday, 04/15/2021.
- Executive session with Dr. Longo for discussion regarding staff member contracts.
- Review revised 5-year plan and vote on it.

Employee Exit Interview (Executive Session)

- ***MOTION by Jane Urban to enter executive session to conduct exit interview with Business Manager Martha Guidry. Motion seconded by Tess Grous and carried unanimously.***

Board members and Martha Guidry entered executive session at 9:04 p.m.

Board members exited executive session at 10:08 p.m. No action was taken.

Adjournment

- ***MOTION by Marian Matthews to adjourn the meeting 10:09 p.m. Motion seconded by Tess Grous and carried unanimously.***

Sara Wilson
Recording Secretary

Ashford Public Schools

Respect, Responsibility and Pride

Director of Special Education-BOE Report

April 2021

Grade Level	September Distance Learners	November Distance Learners	December Distance Learners	January Distance Learners	February Distance Learners	March Distance Learners	April Distance Learners
K	2	2	1	1	1	1	1
1	1	1	1	1	1	0	0
2	2	2	2 (1 of 2 comes in for in person services)	2 (1 of 2 comes in for in person services)	2	2	2 (1 of 2 comes in for in person services)
3	4	4	2 (1 of 2 comes in for in-person services)	2 (1 of 2 comes in for in person services)	0	1	1 (returning 4/26)
4	0	0	0	1	1	1	0
5	2	1	1	1	1	1	1
6	1	1	0	0	0	0	0
7	3	3	3	4	4	3	3 (1 returning 4/26)
8	2	2	2	2	2	1	1

Mental Health/Special education:

- Attached is a breakdown of one snap shot of a week with each of our mental health providers. (School Psychologist, School Counselor, School Social Worker)
- The breakdown is to give a quick overview of the tasks the service providers may take part in during a one-week period.
- A newsletter will be coming out in May of 2021.
- There is a nice partnership forming between our school service providers and our Community Health provider.

ESY: Extended School Year:

- Beginning to plan for our extended school year for our special education population. Looks like we will have two classrooms. The numbers are in and adds for paraprofessional positions and teachers go at by Friday, April, 18, 2021. The dates will be finalized by the last week in April. It runs four consecutive weeks.

Community Mental Health:

- Currently there are 16 students receiving services through this outside service. Things are going well.

Professional Learning:

- Finishing up the Professional Learning Community around best practices and family partnership in special education. This experience is extremely helpful to be able to connect with principals, directors and State Department of Education professionals from around the state. This has continued to allow for changes in the process during PPT meetings and expectations during the meeting. It has helped me improve my skills as a facilitator of the PPT meetings.

Snap shot of Support Over One Week

Mental Health Provider	School Psychologist	School Social Worker	School Counselor
Total number of Students seen for direct support	16 student's IEP or 504 direct services of 30-45 minutes sessions depending on intensity of programing. Mostly Prek-3 Some grade level work is overlapped with Social Worker depending on specific need.	21 students with IEP or 504 plans. 10 Regular education students for intensive intervention. 31 total students seen. Mostly 4-8 Some grade level work is overlapped with Psychologist depending on specific need.	46 students all are regular education students who drop in or work directly with counselor for study skills or work through social issues in grades 4-8.
Assessments	6 evaluations to be completed and written. All reports and results are reviewed with the family prior to PPT. k-8 cognitive evaluations.	Attends all PPTs and 504s for grades 4-8. Assists with family history on all assessments where appropriate. No specific assessments completed this snap shot.	Does not do assessments or reports.
Consultation with adults	7 consultations including teachers, BCBA, parents, administration for students directly support or collaborating with other mental health providers on current behavior plans or discuss classroom intervention ideas for grades prek-3.	-12 consultations with adults to discuss intervention ideas. - Progress of current plans. -Collaborates with our outside CHC (Community Health Clinic) mental health provider. -Attends team meetings in grades 4-8	5 consultations with administration, classroom grade level team meetings. On a daily basis will make phone calls home to touch base with families.
Other tasks	-Behavioral support for any k-3 student with intensive interventions in place. Any child in crisis. -Attends all PPTs in grades k-3 -Writes all behavior intervention plans for special education and regular education students that need intensive support.	- Writes all behavior intervention plans for special education and regular education students that need intensive support. -Home visit with homebound student -Lead a classroom activity to support a better learning environment. -Attends PPTs and 504 meetings.	-At times will cover classrooms for a period to allow teacher to attend meetings or a gap in coverage. -Works with 8 th grade students to transition to high school along with meeting with high schools.

From the desk of

Kelee Calkins

Interim Business Manager, Ashford School

4/15/21

To: Board of Education Members

Re: Hello

Good evening, I would like to take a moment to introduce myself. I have been working here at Ashford School since November 15th, 2019. My primary role has been Payroll, Benefits (including all COVID related policies), some HR duties and backup to Account Payable.

My background is in Business. I started out right out of High School working in banking for 6 years. I then pursued the American dream of owning my own business. I successfully ran my own business for 16 years. Unfortunately, when 9/11 happened, my business suffered longer than was sustainable. Therefore, I had the hard decision to close. Returning to the work force, I was the Business/Finance Manager for a Catering Company for 5 years, then moving on to be the Administrative Assistant to the Principal in Mansfield for 5 years. This is where I gained all the necessary working knowledge to manage and oversee school operations. I was involved in every aspect of the building from the staff to the parents, to the kiddos, to the budget. Unfortunately, due to family obligations it was necessary for me to step away from a position that was "on the front line". That is how I came to be part of the Ashford Family. Upon my arrival there were many staff changes. I pulled up my sleeves and dug in. Then on month 4, COVID hit and we transitioned to remote work. I managed to enroll all staff to a brand-new insurance carrier remotely. Whew! I'm tired just talking about it!!

I can tell you that Ashford has an incredible heart! I feel completely lucky to be a part of this family, and I am excited to step up to this position to move us forward in a positive and healthy manner.

As I transition into this new dual role, it will take me a little time to "memorize" all the information that I am now absorbing daily. Therefore, I ask you to reach out to me directly for the time being, with any questions you may have, just until I know confidently that the answers I give will be accurate.

Thank you for this opportunity. I look forward to working with you!

All the best, Kelee Calkins

Ashford BOE Principal Report

April 15, 2021

Troy C. Hopkins

Teaching During a Pandemic

It is hard to believe that we persevered through this unprecedented school year all the way into April. The “sunshine” at Ashford School can be felt and seen in the warmer recesses and the squinted eyes, which are indicative of smiles under masks. More and more students are returning to in-person schooling. Approximately 90 students have returned to in-person classes from the beginning of the school year.

Grade Level	K	1	2	3	4	5	6	7	8
Number of Distance Learners as of May 1st	3	3	9	8	4	4	4	6	3

Remote Learning Day - After Second Vaccination

Many of our school staff will be receiving the second dose of the Moderna COVID Vaccine during a school clinic on Tuesday, April 27th. Based on reliable information on symptoms following the second dose of this vaccine, all students will stay home for remote learning the day after the clinic, Wednesday, April 28th. Teachers will let students know what to work on ahead of time. Teachers will be accessible as possible, however their availability may be limited. We are thankful to be able to protect our school community and appreciate the partnerships we have with our families.

Sports

Baseball, softball, and track and field started practice on Monday, April 12th. There are 4 games each of baseball and softball, and 2 track meets scheduled during May. Coaches, athletes, and spectators will be following safety protocols through the sports season, in which 42 athletes in grades 5 through 8 will be participating.

Smarter Balanced Assessments

During the month of May students in grades 3-8 will be taking the Smarter Balanced Assessment in reading and math. Students in grades 5 and 8 will also take the Next Generation Science Standard (NGSS) Assessment. The U.S. Department of Education approved Connecticut’s request for waiver from implementing school/district accountability this year. This means that schools will not be categorized based on test results. Rather, the results of testing will support accelerated learning needed after the pandemic.

End of the Year Activities

While we are not allowing field trips due to COVID-19, we are trying to plan some fun end of the year activities and celebrations. Our commencement ceremony preparations are underway and we plan to hold the event outside on Monday, June 11th, with a rain date of Wednesday, June 16th. The last day of school is Friday, June 18th and is an early dismissal at 12:25.

Ashford BOE Assistant Principal Report

Polly Borysevicz

April 15, 2021



SEL: April's SEL curriculum theme is Stress & Coping Strategies (with a focus on stress on the body, mindfulness & body awareness)

Example of curriculum development/progression for mindfulness:

K-2	<ul style="list-style-type: none">• Develop effective coping skills for dealing with problems• Learn techniques for managing stress and conflict
3-5	<ul style="list-style-type: none">• Learn techniques for managing stress and conflict• Learn coping skills for managing life events
6-8	<ul style="list-style-type: none">• Learn techniques for managing stress and conflict• Learn coping skills for managing life events

- **April Student Achievement presentation:** Mr. Busse's third grade class will present their STEAM table.
- Tent scheduled to be reassembled the first week of May.
- All of 2nd grade and 3rd grade distance learners participated in a virtual field trip to Dinosaur State Park on Tuesday, April 6.

