

# WINDSOR LOCKS PUBLIC SCHOOLS



## BOARD OF EDUCATION MEETING

**Regular Meeting**

**September 24, 2020**

**6:00 p.m.**

**WLHS - Library Media Center**

**Meeting Closed to the Public Due To  
Social Distancing Guideline, however the  
Public May Attend via Livestream and Zoom**

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

**Windsor Locks Board of Education**

**Patricia King, Chairwoman**

**Margaret Byrne, Vice Chairwoman**

**Jim McGowan**

**Dennis Gagnolati**

**Paige Latournes**

**Shawn Parkhurst**

**Superintendent of Schools**

**Christian Strickland**

**Assistant Superintendent of Schools**

## **MISSION STATEMENT AND CORE BELIEFS**

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

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

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

**Regular Meeting - Agenda**

**September 24, 2020**

**Windsor Locks Board of Education**

**WLHS LMC - 6:00 p.m.**

**Public May Attend Via Livestream and Zoom**

**[To receive meeting information - please click here to register](#)**

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

- I. Call to Order
  - A. Roll Call
  - B. Pledge of Allegiance
  - C. Board of Education Communications
- II. Public Audience (only on Agenda Items)
  - A. *In Accordance with BOE Policy 9020 - The Windsor Locks Board of Education (Board) recognizes that communication is a continuous two-way process. The Board believes that it is important to keep the public informed about educational programs, and, in turn, that the community should have the opportunity to provide input.*
- III. Introduction of Student Board of Education Representatives
- IV. Student Recognition
  - Jasmine Hurdle
  - Caden Mackey
  - Jocelyn Werth
- V. Approval of Minutes: **Vote Needed** p. 5 Exhibit V
  - 9/10/20 Regular Minutes
- VI. Personnel Report
  - A. Update on Hiring Status of Housekeepers
- VII. Superintendent Report p. 13 Exhibit VII
- VIII. Assistant Superintendent Report p. 15 Exhibit VIII
- IX. Committee Reports

A. Policy - Next Meeting 9/30/20

1. Meeting Minutes of 9/16/20: **Vote Needed** p. 16 Exhibit IX A 1
2. First Reading - Propose to Accept Changes and move to Second Reading: p. 17 Exhibit IX A 2
  - Rescind 5114.21(a) Conduct Code for Participation in Extracurricular Activities
  - Accept Revisions to 5145.4 Nondiscrimination Towards Students Affirmative Action
  - Revisions to 5145.52 Discriminatory Harassment Prohibited
  - Revisions to 5145 - 504 And Civil and Legal Rights and Responsibilities

B. Curriculum - Next Meeting 10/8/20

1. Meeting Minutes of 9/10/20: **Vote Needed** p. 52 Exhibit IX B 1

C. Finance - Next Meeting 10/14/20

- X. School Calendar Revision - WLHS Only: **Vote Needed** p. 54 Exhibit X
- XI. Reopening Steering Committee Report & Update p. 55 Exhibit XI
- XII. CSDE - Promoting Financial Literacy in MS Grant p. 56 Exhibit XII
- XIII. 2020-2021 Educator Evaluation Flexibilities: **Vote Needed** p. 58 Exhibit XIII
- XIV. Windsor Locks Bandshell Discussion p. 60 Exhibit XIV
- XV. Public Audience (General)

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

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

A. Discussion of Superintendent of Schools' Evaluation and Goals

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

- Members of the Board of Education
- Superintendent of Schools

- XVII. Return to Public Session
- XVIII. Action on Executive Session, if any: **Vote Possible**
- XIX. Adjourn Meeting

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

**EXHIBIT V**

MEMORANDUM TO: MEMBERS OF THE BOARD OF EDUCATION

FROM: SHAWN PARKHURST, SUPERINTENDENT OF SCHOOLS

DATE: SEPTEMBER 24, 2020

RE: APPROVAL OF MINUTES

- September 10, 2020 Regular Meeting

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

**MINUTES OF THE REGULAR MEETING,  
September 10, 2020 at 6:00 p.m.**

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

Members Present:	P. King (attending via Zoom), M. Byrne, J. McGowan, D. Gragnolati, and P. Latournes
Members Absent:	None
Administrators:	S. Parkhurst, C. Strickland, D. Solin, and Via Zoom: S. Lee, D. Prinstein, C. Domler, J. Lavorgna, J. Robinson, J. Ferreira, M. Briggs, H. Earley,
Student Representatives:	None
Students:	Via Zoom: Krish Kaneria
Staff:	D. Bole, Via Zoom: L. Ciaffaglione, G. Weigert, S. Mills, and others
Others:	28 total in Zoom meeting
Press:	None

**I. Call to Order**

Chairwoman Mrs. Patricia King called the Special Meeting to Order at 6:04 p.m.