NON-DISCRIMINATION

It is the policy of the Board of Education (the “Board”) that any form of discrimination or harassment on the basis of race, religion, color, national origin, ancestry, alienage, sex, sexual orientation, marital status, age, disability, pregnancy, gender identity or expression, veteran status, or any other basis prohibited by state or federal law is prohibited, whether by students, Board employees or third parties subject to the control of the Board. The Board’s prohibition of discrimination or harassment in its educational programs or activities expressly extends to academic, nonacademic and extracurricular activities, including athletics, as well as the district website. It is also the policy of the Board of Education to provide for the prompt and equitable resolution of complaints alleging any discrimination on the basis of protected characteristics such as race, color, religion, age, sex, sexual orientation, marital status, national origin, ancestry, alienage, disability, pregnancy, gender identity or expression, or veteran status.

For the purposes of this policy, “gender identity or expression” means a person's gender-related identity, appearance or behavior, whether or not that gender-related identity, appearance or behavior is different from that traditionally associated with the person's physiology or assigned sex at birth, which gender-related identity can be shown by providing evidence including, but not limited to, medical history, care or treatment of the gender-related identity, consistent and uniform assertion of the gender-related identity or any other evidence that the gender-related identity is sincerely held, part of a person's core identity or not being asserted for an improper purpose.

For the purposes of this policy, “veteran” means any person honorably discharged from, or released under honorable conditions from active service in, the United States Army, Navy, Marine Corps, Coast Guard and Air Force and any reserve component thereof, including the Connecticut National Guard.

[For the purposes of this policy, “race” is inclusive of ethnic traits historically associated with race, including but not limited to, hair texture and protective hairstyles. “Protective hairstyles” includes, but is not limited to, wigs, headwraps and hairstyles such as individual braids, cornrows, locs, twists, Bantu knots, afros and afro puffs.](#)

Any individual wishing to file a complaint regarding discrimination may obtain a copy of the Board’s complaint procedures and complaint form that are included in the Board’s Administrative Regulations Regarding Non-Discrimination. These regulations accompany Board Policy # _____ **[Insert Policy # for Community/Non-Discrimination Policy]** and are available online at **[Insert website address for Board policies]** or upon request from the main office of any district school.

If a complaint involves allegations of discrimination or harassment based on reasons such as gender/sex, disability, or pregnancy, such complaints will be handled in accordance with other appropriate policies (e.g., Policy # _____ **[Insert Policy #]**, Sex Discrimination/Harassment in the Workplace ; Policy # _____ **[Insert Policy #]**, Sex Discrimination and Sexual Harassment (Students); Policy # _____ **[Insert Policy #]**, Section 504/ADA (Personnel), and Policy # _____ **[Insert Policy #]**, Section 504/ADA (Students)).

Individuals also may file a complaint with the Office for Civil Rights, U.S. Department of Education (“OCR”):

Office for Civil Rights, Boston Office
U.S. Department of Education
8th Floor
5 Post Office Square
Boston, MA 02109- 3921
(617-289-0111)
<http://www2.ed.gov/about/offices/list/ocr/docs/howto.html>

Employees may also file a complaint regarding employment discrimination with the Equal Employment Opportunity Commission:

Equal Employment Opportunity Commission, Boston Area Office
John F. Kennedy Federal Building
475 Government Center
Boston, MA 02203
(800-669-4000)

Individuals may also file a complaint with the Connecticut Commission on Human Rights and Opportunities:

Connecticut Commission on Human Rights and Opportunities
450 Columbus Blvd.
Hartford, CT 06103-1835
(800-477-5737)

Anyone who has questions or concerns about this policy, or would like a copy of the Board’s complaint procedures or complaint forms related to claims of discrimination, may contact:

[Insert name/title, address, telephone number of person(s)]

Anyone who has questions or concerns about the Board’s policies regarding discrimination on the basis of gender/sex may contact the Board’s Title IX Coordinator:

[Insert name/title, address, telephone number, e-mail address]

Anyone who has questions or concerns about the Board’s policies regarding discrimination on the basis of disability may contact the Board’s Section 504/ADA Coordinator:

[Insert name/title, address, telephone number]

Legal References:

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

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

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

Age Discrimination in Employment Act, 29 U.S.C. § 621 et seq.

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

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

Connecticut General Statutes § 1-1n, “Gender Identity or Expression”
defined

[Connecticut General Statutes § 46a-51, Definitions](#)

Connecticut General Statutes § 46a-58, Deprivation of rights

Connecticut Fair Employment Practices Act, Connecticut General Statutes
§ 46a-60

Connecticut General Statutes § 46a-81a, Sexual orientation discrimination:
Definitions

Connecticut General Statutes § 46a-81c, Sexual orientation discrimination:
Employment

ADOPTED: _____

REVISED: _____

~~6/29/2020~~[3/11/2021](#)

ADMINISTRATIVE REGULATIONS REGARDING DISCRIMINATION COMPLAINTS (COMMUNITY MEMBERS)

It is the policy of the _____ Board of Education (the “Board”) that any form of discrimination or harassment on the basis of protected characteristics such as race, color, religion, age, sex, sexual orientation, marital status, national origin, alienage, ancestry, disability, pregnancy, gender identity or expression, or veteran status is forbidden, whether by students, Board employees or third parties subject to the control of the Board. Students, Board employees and third parties are expected to adhere to a standard of conduct that is respectful of the rights of all members of the school community.

It is the express policy of the Board to provide for the prompt and equitable resolution of complaints alleging any discrimination on the basis of protected characteristics such as race, color, religion, age, sex, sexual orientation, marital status, national origin, alienage, ancestry, disability, pregnancy, gender identity or expression, or veteran status.

If a complaint involves allegations of discrimination or harassment based on reasons such as gender/sex or disability, such complaints will be handled, as appropriate, in accordance with other Board policies (e.g., Policy # _____ **[Insert Policy #]**, Sex Discrimination/Harassment in the Workplace (Personnel); Policy # _____ **[Insert Policy #]**, Sex Discrimination and Sexual Harassment (Students); Policy # _____ **[Insert Policy #]**, Section 504/ADA (Personnel), and Policy # _____ **[Insert Policy #]**, Section 504/ADA (Students)).

Preferably, complaints should be filed within thirty (30) calendar days of the alleged occurrence. Timely reporting of complaints facilitates the investigation and resolution of such complaints. The district will investigate such complaints promptly and equitably, and will take corrective action when allegations are verified.

The district will not tolerate any reprisals or retaliation that occur as a result of the good faith reporting of charges of harassment or discrimination on the basis of race, color, religion, age, sex, sexual orientation, marital status, national origin, alienage, ancestry, disability, pregnancy, gender identity or expression, or veteran status. Any such reprisals or retaliation will result in disciplinary action against the retaliator, and other corrective actions as appropriate.

The school district will periodically provide staff development for district administrators and periodically distribute this policy and implementing administrative regulations to staff and students in an effort to maintain an environment free of harassment and discrimination.

Complaint Procedure

As soon as an individual feels that he or she has been subjected to discrimination or harassment on the basis of race, color, religion, age, sex, sexual orientation, marital status, national origin, alienage, ancestry, disability, pregnancy, gender identity or expression, or veteran status he/she should make a written complaint to the Superintendent, or his/her designee. The individual and any respondent (if applicable) will be provided a copy of the Board's policy and regulation and made aware of his/her rights. In the event the Superintendent or designee receives a complaint alleging discrimination or harassment based on gender/sex or disability, the Superintendent or designee shall follow the procedures identified in the appropriate Board policies ((e.g., Policy # _____ **[Insert Policy #]**, Sex Discrimination/Harassment in the Workplace (Personnel); Policy # _____ **[Insert Policy #]**, Sex Discrimination and Sexual Harassment (Students); Policy # _____ **[Insert Policy #]**, Section 504/ADA (Personnel), and Policy # _____ **[Insert Policy #]**, Section 504/ADA (Students)), where applicable, rather than the complaint procedures provided in this policy.

The complaint should state the:

- A. Name of the complainant,
- B. Date of the complaint,
- C. Date(s) of the alleged harassment/discrimination,
- D. Name(s) of the harasser(s) or discriminator(s),
- E. Location where such harassment/discrimination occurred,
- F. Names of any witness(es) to the harassment/discrimination,
- G. Detailed statement of the circumstances constituting the alleged harassment/discrimination; and
- H. Proposed remedy.

Any individual who makes an oral complaint of harassment or discrimination will be provided a copy of this regulation and will be requested to make a written complaint pursuant to the above procedure. If an individual is unable to make a written complaint, the staff member receiving the oral complaint will either reduce the complaint to writing or assist the individual with completing the written complaint form.

All complaints received by staff members are to be forwarded immediately to the Superintendent or his/her designee. Upon receipt of a complaint alleging harassment or discrimination under this complaint procedure, the Superintendent or his/her designee shall promptly investigate the complaint. During the course of the investigation, the investigator shall interview or consult with all individuals reasonably believed to have

relevant information, including the complainant, the alleged harasser/discriminator (“respondent”) and any witnesses to the conduct. Complaints will be investigated promptly within the timeframes identified below. Timeframes may be extended as needed given the complexity of the investigation, availability of individuals with relevant information and other extenuating circumstances. Confidentiality will be maintained by all persons involved in the investigation to the extent possible, as determined by the investigator.

Upon receipt of a written complaint of discrimination, the investigator should:

1. Offer to meet with the complainant and respondent (if applicable) within ten (10) business days (provided that such timeframe may be reasonably extended based on the availability of necessary witnesses and/or participants during periods of time when school is not in session) to discuss the nature of the complaint, identify individuals the complainant believes has relevant information, and obtain any relevant documents the complainant may have;
2. Provide the complainant and respondent (if applicable) with a copy of the Board’s non-discrimination policy and accompanying regulations;
3. Investigate the factual basis of the complaint, including, as applicable, conducting interviews with individuals deemed relevant to the complaint;
4. Conduct an investigation that is adequate, reliable, and impartial. Investigate the factual basis for the complaint, including conducting interviews with individuals with information and review of documents relevant to the complaint;
5. Maintain confidentiality to the extent practicable throughout the investigative process, in accordance with state and federal law;
6. Communicate the outcome of the investigation in writing to the complainant and respondent (if any) (to the extent permitted by state and federal confidentiality requirements), within thirty (30) business days (provided that such timeframe may be extended by fifteen (15) business days during periods of time when school is in session or reasonably extended based on the availability of necessary witnesses and/or participants during periods of time when school is not in session) from the date the complaint was received by the Superintendent’s office. The complainant and respondent (if any) shall be notified of any extension of the investigation timeline. The written notice shall include a finding whether the complaint was substantiated and if so, shall identify, to the extent possible, how the district will remedy the discrimination or harassment, adhering to the requirements of state and federal law;
7. If a complaint is made during summer recess, the complaint will be reviewed and addressed as quickly as possible given the availability of staff and/or other

individuals who may have information relevant to the complaint. If fixed timeframes cannot be met, the complainant and respondent (if any) will receive notice and interim measures may be implemented as necessary (see sub-paragraph 6);

8. Whenever allegations are verified, ensure that appropriate corrective action is taken (including, but not limited to, disciplinary action) aimed at preventing the recurrence of the harassment or discrimination. Corrective action should include steps to avoid continuing discrimination;
9. If either party to the complaint is not satisfied with the findings and conclusions of the investigation, the complainant may present the complaint and written outcome to the Superintendent within thirty (30) calendar days of receiving the findings. Upon review of a written request from the party requesting an appeal, the Superintendent shall review the investigative results of the investigator and determine if further action and/or investigation is warranted. Such action may include consultation with a designated investigator (if applicable), complainant, and respondent (if any) and meeting with appropriate individuals to attempt to resolve the complaint, or a decision affirming or overruling a designated investigator's conclusions or findings (if applicable). The Superintendent shall provide written notice to the complainant and respondent (if any) of the proposed actions within fifteen (15) business days (provided that such timeframe may be reasonably extended based on the availability of necessary witnesses and/or participants during periods of time when school is not in session) following the receipt of the written request for review.

A complainant alleging race, color, national origin, alienage, ancestry, sex, disability, pregnancy or age discrimination may file a formal complaint with the Boston Office, Office for Civil Rights, U.S. Department of Education, 8th Floor, 5 Post Office Square, Boston, MA 02109-3921 (TELEPHONE NUMBER: 617-289-0111).

A complainant may also file a complaint with the Connecticut Commission on Human Rights and Opportunities, 450 Columbus Blvd., Hartford, CT 06103-1835 (TELEPHONE NUMBER: 800-477-5737).

An employee alleging discrimination related to their employment may also file a complaint with the Equal Employment Opportunity Commission, Boston Area Office, John F. Kennedy Federal Building, 475 Government Center, Boston, MA 02203 (TELEPHONE NUMBER: 800-669-4000).

6/29/2020

DISCRIMINATION COMPLAINT FORM

(For complaints based on race, color, religion, age, sex, sexual orientation, marital status, national origin, alienage, ancestry, disability, pregnancy, gender identity or expression, or veteran status)

Name of the complainant _____

Date of the complaint _____

Date of the alleged discrimination/harassment _____

Name or names of the discriminator(s) or harasser(s) _____

Location where such discrimination/harassment occurred _____

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

Detailed statement of the circumstances constituting the alleged discrimination or harassment _____

Proposed remedy: _____

6/29/2020

SHIPMAN

Series 3000
Business

PURCHASING *[For Local Boards of Education]*

[Note: Bidding and purchasing requirements may be affected by the provisions of Town charter. Moreover, in the event that a town charter contains a provision that addresses bidding requirements, such a provision may or may not actually bind the board of education. Prior to adopting Shipman & Goodwin LLP’s model policy, local boards of education should determine whether a provision of a town charter applies, and in the event that a charter provision which does apply, a local board of education should consult legal counsel to determine its applicability.]

I. REQUIREMENTS APPLICABLE TO PURCHASES OF ALL GOODS AND SERVICES

A. Definition

For the purposes of this policy:

1. “Goods or service” includes, but is not limited to, portable classrooms, motor vehicles or materials and equipment, such as telephone systems, computers and copy machines.
2. “General services” include all services which result in a measurable end product that can be defined by bid specifications and all services used in the process of building or altering property (excluding architectural, engineering and other design services).
3. “Property” means real property or personal property.

B. Consultation with Municipality Regarding Contracts for Goods or Services, Including Insurance and Payroll Software

After going out to bid for a good or service and receiving submissions, if the local municipality uses such good or service, the _____ Board of Education (the “Board”) shall consult with the legislative body of the municipality, or in the case of a municipality for which the legislative body is a town meeting or representative town meeting, the board of selectmen, and, if the equivalent level of such good or service is provided by the municipality through a municipal contract for a lower cost than the

lowest qualified bid submission received by the Board, the Board will consider a cooperative agreement with the local municipality for the provision of such good or service.

Further, the Board will consult with the local municipality's legislative body, or in the case of a municipality for which the legislative body is a town meeting or representative town meeting, the board of selectmen, prior to purchasing payroll processing or accounts payable software systems to determine whether such systems may be purchased or shared on a regional basis.

When possible, the Board will consult with the local municipality's legislative body, or in the case of a municipality for which the legislative body is a town meeting or representative town meeting, the board of selectmen, regarding the joint purchasing of property insurance, casualty insurance, and workers' compensation insurance.

II. COMPETITIVE BIDDING PROCESS

A. Purchases Requiring Competitive Bidding Process [\$7,500 or amount set by the Board of Education] or More)

Purchases of goods or general services, including high technology equipment, expected to involve an expenditure of [\$7,500 or amount set by the Board of Education] or more must be made by sealed competitive bid. As set forth below, such purchases in the amount of at least [\$7,500 or amount set by the Board of Education], but less than [\$20,000 or amount set by the Board of Education], may be awarded by the Superintendent or his/her designee. Such purchases in the amount of [\$20,000 or amount set by the Board of Education] or more must be awarded by the Board.

B. Bid Specifications

When competitive bidding is required, all requirements, terms and conditions describing and detailing the goods or general services to be purchased must be included in the bid specifications. The bid specifications should define the requirements for quality of materials, equipment and/or services to be procured, and as such, they should clearly and accurately reflect the required characteristics of the goods and services. The bid specifications should also include any vendor or contractor qualification requirements, a school district contact person responsible for all communications with prospective bidders, a requirement that all communications between the school district contact person and prospective bidders be in writing and, if the purchase will require entering into a contract, a draft contract whenever possible.

The Superintendent of Schools or his/her designee shall develop the proposed bid specifications and other bid documents.

C. Advertising

A legal notice inviting sealed bids shall be published by the Superintendent of Schools or his/her designee at least once in a daily newspaper in the local municipality and on the Board's website. At least five (5) calendar days must intervene between the date of the last newspaper or website publication and the final date for submitting bids. The notice shall contain a general description of the goods or services being bid, the school district contact person and the day, hour and place of the bid opening and may contain other information relating to the bid including, but not limited to, where and when bid packages may be obtained.