- A. Roll Call for Quorum** - All Board Members were present.
- B. Pledge of Allegiance** - All stood up and pledged allegiance to the flag.
- C. Board of Education Communications**

Member Paige Latournes commented on the opening of school, how she loved the communication and all the pictures, and complimented Mr. Parkhurst for a successful opening of schools, his communication and preparation to reopening our schools.

Chairwoman Patricia King thanked Mr. Parkhurst for the extraordinary amount of work that happened this summer which allowed our students a successful return to school. She complimented Mr. Parkhurst on this year's Opening Convocation, and thanked all involved for the fantastic staff professional development days that occurred prior to the students return.

The Board officially welcomed, in person, new Business Manager Mr. David Solin.

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

None

## III. Introduction of Student Representatives to the Board of Education

Mr. Parkhurst indicated that the process has not yet been finalized and he looks forward to introducing the Student Representatives at the next Board of Education meeting.

## IV. Approval of Minutes

- August 13, 2020 Special Meeting Minutes
- August 18, 2020 Special Meeting Minutes
- August 20, 2020 Regular Meeting Minutes
- August 24, 2020 Special Meeting Minutes

It was **MOVED** (Byrne) and **SECONDED** (McGowan) and **PASSED** (U) that the Board of Education approved the minutes as presented.

- August 26, 2020 Special Meeting Minutes

It was **MOVED** (Byrne) and **SECONDED** (Latournes) to open the minutes of 8/26/20 for discussion.

It was noted that in the minutes of 8/26/20 - Agenda Item IV was titled incorrectly and should be changed to reflect the correct title as follows:

### IV. **SUSI** Funding

Should have been:

### IV. **SISU** Funding

It was **MOVED** (Byrne) and **SECONDED** (McGowan) and **PASSED** (U) that the Board of Education approve the minutes of 8/26/20 as amended.

## V. Personnel Report

### A. Staffing Proposal

Mr. Parkhurst discussed the staffing proposal, and indicated that the total has been updated to reflect a reduction based notification of additional Coronavirus Relief Funds (CRF) received earlier in the day. With the extension of the Executive Order in place through February 2021 and the district goal to return all students to full-in person learning, this proposal

outlines the need for additional staffing to maintain adequate health and safety physical distancing measures outlined in our Board of Education approved Reopening Plan specifically for WLMS and WLHS which are operating in a hybrid model at the current time.

Mr. Parkhurst also outlined the need:

The current course enrollment at WLHS has 25% of the courses over capacity in alignment with our health and safety measures outlined in our Reopening Plan. The current class enrollment at WLMS has 11% of the classes over capacity in alignment with our health and safety physical distancing measures outlined in our Reopening Plan.

The district is requesting additional staffing for one-year only positions in the following areas to provide adequate distancing and ensure the health and safety of all students and staff.

In reviewing the 20-21 teacher contract and salary schedule, this proposal accommodates for hiring up to Step 3 at WLHS and WLMS. At this time we are not currently requesting any additional staffing at the elementary level.

School	Content Area	Tentative Space to Reconfigure	Cost with benefits
<b>WLHS</b>	English 1.0	Rm. 203	\$65,226
	Mathematics 1.0	Rm. 227	\$65,226
	Science 1.0	Rm. 84	\$65,226
	Social Studies 1.0	Humanities Lab	\$65,226
<b>WLMS</b>	English 1.0	Rm. 112	\$65,226
	Mathematics 1.0	Rm. 112A	\$65,226
	Science 1.0	Room 114	\$65,226
	Social Studies 1.0	Rm. 102 (current vocal music room) OR Cafeteria (current student breakfast/lunch room)	\$65,226
<b>Total Proposed Additional Staffing Cost</b>			\$521,808
<b>New Hire 20-21 Staffing Savings</b>			(\$155,000)
<b>Coronavirus Relief Fund (CRF) - UPDATE</b>			(\$59,584)
<b>Requested Increased Staffing Costs minus New Hire Savings</b>			\$307,224

Board Member Paige Latournes commented, and inquired about what the



additional staffing would look like in the classroom, and if it would change students' classes and scheduling. She explained that she feels we have an amazing teaching staff, and expressed concern that it could potentially move students from classroom teachers who are experienced, to classrooms with possible first year teachers. She was also concerned with the additional disruption to their schedules during what is already a different and stressful return to school. She asked whether proctors could be utilized in the additional classrooms so that one teacher could instruct both classrooms - with the number of students in both physically distanced classrooms equalling the same number of students as a pre-covid classroom size.