D. Bid Openings and Awards

All bids, and bid security if applicable, must be submitted to the Superintendent of Schools or his/her designee in sealed envelopes and show on the face of the envelopes the bid number, the title of the bid and the bidder's name. All envelopes will be date stamped as received.

All bids shall be opened in public and read aloud at the time stated in the legal notice. No bids shall be accepted, or opened, that were not submitted in compliance with the procedures set forth in the notice advertising the bid.

Within a reasonable time following the bid opening, the Superintendent of Schools or his/her designee will tabulate and analyze the bids. For contracts of at least [\$7,500 or amount set by the Board of Education], but less than [\$20,000 or amount set by the Board of Education], the Superintendent shall, subject to the right of rejection, award the bid to the Lowest Responsible Qualified Bidder, as defined below. For contracts of [\$20,000 or amount set by the Board of Education] or more, the Board shall, subject to the right of rejection, award the bid to the Lowest Responsible Qualified Bidder, as defined below.

A record of all bids submitted, giving the names of the bidders, the amounts of the bids and indicating the successful bidder, shall be preserved by the Superintendent of Schools or his/her designee in accordance with State law.

E. Bid Security

When, in the judgment of the Superintendent of Schools or his/her designee, bid security is advisable, all bids must be accompanied by security in one of the following forms - certified check, cashier's check, personal money order, letter of credit or bid bond. The requirement for, and the amount of, the security must be set forth in the bid advertisement. All security presented must show the "Town of _____" as the payee.

F. Requirements Governing Bid Awards

The award shall be made to the bidder whose bid meets the requirements, terms and conditions contained in the bid specifications and is the lowest among those bidders possessing the skill, ability and integrity necessary for faithful performance of the work based on objective criteria considering past performance and financial responsibility (the "Lowest Responsible Qualified Bidder"), and after consideration of a cooperative agreement with the municipality as described in Section I.B, above.

In determining the Lowest Responsible Qualified Bidder the following criteria will be considered, as applicable:

- (1) The ability and capacity of the bidder to perform the work based on an evaluation of the character, integrity, reputation and experience of the bidder. Consideration shall be given to previous work performed by the bidder for the Board or for other agencies, including the quality and degree of satisfaction with the work performed.
- (2) The financial resources of the bidder and the bidder's ability to secure any required bonds and/or insurance.
- (3) Compliance by the bidder with all applicable federal, state and local laws, including any licensing requirements.
- (4) Delivery or completion time.
- (5) Cost.
- (6) Involvement in litigation.

Should a situation arise where it is impossible to distinguish between two bidders to identify the Lowest Responsible Qualified Bidder, and one of the bidders has its principal place of business located within the Town of _____, the award will be made to the local bidder.

G. Rejection Of Bids

The Superintendent of Schools or his/her designee has the right to reject any and all bids in whole or in part. Any or all bids may be rejected if there is any reason to believe that collusion exists among the bidders. Individual bids may be rejected for irregularities of any kind, including, without limitation, alteration of form, additions not called for, conditional bids, incomplete bids and unexplained erasures.

The Superintendent of Schools or his/her designee retains the right to waive any formality or procedural irregularities in the bids received. Nothing in this

Section should be construed to limit in any way the right of the Superintendent of Schools or his/her designee to reject any and all bids.

H. Advisement Of Bid Award

Upon acceptance of the Lowest Responsible Qualified Bidder, a letter will be sent to the successful bidder(s) announcing the award of the bid. All unsuccessful bidders will be sent a letter notifying them that they were not selected.

III. COMPETITIVE QUOTATION PROCESS

A. Purchases Requiring Competitive Quotation Process

Price quotations should be requested for all purchases of goods or general services, including high technology equipment, expected to involve an expenditure of at least \$1,000 but less than [\$7,500 or amount set by the Board of Education]. Purchases of goods or services which involve an expenditure of less than \$1,000 may be made directly, without regard to any competitive bid or quotation process. Waivers from the quotation process are available for the same reasons that Waivers are available from the bidding process. (See Section V.)

B. Process For Obtaining Quotations

Generally quotations, either oral or written, should be solicited by the Superintendent of Schools or his/her designee from at least three (3) vendors or obtained from current catalogues or price sheets. The refusal of an otherwise valid supplier to quote shall qualify as a quotation. The quotation process does not require a public opening, and the Superintendent of Schools or his/her designee may send requests to a limited number of selected vendors. However, vendors must furnish all of the necessary information to the Superintendent of Schools or his/her designee by the specified date.

The purchase shall be awarded to the provider whose proposal is deemed to best provide the good and/or services desired, taking into account cost and the project requirements, and after consideration of a cooperative agreement with the municipality as described in Section I.B, above.

IV. COMPETITIVE PROPOSAL PROCESS FOR SPECIAL OR PROFESSIONAL SERVICES

A. Purchases Requiring Competitive Proposal Process

Purchases of Special or Professional Services may be made by competitive proposal should the situation warrant if the purchase exceeds the monetary thresholds set forth below. Special or Professional Services involve the furnishing of judgment,

expertise, advice or effort by persons other than Board employees, and not involving the delivery of a specific end product that is defined by bid specifications. Examples of Professional Services include, but are not limited to, in-service instructional leaders, pupil services, special education evaluations, interpreters, tutors, computer programmers, architects, auditors, attorneys, instructional consultants, and temporary agencies. Examples of Special Services include, but are not limited to, repair services for Board property, equipment and vehicles where the nature of the repair cannot be defined in advance by bid specifications and the professional expertise of the service provider is critical. Waivers from the proposal process are available for the same reasons that Waivers are available from the bidding process. (See Section V.) Funds must be available in the proper account in order to begin development of a Request for Proposals ("RFP").

Purchases of Special or Professional Services that are expected to be less than [\$7,500 or amount set by the Board of Education] shall be made directly by the Superintendent of Schools or his/her designee, without regard to a competitive proposal process.

B. Informal Competitive Proposal Process (\$7,500 to \$19,999 [or range set by the Board of Education])

Purchases of Special or Professional Services for at least [\$7,500 or amount set by the Board of Education] but less than [\$20,000 or amount set by the Board of Education] shall be based upon a reasonable and documented attempt to solicit proposals. Where possible, proposals should be solicited from at least three (3) potential service providers. The refusal to submit a proposal from an otherwise valid provider shall qualify as a proposal. The process shall be documented in writing by the Superintendent of Schools or his/her designee. If a single reasonable source exists for the service, this fact shall be documented in writing.

An evaluation of the proposals received will be made by the Superintendent of Schools or his/her designee. The Superintendent or his/her designee shall award the contract to the service provider whose proposal is deemed to best provide the services desired, taking into account cost and the project requirements.

A record of all proposals submitted, giving the names of the service providers, the amount of the proposal and indicating the successful provider, shall be preserved by the Superintendent of Schools or his/her designee in accordance with State law.

C. Formal Competitive Proposal Process ([\$20,000 or amount set by the Board of Education] or more)

Request for Proposals for Purchases of Special or Professional Services for [\$20,000 or amount set by the Board of Education] or more shall be prepared by the Superintendent or his/her designee. All requirements, terms and conditions, including

provider qualifications, should be included in the RFP, as well as a draft contract whenever possible. The award of any such contracts for [\$20,000 or amount set by the Board of Education] or more shall be approved by the Board.

The Superintendent of Schools or his/her designee will arrange to have a legal notice requesting proposals published in a local newspaper and on the Board's website at least ten (10) business days prior to the deadline for submitting proposals. Whenever the Superintendent or his/her designee determines that the service requested is so specialized that few appropriate providers can reasonably be expected to respond to the notice, the Superintendent may substitute another means of notifying potential providers of the RFP in lieu of such newspaper and website notice. Any advertisement or other notice of the RFP shall include the general description of the services sought and the location where RFPs may be obtained.

Where possible, proposals should be solicited from at least three (3) potential service providers. The refusal to submit a proposal from an otherwise valid provider shall qualify as a proposal. The process shall be documented in writing by the Superintendent of Schools or his/her designee. If a single reasonable source exists for the service, this fact shall be documented in writing.

An evaluation of the proposals will be made by the Superintendent of Schools or his/her designee. The contract shall be awarded to the service provider whose proposal is deemed to best provide the services desired, taking into account cost and the requirements, terms and conditions contained in the RFP.

A record of all proposals submitted, giving the names of the service providers, the amount of the proposal and indicating the successful provider, shall be preserved by the Superintendent of Schools or his/her designee in accordance with State law.

V. WAIVERS

In certain situations the bidding, quotation and proposal processes described above may be waived even though the estimated cost exceeds the dollar threshold established by the Board. The formal processes may be waived for any of the following reasons:

- (1) Only one (1) reasonable or qualified source can be identified. This shall include situations such as the purchase of copyrighted materials and textbooks.
- (2) Time is a critical factor, and taking the time necessary to comply with the formal process would not be in the best interests of the school district.

- (3) In the opinion of the Superintendent or his/her designee, an emergency requires the purchase of goods or services to avoid injury or damage to human life or property.
- (4) A special source, including but not limited to a sale, purchasing plan, government discount or trade-in allowance, will supply a lower cost than that which would result from a bid process.
- (5) A formal process would result in substantially higher costs to the school district, or inefficient use of personnel, or cause substantial disruption of school district operations.
- (6) Prices of goods or services are subject to specific federal or state competitive bidding requirements, including, but not limited to, "school building projects" as defined in the Connecticut General Statutes.
- (7) Regional or cooperative purchases.
- (8) Cooperative agreement with the local municipality.

For a requesting administrator to obtain a Waiver, the requesting administrator must make a written request to the Superintendent of Schools or his/her designee. The Waiver must bear the signature of the requesting administrator and state the reason(s) for requesting the Waiver. Upon receipt of such request, the Superintendent of Schools or his/her designee will promptly notify the requesting administrator if such Waiver has been granted.

In addition, the Superintendent of Schools or his/her designee, in his/her sole determination, may grant a Waiver for any of the above-listed reasons. Upon granting such a Waiver, the Superintendent of Schools or his/her designee must, in writing, state the reason(s) for granting such Waiver.

VI. PROCUREMENT OF PROPERTY AND SERVICES UNDER A FEDERAL AWARD

When procuring property and/or services under a Federal award, the Board will comply with relevant regulations in the Code of Federal Regulations, as described in 2 C.F.R. § 200.318 through 2 C.F.R. § ~~200.326~~,[200.327](#), as amended from time to time, to the extent it is required to do so. [See Appendix A.](#)

VII. AUDITS

The Board may periodically engage an independent audit firm to review the purchasing procedures outlined in this policy.

Legal References:

State Law:

- Conn. Gen. Stat. §10-241c Local board of education to consult with municipality re joint purchasing of property insurance, casualty insurance and workers' compensation insurance.
- Conn. Gen. Stat. §10-241d Local board of education consultation with municipality re goods and services. Cooperative arrangements.
- Conn. Gen. Stat. §10-241e Local board of education consultation with municipality prior to purchase of payroll processing or accounts payable software program.

Federal Law:

- 2 C.F.R. § 200.317 through 2 § C.F.R. ~~200.326~~200.327.
- 2 C.F.R. § 200.81 (definition of property).

ADOPTED: _____

REVISED: _____

3/15/2021

~~9/15/2020~~

Series 4000 Personnel

NON-DISCRIMINATION

The Board of Education (the “Board”) will not make employment decisions (including decisions related to hiring, assignment, compensation, promotion, demotion, disciplinary action and termination) on the basis of race, color, religion, age, sex, marital status, sexual orientation, national origin, alienage, ancestry, disability, pregnancy, genetic information, veteran status, or gender identity or expression, except in the case of a bona fide occupational qualification.

It is the policy of the Board that any form of discrimination or harassment on the basis of race, color, religion, age, sex, marital status, sexual orientation, national origin, alienage, ancestry, disability, pregnancy, genetic information, veteran status, or gender identity or expression, or any other basis prohibited by state or federal law is prohibited, whether by students, Board employees or third parties subject to the control of the Board. The Board’s prohibition of discrimination or harassment in its educational programs or activities expressly extends to academic, nonacademic and extracurricular activities, including athletics. It is also the policy of the Board of Education to provide for the prompt and equitable resolution of complaints alleging any discrimination on the basis of protected characteristics such as race, color, religion, age, sex, sexual orientation, marital status, national origin, alienage, ancestry, disability, pregnancy, genetic information, veteran status, or gender identity or expression.

For the purposes of this policy, “genetic information” means the information about genes, gene products, or inherited characteristics that may derive from an individual or a family member. “Genetic information” may also include an individual’s family medical history, the results of an individual’s or family member’s genetic tests, the fact that an individual or an individual’s family member sought or received genetic services, and genetic information of a fetus carried by an individual or an individual’s family member or an embryo lawfully held by an individual or family member receiving assistive reproductive services.

For the purposes of this policy, “veteran” means any person honorably discharged from, or released under honorable conditions from active service in, the United States Army, Navy, Marine Corps, Coast Guard and Air Force and any reserve component thereof, including the Connecticut National Guard.

For the purposes of this policy, “gender identity or expression” means a person’s gender-related identity, appearance or behavior, whether or not that gender-related identity, appearance or behavior is different from that traditionally associated with the person’s physiology or assigned sex at birth, which gender-related identity can be shown by providing evidence including, but not limited to, medical history, care or treatment of

the gender-related identity, consistent and uniform assertion of the gender-related identity or any other evidence that the gender-related identity is sincerely held, part of a person's core identity or not being asserted for an improper purpose.

[For the purposes of this policy, “race” is inclusive of ethnic traits historically associated with race, including but not limited to, hair texture and protective hairstyles. “Protective hairstyles” includes, but is not limited to, wigs, headwraps and hairstyles such as individual braids, cornrows, locs, twists, Bantu knots, afros and afro puffs.](#)

Any employee wishing to file a complaint regarding discrimination may obtain a copy of the Board’s complaint procedures and complaint form, which are included in the Board’s Administrative Regulations Regarding Non-Discrimination/Personnel. These regulations accompany Board Policy # _____ **[Insert Policy # for Personnel/Non-Discrimination Policy]** and are available online at **[Insert website address for Board policies]** or upon request from the main office of any district school.

If a complaint involves allegations of discrimination or harassment based on reasons such as gender/sex, disability, or pregnancy, such complaints will be handled under other appropriate policies (e.g., Policy # _____ **[Insert Policy #]**, Sex Discrimination/Harassment in the Workplace; Policy # _____ **[Insert Policy #]**, Section 504/ADA).

Any employee also may file a complaint with the Office for Civil Rights, U.S. Department of Education (“OCR”):

Office for Civil Rights, Boston Office
U.S. Department of Education
8th Floor
5 Post Office Square
Boston, MA 02109-3921
(617-289-0111)
<http://www2.ed.gov/about/offices/list/ocr/docs/howto.html>

Employees may also file a complaint regarding employment discrimination with the Equal Employment Opportunity Commission:

Equal Employment Opportunity Commission, Boston Area Office
John F. Kennedy Federal Building
475 Government Center
Boston, MA 02203
(800-669-4000)

Employees may also file a complaint with the Connecticut Commission on Human Rights and Opportunities:

Connecticut Commission on Human Rights and Opportunities

450 Columbus Blvd.
Hartford, CT 06103-1835
(800-477-5737)

Anyone who has questions or concerns about this policy, or would like a copy of the Board's complaint procedures or complaint forms related to claims of discrimination, may contact:

[Insert name/title, address, telephone number of person(s)]

Anyone who has questions or concerns about the Board's policies regarding discrimination on the basis of gender/sex may contact the Board's Title IX Coordinator:

[Insert name/title, address, telephone number. e-mail address]

Anyone who has questions or concerns about the Board's policies regarding discrimination on the basis of disability may contact the Board's Section 504/ADA Coordinator:

[Insert name/title, address, telephone number]

Legal References:

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

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

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

Age Discrimination in Employment Act, 29 U.S.C. § 621 et seq.

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

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

Title II of the Genetic Information Nondiscrimination Act of 2008,

Pub.L.110-233, 42 U.S.C. § 2000ff; 29 CFR 1635.1 et seq.

Connecticut General Statutes § 1-1n, "Gender Identity or Expression"
defined

Connecticut General Statutes § 10-153, Discrimination on the basis of sex,
gender or expression or marital status prohibited

[Connecticut General Statutes § 46a-51, Definitions](#)

Connecticut General Statutes § 46a-58, Deprivation of rights

Connecticut Fair Employment Practices Act, Connecticut General Statutes
§ 46a-60

Connecticut General Statutes § 46a-81a, Sexual orientation discrimination:
Definitions

Connecticut General Statutes § 46a-81c, Sexual orientation discrimination:
Employment

ADOPTED: _____

REVISED: _____

~~7/23/2020~~3/11/2021

ADMINISTRATIVE REGULATIONS REGARDING DISCRIMINATION COMPLAINTS (PERSONNEL)

It is the policy of the _____ Board of Education (the “Board”) that any form of discrimination or harassment on the basis of protected characteristics such as race, color, religion, age, sex, sexual orientation, marital status, national origin, alienage, ancestry, disability, pregnancy, genetic information, veteran status, or gender identity or expression is forbidden, whether by students, Board employees or third parties subject to the control of the Board. Students, Board employees and third parties are expected to adhere to a standard of conduct that is respectful of the rights of all members of the school community.