A discussion was held, and the Board directed that this should be brought to the District Steering Committee for Reopening in order to prepare a survey for families with regard to adding more staff and the impact on student schedules. The next meeting of the District Steering Committee for Reopening will be Monday, 9/14, and the survey will be sent out next week for families to provide input and feedback on our first week

## **VI. Superintendent Report**

### **School Reopening Efforts**

- ❑ Collaborated with Smyth Bus on bus routes and transportation with regards to Reopening our Schools
- ❑ Welcomed 15 new staff members to the district with a two day orientation focusing on culture and climate, district goals and vision, equity integrated into some need to know topics
- ❑ Trained, in collaboration with Assistant Superintendent Christian Strickland, teachers who led the training of our new technology classroom camera and microphone system
- ❑ Welcomed back our staff to *Ride the Wave* themed Convocation
- ❑ Visited each of our schools each day during the opening 7 days of Professional Development
- ❑ Maintained close communication with our District Steering Committee which continues to meet weekly
- ❑ Provided ongoing communication and updates to families including the hybrid reopening for WLMS and WLHS and our grab and go meal service for all learners
- ❑ Collaborated with Food Service Director, Christie Palmer, to ensure that all students will be provided with free breakfast and lunch
- ❑ Visited WLHS Freshman Orientation tours led in small groups by upper classroom
- ❑ Visited WLMS Grade 6 Orientation tours led in small groups
- ❑ Reviewed the newly configured elementary classrooms and new desks to ensure adequate spacing for a safe return for students

- ❑ Collaborated with Andrew Goodwin, IT Director, for deployment of devices in a staggered approach to support learners
- ❑ Met with Nursing Supervisor several times to fine tune safety and health protocols and then provided that to all staff
- ❑ Alliance Grant was approved by CSDE to support reopening efforts

### **Additional Meetings and Professional Development**

- ❑ Virtually attended Windsor Locks Board of Finance Meeting on August 25th in regards to necessary additional spending for the reopening of schools
- ❑ Welcomed new business manager, David Solin, to the district on his first official day, August 31, 2020
- ❑ Continued participation in weekly state-wide Superintendent and Health Department meetings each Tuesday to monitor Covid-19 updates
- ❑ Collaborated with Jessica Lavorgna on continued partnership and meetings with Hartford Foundation for Public Giving
- ❑ Met with Leadership to ensure we are ready to open and answer any pressing questions or concerns on Friday, September 4, 2020
- ❑ Attended mandatory district-wide training on Sexual Harassment in alignment with our new revised policy

### **Community Outreach**

- ❑ Attended and supported the Wandzy family at the recent wake held at Windsor Locks High School on Sunday, August 30, 2020
- ❑ Attended the Selectmen's meeting to engage in conversations related to Health Insurance costs
- ❑ Publicized the annual Dollars for Scholars Mum Sale in Dexter Plaza which will be held each weekend in September
- ❑ Update and launched the new and improved Windsor Locks Public Schools website
- ❑ Provided reopening update as requested to the Journal Inquirer

## **VII. Assistant Superintendent's Report**

### **School Reopening Efforts**

- ❑ Collaborated with district and building administrators to carry out the 7-Day Windsor Locks professional development schedule between August 26 and September 3. The seven days focused on providing support and professional development on social and emotional learning, technology, and required safety and health procedures as well as providing time for teachers to set-up their physical classrooms and digital learning platforms.

- ❑ Presented voluntary staff professional development opportunities on the *CT Learning Hub* on August 31 and September 2.

### **Additional Meetings and Professional Development**

- ❑ Virtually attended Windsor Locks Board of Finance Meeting on August 25th in regards to necessary additional spending for the reopening of schools
- ❑ Met with Vita Beebe, Windsor Locks EL Teacher to discuss the current number of EL students in the district and Title III grant process.

## **VIII. Committee Reports**

### **A. Policy - Next Meeting 9/30/20**

### **B. Curriculum – August 6, 2020 Meeting Recap**

The Curriculum Committee met prior to tonight's Board of Education meeting, and reviewed the Professional Development that took place from 8/26 - 9/3, *Sensible Assessment Practices*, and reviewed current policy related to technology related curriculum resources. The next meeting is scheduled for October 8, 2020.

### **C. Finance**

The Minutes of the Finance Subcommittee meeting on 8/17/20 were presented for the Board's approval.

It was **MOVED** (Byrne) and **SECONDED** (Gragnotati) and **PASSED** (U) that the Board of Education approved the minutes as presented.

## **IX. Opening of Our Schools**

Mr. Parkhurst shared a short video of students and staff returning to school, and discussed the opening of all schools. He expressed how excited he was to see the students in our schools again. It has been a very successful start to school, and he thanked the staff, students, and families for their help in adhering to the new safety standards and protocols.

## **X. Request of WLHS Tennis Court Commemoration**

Mr. Parkhurst brought forth a request to have the tennis courts named in honor of WLHS Teacher Steve Wandzy, who passed away recently. Mr. Wandzy had a tremendous impact on countless students at Windsor Locks High School, both in the classroom and on the tennis courts. Mr. Parkhurst indicated that there are willing members of the student body and community

that are willing to serve on the committee as outlined in Board of Education policy #7551 should the Board approve the request to move the process forward.

A brief discussion was held.

It was **MOVED** (Byrne) and **SECONDED** (Gragnotati) and **PASSED** (U) that the Board of Education move the request forward, and formed a committee as per policy, that includes; Board Members Paige Latournes, and Jim McGowan, along with Community Members Sean Bravakis, Jay Cutler, and WLHS Student Krish Kaneria.

**XI. Windsor Locks Bandshell Discussion**

Mrs. Jennifer Rodriguez, Windsor Locks Town Planner, and Director of Planning and Development, was planning to present plans for the development of a town Bandshell. She was unable to attend due to technical issues, so the Board of Education tabled the discussion until the next meeting on 9/24/20.

**XII. Public Audience**

None

**XIII. Adjournment**

It was **MOVED** (Gragnotati) and **SECONDED** (Byrne) and **PASSED** (U) that the Board of Education adjourned the Regular Meeting of September 10, 2020 at 7:02 p.m.

Respectfully submitted,  
Donna Bole  
Acting Recording Secretary

MEMORANDUM TO: MEMBERS OF THE BOARD OF EDUCATION  
FROM: SHAWN PARKHURST, SUPERINTENDENT  
DATE: SEPTEMBER 24, 2020  
RE: SUPERINTENDENT'S REPORT

**School Visits & Updates**

- Welcomed our youngest learners, PreK at North Street School, to their first day on September 11, 2020
- Visits to all buildings and classrooms continue on a daily basis with social media posts to communicate with our families and community
- Began monthly collaboration and evaluation meetings with each administrator individually
- Joined Music Wednesday for culture building at WLHS World Language Department
- Participated in the Friday South Elementary yoga session promoting health and wellness for all
- Celebrated Grade 6 Habit of Scholarship with Grade 6 team and students at a socially distanced Friday dance party
- Provided input and support to WLHS math department in their review of rubrics and scoring guides
- Guided Assistant Superintendent in visits to classrooms to gauge student engagement throughout the district
- Attended several virtual sessions hosted by North teachers/staff as part of the Welcome Back and Virtual Open House

**Additional Meetings and Professional Development**

- Continued participation in weekly Superintendent & Department of Public Health meetings
- Bi-weekly collaboration meetings with North Central Health Department and District Representatives
- Participated in the ongoing CT Association of Superintendent's Early Career Superintendent meetings with other area Superintendents throughout the state
- Onboarded new Business Manager, David Solin, through ongoing collaboration and meetings to acclimate to the district

- ❑ Conducted policy meeting to remove a policy that conflicted with previously approved policies
- ❑ Partnered to mobilize our reopening plan of action with Nursing Supervisor and High School administrators to ensure contact tracing was done thoroughly and transparent notification occurred to students, families and staff
- ❑ Facilitated the ongoing weekly District Steering Committee meetings to update on reopening plans and to discuss next steps
- ❑ Collaboration with Office of Partnerships, Leadership and the District Steering Committee to create our first 20-21 family/student survey which will be provided out to all families and high school students on Friday, September 25, 2020
- ❑ Supported Assistant Superintendent in preparation and slidedeck for Professional Development and Evaluation Committee (PDEC) to discuss the flexibility options for Educator Evaluation 20-21
- ❑ Attended district training for K-8 staff on the use of *iReady* diagnostic assessment and instructional tool on September 21, 2020

### **Community Outreach**

- ❑ Participated, supported and promoted the annual Dollars for Scholars weekend Mum Sale at Dexter Plaza
- ❑ Launched Season 2, Episode 1 of *Education Everywhere* on September 16, 2020
- ❑ Attended the townwide panel on Racism at Southwest Park on September 17, 2020
- ❑ Served as a volunteer for the Bradley Chamber annual Golf Tournament
- ❑ Facilitated the community wide committee to commemorate the Tennis Courts for Mr. Stephen Wandzy on September 15th and September 18, 2020
- ❑ Attended OPEB meeting with town officials on September 23, 2020

MEMORANDUM TO: MEMBERS OF THE BOARD OF EDUCATION  
FROM: CHRISTIAN STRICKLAND, ASSISTANT SUPERINTENDENT  
DATE: SEPTEMBER 24, 2020  
RE: ASSISTANT SUPERINTENDENT'S REPORT

**Curriculum, Instruction, and Assessment**

- ❑ Worked in collaboration with elementary and middle school leadership to facilitate the initial professional development sessions for the administration of the *iReady* diagnostic assessment. Windsor Locks Public Schools will administer the diagnostic assessment October 5 through October 14 for students in grades 1 - 8.
- ❑ On September 15th, met with the district's Professional Development and Evaluation Committee (PDEC) to review the flexibilities to the teacher evaluation plan provided by the Connecticut State Department of Education for the 2020 - 2021 school year.

**Additional Meetings and Professional Development**

- ❑ Participating with the Superintendent during the first round of building principal evaluation and collaboration meetings.
- ❑ Working with building principals at South Elementary, Windsor Locks Public Schools, and Windsor Locks High Schools to continue accessing contracted support services from Community Health Resources.
- ❑ Co-Planning with High School Counseling Staff and Administrators on various college board assessments.