It is the express policy of the Board to provide for the prompt and equitable resolution of complaints alleging any discrimination on the basis of protected characteristics such as race, color, religion, age, sex, sexual orientation, marital status, national origin, alienage, ancestry, disability, pregnancy, genetic information, veteran status, or gender identity or expression.

If a complaint involves allegations of discrimination or harassment based on reasons such as gender/sex, disability, or pregnancy, such complaints will be handled, as appropriate, in accordance with other Board policies (e.g., Policy # _____ **[Insert Policy #]**, Sex Discrimination/Harassment in the Workplace (Personnel) and Policy # _____ **[Insert Policy #]**, Section 504/ADA (Personnel)).

Preferably, complaints should be filed within thirty (30) calendar days of the alleged occurrence. Timely reporting of complaints facilitates the investigation and resolution of such complaints. The district will investigate such complaints promptly and equitably, and will take corrective action when allegations are verified.

The district will not tolerate any reprisals or retaliation that occur as a result of the good faith reporting of charges of harassment or discrimination on the basis of race, color, religion, age, sex, sexual orientation, marital status, national origin, alienage, ancestry, disability, pregnancy, genetic information, veteran status, or gender identity or expression. Any such reprisals or retaliation will result in disciplinary action against the retaliator, and other corrective actions as appropriate.

The school district will periodically provide staff development for district administrators and periodically distribute this policy and implementing administrative regulations to staff and students in an effort to maintain an environment free of harassment and discrimination.

Complaint Procedure

As soon as an individual feels that he or she has been subjected to discrimination or harassment on the basis of race, color, religion, age, sex, sexual orientation, marital status, national origin, alienage, ancestry, disability, pregnancy, genetic information, veteran status, or gender identity or expression he/she should make a written complaint to the Superintendent, or his/her designee. The individual and any respondent (if applicable) will be provided a copy of the Board's policy and regulation and made aware of his/her rights. In the event the Superintendent or designee receives a complaint alleging discrimination or harassment based on gender/sex or disability, the Superintendent or designee shall follow the procedures identified in the appropriate Board policies ((e.g., Policy # _____ **[Insert Policy #]**, Sex Discrimination/Harassment in the Workplace (Personnel); Policy # _____ **[Insert Policy #]**, Section 504/ADA (Personnel), and Policy # _____ **[Insert Policy #]**), where applicable, rather than the complaint procedures provided in this policy.

The complaint should state the:

- A. Name of the complainant,
- B. Date of the complaint,
- C. Date(s) of the alleged harassment/discrimination,
- D. Name(s) of the harasser(s) or discriminator(s),
- E. Location where such harassment/discrimination occurred,
- F. Names of any witness(es) to the harassment/discrimination,
- G. Detailed statement of the circumstances constituting the alleged harassment/discrimination; and
- H. Proposed remedy.

Any individual who makes an oral complaint of harassment or discrimination will be provided a copy of this regulation and will be requested to make a written complaint pursuant to the above procedure. If an individual is unable to make a written complaint, the staff member receiving the oral complaint will either reduce the complaint to writing or assist the individual with completing the written complaint form.

All complaints received by staff members are to be forwarded immediately to the Superintendent or his/her designee. Upon receipt of a complaint alleging harassment or discrimination under this complaint procedure, the Superintendent or his/her designee shall promptly investigate the complaint. During the course of the investigation, the investigator shall interview or consult with all individuals reasonably believed to have relevant information, including the complainant, the alleged harasser/discriminator ("respondent"), and any witnesses to the conduct. Complaints will be investigated

promptly within the timeframes identified below. Timeframes may be extended as needed given the complexity of the investigation, availability of individuals with relevant information and other extenuating circumstances. Confidentiality will be maintained by all persons involved in the investigation to the extent possible, as determined by the investigator.

Upon receipt of a written complaint of discrimination, the investigator should:

1. Offer to meet with the complainant and respondent (if applicable) within ten (10) business days (provided that such timeframe may be reasonably extended based on the availability of necessary witnesses and/or participants during periods of time when school is not in session) to discuss the nature of the complaint, identify individuals the complainant believes has relevant information, and obtain any relevant documents the complainant may have;
2. Provide the complainant and respondent (if applicable) with a copy of the Board's non-discrimination policy and accompanying regulations;
3. Investigate the factual basis of the complaint, including, as applicable, conducting interviews with individuals deemed relevant to the complaint;
4. Conduct an investigation that is adequate, reliable, and impartial. Investigate the factual basis for the complaint, including conducting interviews with individuals with information and review of documents relevant to the complaint;
5. Maintain confidentiality to the extent practicable throughout the investigative process, in accordance with state and federal law;
6. Communicate the outcome of the investigation in writing to the complainant and respondent (if any) (to the extent permitted by state and federal confidentiality requirements), within thirty (30) business days (provided that such timeframe may be extended by fifteen (15) business days during periods of time when school is in session or reasonably extended based on the availability of necessary witnesses and/or participants during periods of time when school is not in session) from the date the complaint was received by the Superintendent's office. The complainant and respondent (if any) shall be notified of such extension. The written notice shall include a finding whether the complaint was substantiated and if so, shall identify, to the extent possible, how the district will remedy the discrimination or harassment, adhering to the requirements of state and federal law;
7. If a complaint is made during summer recess, the complaint will be reviewed and addressed as quickly as possible given the availability of staff and/or other individuals who may have information relevant to the complaint. If fixed timeframes cannot be met, the complainant and respondent (if any) will receive

notice and interim measures may be implemented as necessary (see sub-paragraph 6);

8. Whenever allegations are verified, ensure that appropriate corrective action is taken (including, but not limited to, disciplinary action) aimed at preventing the recurrence of the harassment or discrimination. Corrective action should include steps to avoid continuing discrimination;
9. If either party to the complaint is not satisfied with the findings and conclusions of the investigation, the complainant may present the complaint and written outcome to the Superintendent within thirty (30) calendar days of receiving the findings. Upon review of a written request from the party requesting an appeal, the Superintendent shall review the investigative results of the investigator and determine if further action and/or investigation is warranted. Such action may include consultation with a designated investigator (if applicable), complainant, and respondent (if any) and meeting with appropriate individuals to attempt to resolve the complaint, or a decision affirming or overruling a designated investigator's conclusions or findings (if applicable). The Superintendent shall provide written notice to the complainant and respondent (if any) of the proposed actions within fifteen (15) business days (provided that such timeframe may be reasonably extended based on the availability of necessary witnesses and/or participants during periods of time when school is not in session) following the receipt of the written request for review.

If a complaint involves allegations of discrimination or harassment based on reasons such as gender/sex, disability, or pregnancy, such complaints will be handled under other appropriate policies (e.g., Policy # _____ **[Insert Policy #]**, Sex Discrimination/Harassment in the Workplace; Policy # _____ **[Insert Policy #]**, Section 504/ADA).

Any employee also may file a complaint with the Office for Civil Rights, U.S. Department of Education ("OCR"):

Office for Civil Rights, Boston Office
U.S. Department of Education
8th Floor
5 Post Office Square
Boston, MA 02109-3921
(617-289-0111)
<http://www2.ed.gov/about/offices/list/ocr/docs/howto.html>

Employees may also file a complaint regarding employment discrimination with the Equal Employment Opportunity Commission:

Equal Employment Opportunity Commission, Boston Area Office
John F. Kennedy Federal Building

475 Government Center
Boston, MA 02203
(800-669-4000)

Employees may also file a complaint with the Connecticut Commission on Human Rights and Opportunities:

Connecticut Commission on Human Rights and Opportunities
450 Columbus Blvd.
Hartford, CT 06103-1835
(800-477-5737)

Anyone who has questions or concerns about these regulations may contact:

[Insert name/title, address, telephone number of person(s)]

Anyone who has questions or concerns about the Board's policies regarding discrimination on the basis of gender/sex may contact the Board's Title IX Coordinator:

[Insert name/title, address, telephone number, e-mail address]

Anyone who has questions or concerns about the Board's policies regarding discrimination on the basis of disability may contact the Board's Section 504/ADA Coordinator:

[Insert name/title, address, telephone number]

7/23/2020

DISCRIMINATION COMPLAINT FORM

(For complaints based on race, color, religion, age, sex, sexual orientation, marital status, national origin, alienage, ancestry, disability, pregnancy, genetic information, veteran status, or gender identity or expression)

Name of the complainant _____

Date of the complaint _____

Date of the alleged discrimination/harassment _____

Name or names of the discriminator(s) or harasser(s) _____

Location where such discrimination/harassment occurred _____

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

Detailed statement of the circumstances constituting the alleged discrimination or harassment _____

Proposed remedy _____

7/23/2020

Series 5000 Students

NON-DISCRIMINATION (STUDENTS)

The Board of Education (the “Board”) complies with all applicable federal, state and local laws prohibiting the exclusion of any person from any of its educational programs or activities, or the denial to any person of the benefits of any of its educational programs or activities because of race, color, religion, age, sex, sexual orientation, marital status, national origin, alienage, ancestry, disability, pregnancy, gender identity or expression, or veteran status, subject to the conditions and limitations established by law.