**Community Outreach**

- ❑ Attended *Erasing Racism - A Windsor Locks Community Conversation*

**Board of Education - Policy Subcommittee Meeting  
Minutes of September 16, 2020**

The Policy Subcommittee Meeting was called to order at 4:00 p.m. virtually through Zoom.

Board Members in Attendance: Pat King, Jim McGowan  
WLPS Staff in Attendance: Shawn Parkhurst

The committee reviewed revisions to current policies based on the legal counsel review, and state statutes.

**Policies presented for Discussion/First Read:**

Policy 5114.21(a) - Conduct Code for Participation in Extracurricular Activities: Mr. Parkhurst indicated that after a review of this policy, he found that it conflicts with a newer policy #6145.1a - Extracurricular Activities - Eligibility to Participate. It was Mr. Parkhurst's recommendation that the Board RESCIND policy 5114.21(a). Board members were in agreement, and will recommend to the full board that policy 5114.21(a) be rescinded.

During the Comprehensive Review of our Policies by Berchem Moses, the following policies were presented for review/approval based on revisions which brought them into compliance with changes to State Statute, and which also brought them into alignment with each other. The Board members agreed to move these revised policies forward to the full Board of Education for a First Read:

- 5145.4 - Nondiscrimination Towards Students Affirmative Action
- 5145.52 - Discriminatory Harassment Prohibited
- 5145 - 504 and Civil and Legal Rights and Responsibilities

The Board has requested that the redlined copies be presented to the full Board of Education, to outline the changes that have been made.

Meeting Adjourned at 4:20 pm.

Respectfully Submitted;  
Shawn Parkhurst, Superintendent



**Policy Committee Recommendation to Rescind:**

**5114.21(a)**

**Students**

**Conduct Code for Participation in Extracurricular Activities**

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

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

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

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

Legal Reference:

Connecticut General Statutes:

1-21b Smoking prohibited in certain places.

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

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

## 5114.21(b)

### Students

#### Conduct Code for Participation in Extracurricular Activities

Legal Reference: Connecticut General Statutes (continued)

10-220b Policy statement on drugs.

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

21a-240 Definitions dependency producing drugs.

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

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

21a-243 Regulation re schedules of controlled substances.

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

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

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

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

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

Policy adopted: March 28, 2013  
Windsor Locks, Connecticut

WINDSOR LOCKS PUBLIC SCHOOLS

## **5114.21R(a)**

### **Students**

#### **Conduct Code for Participation in Extracurricular Activities**

##### **Code of Conduct for Student-Athletes**

###### **Statement of Purpose**

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

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

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

###### **Standards of Conduct**

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

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

## **5114.21R(b)**

### **Students**

#### **Conduct Code for Participation in Extracurricular Activities**

##### **Code of Conduct for Student-Athletes**

###### **Standards of Conduct (continued)**

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

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

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

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

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

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

## **5114.21R(c)**

### **Students**

#### **Conduct Code for Participation in Extracurricular Activities**

##### **Code of Conduct for Student-Athletes**

###### **Standards of Conduct (continued)**

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

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

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

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

## **5114.21R(d)**

### **Students**

#### **Conduct Code for Participation in Extracurricular Activities**

##### **Code of Conduct for Student-Athletes**

###### **Standards of Conduct (continued)**

###### **G. Tobacco, Drug and Alcohol Issues**

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

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

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

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

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

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

## **5114.21R(e)**

### **Students**

#### **Conduct Code for Participation in Extracurricular Activities**

##### **Code of Conduct for Student-Athletes**

###### **G. Tobacco, Drug and Alcohol Issues (continued)**

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

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

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

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

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



## **5114.21R(f)**

### **Students**

#### **Conduct Code for Participation in Extracurricular Activities**

##### **Code of Conduct for Student-Athletes (continued)**

### **Penalties**

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

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

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

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

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

**WINDSOR LOCKS PUBLIC SCHOOLS**  
**Windsor Locks, Connecticut**

**NOTICE OF ATHLETIC CODE OF CONDUCT VIOLATION**

To: Parents/Guardian and Student Athlete: \_\_\_\_\_

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

Provision of Code Alleged to be Violated: \_\_\_\_\_

Details of Violation (time, place, specifics):

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

\_\_\_\_\_  
Building Principal or Athletic Director

\_\_\_\_\_  
Date:

**WINDSOR LOCKS PUBLIC SCHOOLS  
Windsor Locks, Connecticut**

**ATHLETIC CODE OF CONDUCT ACKNOWLEDGMENT**

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

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

\_\_\_\_\_  
Student-Athlete (Sign name)

\_\_\_\_\_  
Date

Student-Athlete (Print name) \_\_\_\_\_

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

\_\_\_\_\_  
Parent/Guardian (Sign name)

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent/Guardian (Print name)

Address: \_\_\_\_\_

Telephone Numbers:

\_\_\_\_\_  
(home)

\_\_\_\_\_  
(business)

\_\_\_\_\_  
(cell)

## **POLICIES TO REVISE:**

### **Students**

#### **5145.4 - Nondiscrimination Toward Students Affirmative Action**

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

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

1. Current policies and practices and the effects thereof concerning the treatment of students will be annually evaluated.
2. Appropriate remedial steps will be taken to eliminate the effects of any discrimination, which resulted or may have resulted from adherence to these practices.
3. Full cooperation is assured the Director of the Office for Civil Rights pursuant to Title IX regulations, on a humanistic as well as legal basis.
4. The Superintendent of Schools is designated to coordinate efforts to comply with and carry out responsibilities of the Board. This shall include:
  - a. appointing individuals to fill the roles of District Civil Rights Coordinator/Compliance Officer, 504/ADA Coordinator and Title IX Coordinator who are responsible for addressing inquiries, reports or complaints of discrimination occurring in the District's education program or activities.
  - b. establishing a regulation to accompany this policy that includes protocols and grievance procedures regarding how students may inquire, report, or complain about prohibited discrimination occurring in the District's education program and activities except for allegations of sexual harassment and disability discrimination. Disability discrimination and sexual harassment are addressed under separate policies and regulations. Allegations of sexual harassment shall be addressed in accordance with Board Policy 5145.5/4118.112/4218.112, Prohibition Against Sexual Harassment and its regulation, R5145.5/4218.112/4118.112, Prohibition Against Sexual Harassment: Response to Reports of Sexual Harassment and Grievance Procedures for Formal Complaints (R 5145.5). Allegations of disability discrimination shall be addressed in accordance with Board Policy 5145, Section 504 and Title II: Civil and Legal Rights and Responsibilities and its regulation, R5145, Administrative Regulation Regarding Students and Section 504 and Title II (R5145).
5. No student on the basis of race, religion, color, national origin, sex, sexual orientation, gender identity or expression, marital status, age, disability (including pregnancy), or other

legally protected status subject to the conditions and limitations established by law shall be:

- a. Subject to separate or different rules of behavior, sanctions, or other treatment;
  - b. Discriminated against in the application of any rules of appearance;
  - c. Provided different aids, benefits, or services or be provided such aids, benefits or services in a different manner;
  - d. Denied any such aid, benefit or service;
  - e. Otherwise limited in the enjoyment of any right, privilege, advantage or opportunity.
6. Notification of this policy will be made annually to students and parents.

Legal Reference:

Connecticut General Statutes

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

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

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

Federal Law

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

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

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

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

Policy adopted: March 28, 2013

Windsor Locks, Connecticut

WINDSOR LOCKS PUBLIC SCHOOLS

## **Students**

### **R5145.4 -Nondiscrimination Toward Students Affirmative Action**

#### **Designation of Civil Rights Coordinators/Compliance Officer**

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

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

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

#### **Discrimination Complaints**

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

#### **Grievance Procedure for Discrimination Complaints**

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

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

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

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

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

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

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

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

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

### **For Reports or Complaints of Disability Discrimination and Sexual Harassment**

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

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

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

### **Additional or Alternative Reporting of Discrimination**

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

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

### **Dissemination of Grievance Procedures**

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

### **Public Notice of Non-Discrimination**

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



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

Regulation approved: March 28, 2013  
Windsor Locks, Connecticut

WINDSOR LOCKS PUBLIC SCHOOLS

**WINDSOR LOCKS PUBLIC SCHOOLS  
DISCRIMINATION COMPLAINT FORM**

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

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

Name of complainant \_\_\_\_\_

Date of complaint \_\_\_\_\_

Date of alleged discrimination/harassment \_\_\_\_\_

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

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

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Received by:

\_\_\_\_\_  
Name of Individual Receiving  
Written Complaint

\_\_\_\_\_  
Date of Receipt

\_\_\_\_\_  
Signature

## **5145.52 - Discriminatory Harassment Prohibited**

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

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

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

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

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

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

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

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

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

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

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

Legal Reference:

Connecticut General Statutes

46a-60 Discriminatory employment practices prohibited.

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

10-153 Discrimination on account of marital status.

17a-101 Protection of children from abuse.

Federal Law:

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

29 CFR 1604.11, EEOC Guidelines on Sex Discrimination

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

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

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

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

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

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

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

Policy adopted: March 28, 2013  
Windsor Locks, Connecticut

WINDSOR LOCKS PUBLIC SCHOOLS

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

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

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

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

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

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

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

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

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

#### Legal References:

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

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

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

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

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

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

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

### **I. Definitions**

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

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

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

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



## **II. Compliance with 504 Regulations**

### **A. Identification and Referral Procedures**

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

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

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

### **B. Evaluation**

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

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

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

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

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

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

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

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

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

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

- The student has a physical and/or mental impairment that substantially limits one or more major life activities.