It is the policy of the Board that any form of discrimination or harassment on the basis of race, color, religion, age, sex, sexual orientation, marital status, national origin, alienage, ancestry, disability, pregnancy, gender identity or expression, or veteran status, or any other basis prohibited by state or federal law is prohibited, whether by students, Board employees or third parties subject to the control of the Board. The Board’s prohibition of discrimination or harassment in its educational programs or activities expressly extends to academic, nonacademic and extracurricular activities, including athletics. It is also the policy of the Board to provide for the prompt and equitable resolution of complaints alleging any discrimination on the basis of protected characteristics such as race, color, religion, age, sex, sexual orientation, marital status, national origin, alienage, ancestry, disability, pregnancy, gender identity or expression, or veteran status.

For the purposes of this policy, “veteran” means any person honorably discharged from, or released under honorable conditions from active service in, the United States Army, Navy, Marine Corps, Coast Guard and Air Force and any reserve component thereof, including the Connecticut National Guard.

For the purposes of this policy, “gender identity or expression” means a person’s gender-related identity, appearance or behavior, whether or not that gender-related identity, appearance or behavior is different from that traditionally associated with the person’s physiology or assigned sex at birth, which gender-related identity can be shown by providing evidence including, but not limited to, medical history, care or treatment of the gender-related identity, consistent and uniform assertion of the gender-related identity or any other evidence that the gender-related identity is sincerely held, part of a person’s core identity or not being asserted for an improper purpose.

For the purposes of this policy, “race” is inclusive of ethnic traits historically associated with race, including but not limited to, hair texture and protective hairstyles. “Protective hairstyles” includes, but is not limited to, wigs, headwraps and hairstyles such as individual braids, cornrows, locs, twists, Bantu knots, afros and afro puffs.

Any student and/or parent/guardian wishing to file a complaint regarding discrimination may obtain a copy of the Board’s complaint procedures and complaint form, which are included in the Board’s Administrative Regulations Regarding Non-Discrimination/Students. These regulations accompany Board Policy # _____ **[Insert Policy # for Students/Non-Discrimination Policy]** and are available online at **[Insert website address for Board policies]** or upon request from the main office of any district school.

If a complaint involves allegations of discrimination or harassment based on reasons such as gender/sex, disability, or pregnancy, such complaints will be handled under other appropriate policies (e.g., Policy # _____ **[Insert Policy #]**, Students/Sex Discrimination and Harassment; Policy # _____ **[Insert Policy #]**, Section 504/ADA).

Any student and/or parent/guardian also may file a complaint with the Office for Civil Rights, U.S. Department of Education (“OCR”):

Office for Civil Rights, Boston Office
U.S. Department of Education
8th Floor
5 Post Office Square
Boston, MA 02109- 3921
(617-289-0111)
<http://www2.ed.gov/about/offices/list/ocr/docs/howto.html>

Any student and/or parent/guardian may also file a complaint with the Connecticut Commission on Human Rights and Opportunities:

Connecticut Commission on Human Rights and Opportunities
450 Columbus Blvd.
Hartford, CT 06103-1835
(800-477-5737)

Anyone who has questions or concerns about this policy, or would like a copy of the Board’s complaint procedures or complaint forms related to claims of discrimination, may contact:

[Insert name/title, address, telephone number of person(s)]

Anyone who has questions or concerns about the Board’s policies regarding discrimination on the basis of gender/sex may contact the Board’s Title IX Coordinator:

[Insert name/title, address, telephone number. e-mail address]

Anyone who has questions or concerns about the Board’s policies regarding discrimination on the basis of disability may contact the Board’s Section 504/ADA Coordinator:

[Insert name/title, address, telephone number]

Legal References:

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

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

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

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

Connecticut General Statutes § 1-1n, “Gender Identity or Expression”
defined

Connecticut General Statutes § 10-15c

[Connecticut General Statutes § 46a-51, Definitions](#)

Connecticut General Statutes § 46a-58, Deprivation of rights

Connecticut General Statutes § 46a-81a, et seq.

ADOPTED: _____

REVISED: _____

~~7/23/2020~~

[3/11/2021](#)

ADMINISTRATIVE REGULATIONS REGARDING DISCRIMINATION COMPLAINTS (STUDENTS)

It is the policy of the _____ Board of Education (the “Board”) that any form of discrimination or harassment on the basis of protected characteristics such as race, color, religion, age, sex, sexual orientation, marital status, national origin, alienage, ancestry, disability, pregnancy, gender identity or expression, or veteran status is forbidden, whether by students, Board employees or third parties subject to the control of the Board. Students, Board employees and third parties are expected to adhere to a standard of conduct that is respectful of the rights of all members of the school community.

It is also the policy of the Board to provide for the prompt and equitable resolution of complaints alleging any discrimination on the basis of protected characteristics such as race, color, religion, age, sex, sexual orientation, marital status, national origin, alienage, ancestry, disability, pregnancy, gender identity or expression, or veteran status.

Any student and/or parent/guardian wishing to file a complaint regarding discrimination may obtain a copy of the Board’s complaint procedures and complaint form which are included in the Board’s Administrative Regulations Regarding Non-Discrimination/Students. These regulations accompany Board Policy # _____ **[Insert Policy # for Students/Non-Discrimination Policy]** and are available online at **[Insert website address for Board policies]** or upon request from the main office of any district school.

If a complaint involves allegations of discrimination or harassment based on reasons such as gender/sex, disability, or pregnancy, such complaints will be handled under other appropriate policies (e.g., Policy # _____ **[Insert Policy #]**, Students/Sex Discrimination and Harassment; Policy # _____ **[Insert Policy #]**, Section 504/ADA).

All other complaints by a student or parents/guardians alleging discrimination against a student on the basis of the protected characteristics listed herein should file a written complaint with:

**[INSERT HERE THE NAMES AND CONTACT INFORMATION OF
APPROPRIATE SCHOOL PERSONNEL]**

Preferably, complaints should be filed within thirty (30) days of the alleged occurrence. Timely reporting of complaints facilitates the investigation and resolution of such complaints. The district will investigate such complaints promptly and equitably, and will take corrective action when allegations are verified.

The district will not tolerate any reprisals or retaliation that occur as a result of the good faith reporting of charges of harassment or discrimination on the basis of race, color, religion, age, sex, sexual orientation, marital status, national origin, alienage, ancestry, disability, pregnancy, gender identity or expression, or veteran status. Any such reprisals or retaliation will result in disciplinary action against the retaliator, and other corrective actions as appropriate.

The school district will periodically provide staff development for district administrators and periodically distribute this policy and the implementing administrative regulations to staff and students in an effort to maintain an environment free of harassment and discrimination.

Complaint Procedure

As soon as a student feels that he or she has been subjected to discrimination or harassment on the basis of race, color, religion, age, sex, sexual orientation, marital status, national origin, alienage, ancestry, disability, pregnancy, gender identity or expression, or veteran status, he/she should make a written complaint to **[INSERT HERE THE NAMES OF APPROPRIATE SCHOOL PERSONNEL]** or to the building principal, or his/her designee. The student will be provided a copy of the Board's policy and regulation and made aware of his or her rights. In the event the **[INSERT NAME OF APPROPRIATE SCHOOL PERSONNEL]** receives a complaint alleging discrimination or harassment based on gender/sex or disability, the **[INSERT NAME OF APPROPRIATE SCHOOL PERSONNEL]** shall follow the procedures identified in the appropriate Board policies ((e.g., Sex Discrimination and Sexual Harassment (Students); Policy # _____ **[Insert Policy #]**, Section 504/ADA (Students)), where applicable, rather than the complaint procedures provided in this policy

The complaint should state the:

- A. Name of the complainant,
- B. Date of the complaint,
- C. Date(s) of the alleged harassment/discrimination,
- D. Name(s) of the harasser(s) or discriminator(s),
- E. Location where such harassment/discrimination occurred,
- F. Names of any witness(es) to the harassment/discrimination,
- G. Detailed statement of the circumstances constituting the alleged harassment/discrimination; and

H. Proposed remedy.

Any student who makes an oral complaint of harassment or discrimination to any of the above-mentioned personnel will be provided a copy of this regulation and will be requested to make a written complaint pursuant to the above procedure. If a student (or individual acting on behalf of the student) is unable to make a written complaint, the administrator receiving the oral complaint will either reduce the complaint to writing or assist the student (individual acting on behalf of the student) in completing the written complaint form.