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

### **C. Section 504 Plan**

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

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

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

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

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

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

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

### **D. Review**

The 504 Team will monitor the effectiveness of the student's Section 504 Plan at least once every year to determine whether the services, accommodations, and/or modifications are appropriate and necessary for the student to receive a FAPE, i.e., that the student with a disability's needs are being met as adequately as the needs of non-disabled students.

### **E. Periodic Reevaluation**

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

### **F. Procedural Safeguards**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## **Dissemination of Grievance Procedures**

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

## **Public Notice of Non-Discrimination**

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

## **IV. Requests for an Impartial Hearing**

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

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

- a. The request for an impartial hearing concerning a disagreement relating to a student's identification, evaluation or educational placement should contain the following information:
  - i. Full name of the student, age, and grade level;
  - ii. Name of parent(s);
  - iii. Address and relevant contact information for parent/complainant;
  - iv. Date of complaint;
  - v. Specific areas of disagreement relating to the student's identification, evaluation and/or placement; and
  - vi. Remedy requested.
- b. Upon receipt of a request for an impartial hearing, the Board shall retain an impartial hearing officer. The impartial hearing officer must be someone who is knowledgeable about the

requirements of Section 504/ADA and has an understanding of a free appropriate public education ("FAPE") under Section 504 and the distinctions between and among Section 504, the ADA and the Individuals with Disabilities Education Act ("IDEA"). The impartial hearing officer may not be a District employee.

- c. The impartial hearing office shall schedule a pre-hearing conference with the District and the parent(s) or student aged 18 years of age or older (or legal counsel for the student) to identify the issue(s) for hearing, set the hearing schedule, and address other administrative matters related to the hearing including the option for mediation.
- d. The impartial hearing officer shall inform all parties involved of the date, time, and place of the hearing and of the right to present witnesses, other evidence, and to be represented by legal counsel at each party's own expense if desired.
- e. The impartial hearing officer shall hear all aspects of the complainant's complaint concerning the identification, evaluation, or educational placement of the student and shall reach a decision within forty-five (45) school days of receipt of the request for hearing. The decision shall be presented in writing to the complainant and to the Section 504/ADA Coordinator.
- f. The time limits noted herein may be extended for good cause shown for reasons including, but not limited to, permitting more time for thorough review of the record, presentation of evidence, or opportunity for resolution.

**V. The Section 504/ADA Coordinator for this District is: Joshua Robinson, Director of Special Services, 58 South Elm Street, Windsor Locks, CT 06096**

Legal Reference: Connecticut General Statutes

10-15c Discrimination in public schools prohibited.

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

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

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

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

Americans with Disabilities Amendments Act of 2008



**Section 504 Notice of Conference**

Student: \_\_\_\_\_ Dated: \_\_\_\_\_

Dear: \_\_\_\_\_  
(Parent)

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

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

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

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

Location: \_\_\_\_\_ Time: \_\_\_\_\_

The following people will be invited to the meeting:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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

Building 504 Administrator: \_\_\_\_\_

Address: \_\_\_\_\_

Phone: \_\_\_\_\_

**Section 504 Eligibility Determination Form**

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

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

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

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

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

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

Specify the mental or physical impairment: \_\_\_\_\_

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

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

Check the major life activity that is affected by the impairment: \_\_\_\_\_

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

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

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

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Section 504 Eligibility Determination Form**

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

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

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

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

- 5 \_\_\_\_\_ Extremely \_\_\_\_\_
- 4 \_\_\_\_\_ Substantially \_\_\_\_\_
- 3 \_\_\_\_\_ Moderately \_\_\_\_\_
- 2 \_\_\_\_\_ Mildly \_\_\_\_\_
- 1 \_\_\_\_\_ Negligibly \_\_\_\_\_

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

**OR**

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

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

Explain:

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

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

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

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

School Committee Members Check Area of Knowledge

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

\_\_\_\_\_child \_\_\_\_\_evaluation data \_\_\_\_\_accommodation/placement

**Board of Education Curriculum Committee**

**September 10, 2020 – 4:30 p.m.**

**Location of Meeting - Windsor Locks High School Professional Development Room**

**Minutes**

**Committee Members Present:** Paige Latournes, Jim McGowan

**Windsor Locks Public Schools Staff Present:** Superintendent; Shawn Parkhurst, Assistant Superintendent  
Christian Strickland

**Meeting was called to order at 4:30 pm by Christian Strickland.**

**1. New Business**

- a. Review of Teacher Professional Development from 8/26/2020 - 9/3/2020

Assistant Superintendent of Schools, Christian Strickland provided an update on the Professional Development days that took place between August 26, 2020 and September 3, 2020. The three major focus points of these days were on safety and health procedures, social and emotional learning for staff & students, and enhancing technology skills and integration. Superintendent Parkhurst further elaborated on how these focus points were connected to the district's reopening plan and supporting teaching and learning as students returned to school. Mr. Strickland and Mr. Parkhurst further shared that teacher feedback had been positive in meeting their needs as well as provided ample time for the teachers to apply their new learning and set up their classrooms.