All complaints are to be forwarded immediately to the Superintendent or his/her designee. Upon receipt of a complaint alleging harassment or discrimination under this complaint procedure, the Superintendent shall designate a district or school administrator to promptly investigate the complaint. During the course of the investigation, the investigator shall interview or consult with all individuals reasonably believed to have relevant information, including the complainant, the alleged harasser/discriminator and any witnesses to the conduct. Complaints will be investigated promptly within the timeframes identified below. Timeframes may be extended as needed given the complexity of the investigation, availability of individuals with relevant information and other extenuating circumstances. Confidentiality will be maintained by all persons involved in the investigation to the extent possible, as determined by the investigator.

Upon receipt of a written complaint of discrimination, the investigator should:

1. Offer to meet with the complainant (and respondent, if applicable) within ten (10) business days (provided that such timeframe may be reasonably extended based on the availability of necessary witnesses and/or participants during periods of time when school is not in session) to discuss the nature of the complaint, identify individuals the complainant believes has relevant information, and obtain any relevant documents the complainant may have;
2. Provide the complainant (and respondent, if applicable) with a copy of the Board's non-discrimination policy and accompanying regulations;
3. Investigate the factual basis of the complaint, including, as applicable, conducting interviews with individuals deemed relevant to the complaint;
4. Conduct an investigation that is adequate, reliable, and impartial. Investigate the factual basis for the complaint, including conducting interviews with individuals with information and review of documents relevant to the complaint;
5. Maintain confidentiality to the extent practicable throughout the investigative process, in accordance with state and federal law;

6. Communicate the outcome of the investigation in writing to the complainant (and respondent, if applicable) (to the extent permitted by state and federal confidentiality requirements), within thirty (30) business days (provided that such timeframe may be extended by fifteen (15) business days during periods of time when school is in session or reasonably extended based on the availability of necessary witnesses and/or participants during periods of time when school is not in session) from the date the complaint was received by the Superintendent's office. The complainant (and respondent, if applicable) shall be notified of any extension of the investigation timeline. The written notice shall include a finding whether the complaint was substantiated and if so, shall identify, to the extent possible, how the district will remedy the discrimination or harassment, adhering to the requirements of state and federal law;
7. If a complaint is made during summer recess, the complaint will be reviewed and addressed as quickly as possible given the availability of staff and/or other individuals who may have information relevant to the complaint. If fixed timeframes cannot be met, the complainant (and respondent, if applicable) will receive notice and interim measures may be implemented as necessary (see sub-paragraph 6);
8. Whenever allegations are verified, ensure that appropriate corrective action is taken (including, but not limited to, disciplinary action) aimed at preventing the recurrence of the harassment or discrimination. Corrective action should include steps to avoid continuing discrimination;
9. If the complainant (and/or respondent, if applicable) is not satisfied with the findings and conclusions of the investigation, the complainant (and/or respondent, if applicable) may present the complaint and written outcome to the Superintendent within thirty (30) calendar days of receiving the findings. Upon review of a written request from the complainant (and/or respondent, if applicable), the Superintendent shall review the investigative results of the investigator and determine if further action and/or investigation is warranted. Such action may include consultation with the investigator and complainant (and/or respondent, if applicable), a meeting with appropriate individuals to attempt to resolve the complaint, or a decision affirming or overruling the investigator's conclusions or findings. The Superintendent shall provide written notice to the complainant (and respondent, if applicable) of the proposed actions within fifteen (15) business days (provided that such timeframe may be reasonably extended based on the availability of necessary witnesses and/or participants during periods of time when school is not in session) following the receipt of the written request for review.

Any student and/or parent/guardian also may file a complaint with the Office for Civil Rights, U.S. Department of Education ("OCR"):

Office for Civil Rights, Boston Office

U.S. Department of Education
8th Floor
5 Post Office Square
Boston, MA 02109-3921
(617-289-0111)
<http://www2.ed.gov/about/offices/list/ocr/docs/howto.html>

Any student and/or parent/guardian may also file a complaint with the Connecticut Commission on Human Rights and Opportunities:

Connecticut Commission on Human Rights and Opportunities
450 Columbus Blvd.
Hartford, CT 06103-1835
(800-477-5737)

Anyone who has questions or concerns about this policy, or would like a copy of the Board's complaint procedures or complaint forms related to claims of discrimination, may contact:

[Insert name/title, address, telephone number of person(s)]

Anyone who has questions or concerns about the Board's policies regarding discrimination on the basis of gender/sex may contact the Board's Title IX Coordinator:

[Insert name/title, address, telephone number, e-mail address]

Anyone who has questions or concerns about the Board's policies regarding discrimination on the basis of gender/sex may contact the Board's Section 504/ADA Coordinator:

[Insert name/title, address, telephone number]

7/23/2020

DISCRIMINATION COMPLAINT FORM

(For complaints based on race, color, religion, age, sex, sexual orientation, marital status, national origin, alienage, ancestry, disability, pregnancy, gender identity or expression, or veteran status)

Name of the complainant _____

Date of the complaint _____

Date of the alleged discrimination/harassment _____

Name or names of the discriminator(s) or harasser(s) _____

Location where such discrimination/harassment occurred _____

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

Detailed statement of the circumstances constituting the alleged discrimination or harassment _____

Proposed remedy _____

7/23/2020

Series 5000
Students

STUDENT DRESS

In order to maintain an environment conducive to the educational process, the _____ Board of Education (the “Board”) prohibits the following from wear during the academic school day:

- a. Coats, jackets or other attire normally worn as outerwear. Outerwear includes: coats, jackets, windbreakers, nylon pullovers, down vests, and other clothing the administration deems inappropriate. Outer wear shall not be worn, carried, or kept in the classroom during regular school hours.
- b. Head coverings of any kind, including but not limited to scarves, bandannas, masks, headbands, visors, kerchiefs, athletic sweatbands, hats, caps, or hoods. Head coverings shall not be worn, carried, hung on belts or around the neck, or kept in the classroom during regular school hours. Approved coverings worn as part of a student's religious practice or belief, or as required or permitted in conjunction with school district health and safety protocols, shall not be prohibited under this policy. Head coverings shall not be worn, carried, hung on belts or around the neck, or kept in the classroom during regular school hours Nothing in this policy shall be construed to prohibit protective hairstyles. “Protective hairstyles” includes, but is not limited to, wigs, headwraps and hairstyles such as individual braids, cornrows, locs, twists, Bantu knots, afros and afro puffs.
- c. Items a. and b. above must be secured in the student's locker or other storage area before school starts. Items not stored will be confiscated by the administration.
- d. Footwear which mars floors or is a safety hazard.
- e. Sunglasses, whether worn or carried, unless required pursuant to a documented medical issue.
- f. "Name" or other oversized metal belt buckles and all metal belts or combination of metal and leather belts.
- g. Spiked or studded bracelets, oversized or multi-finger rings, belts or any other article of attire with spikes or studs attached, or any other clothing item that may present a safety hazard to the student, other students or staff.

- h. Attire or accessories that contain vulgarity or that contain overly offensive or disruptive writing or pictures, which are likely to disrupt the educational environment.
- i. Attire or accessories depicting or suggesting violence so as to disrupt the educational environment or that provokes others to act violently or causes others to be intimidated by fear of violence or that constitute "fighting words," including but not limited to attire or accessories depicting the Confederate flag and/or the Nazi swastika.
- j. Attire or accessories that depict logo or emblems that encourage the use of drugs, tobacco products, or alcoholic beverages.
- k. Shirts and/or blouses that reveal the abdomen, chest, or undergarments.
- l. See-through clothing, tank tops or sleeveless shirts.
- m. Shorts, miniskirts, or pants that reveal the upper thigh or undergarments. Spandex garments are allowed only if they are covered by shorts or skirts.
- N. Backpacks and/or book bags are permitted to be carried between classes, but shall not obstruct safe passage in the classroom or in the corridors.

Students who fail to comply with Board policy and regulations concerning student dress will be subject to school discipline up to and including expulsion in accordance with the Board's policy on student discipline.

Legal Reference:

[Connecticut General Statutes § 46a-51 \(definition of protective hairstyles\)](#)

ADOPTED: _____

REVISED: _____

~~7-22-20~~

[3/11/21](#)