**2. Informational Items**

- a. Presentation on Sensible Assessment Practices

Assistant Superintendent of Schools, Christian Strickland presented the Connecticut State Department of Education's guidance around Sensible Assessment Practices. He highlighted the recommendations and then provided specific examples of how Windsor Locks Public Schools is, and will continue to apply this guidance as classroom teachers look to design instruction, determine necessary student supports, and shift to the grade level curriculum scope and sequence. Ms. Latournes and Mr. McGowan engaged in discussion around classroom practices, assessments, and intervention supports. They stated that they recognized that the dynamic nature of supporting students in both a physical and remote learning environment is challenging, particularly as it related to supporting students who benefit from intervention and special services. Ms. Latournes recommended that the district continue to be mindful of looking for ways to provide intervention with fidelity.

- b. Additional findings related to adoption of technology resources

- Review of current policy - <https://www.wlps.org/view/484.pdf>
- Discussion on drafting suggestions related to regulations and procedures

In response to a request from the Curriculum Committee Members, Assistant Superintendent, Christian Strickland shared a review of the current Windsor Locks Public Schools Policy 6161 on the Equipment, Books, and Technology. During this review it was noted that the policy does identify that that district will have regulation and a specific procedure for the adoption of instructional materials such as

textbooks and other materials that support the instruction of the core curricula in a grade level, course of class. In discussion with Ms. Latournes and Mr. McGowan, it was agreed that Mr. Strickland should draft specific recommendations for regulations and a procedure for this process. Ms. Latournes and Mr. McGowan stated that the regulations and procedures should also take into consideration both physical and digital material. Mr. Strickland and Mr. Parkhurst shared a specific recommended timeline for the submission of these draft regulations. Ms. Latournes and Mr. McGowan accepted the recommendations and asked that they be followed up on based upon the recommended timeline.

**3. Future Business Items**

a. Supporting Remote Learning

Ms. Latournes and Mr. McGowan requested that for a future Curriculum Committee Meeting a presentation be provided on what remote instruction looks like in the classroom and through the eyes of a student. Mr. Strickland made note of this request and stated that it would be added to a future agenda item for the Curriculum Committee.

**4. Adjourn**

The Curriculum Committee adjourned by Christian Strickland at 5:32 pm. The next meeting is scheduled for October 8, 2020

Respectfully Submitted

***Christian J. Strickland***

Christian J. Strickland  
Assistant Superintendent  
Windsor Locks Public Schools

MEMORANDUM TO: MEMBERS OF THE BOARD OF EDUCATION

FROM: SHAWN PARKHURST, SUPERINTENDENT

DATE: SEPTEMBER 24, 2020

RE: 2020-2021 SCHOOL CALENDAR REVISION - WLHS ONLY

Due to the administration of the PSAT and the SAT, I would like to request the following revisions to the 2020-2021 School Calendar for **Windsor Locks High School** only:

October 14, 2020 - Change from Full Day to Half-Day Early Release

October 29, 2020 - Change from Full Day to Half-Day Early Release

**Possible Board Motion:** “**MOVE** that the Board of Education approve the change from Full Day to Half-Day Early Release on October 14th and 29th as presented for Windsor Locks High School only.”

MEMORANDUM TO: MEMBERS OF THE BOARD OF EDUCATION  
FROM: SHAWN PARKHURST, SUPERINTENDENT  
DATE: SEPTEMBER 24, 2020  
RE: REOPENING DISTRICT STEERING COMMITTEE UPDATE

The District Reopening Steering Committee continues to meet weekly to review updates and plan for the future. This evening, I share with you the most recent update which includes a review of the following:

- In Person Learners vs. Remote Learners by school
- District debrief of the process conducted regarding the recent Covid-19 positive case
- Remote Learner Attendance for September 8-11 (as required by CSDE)
- Family Survey in planning for future expansion of WLMS & WLHS full return to in person learning



MEMORANDUM TO: MEMBERS OF THE BOARD OF EDUCATION  
FROM: SHAWN PARKHURST, SUPERINTENDENT  
DATE: SEPTEMBER 24, 2020  
RE: CSDE - PROMOTING FINANCIAL LITERACY IN MIDDLE  
SCHOOL GRANT AWARD

This summer, WLMS submitted a grant application to the State Department of Education for an opportunity to create a Promoting Financial Literacy enrichment program for students. Windsor Locks Public Schools has been granted this opportunity and funds will be used to cover staff and supply costs. The total grant awarded was \$8,851.00



STATE OF CONNECTICUT  
STATE DEPARTMENT OF EDUCATION



September 16, 2020

Dr. Shawn Parkhurst  
Superintendent of Schools  
Windsor Locks Public Schools  
58 Elm Street  
Windsor Locks, CT 06096

Dear Dr. Parkhurst:

On behalf of the Connecticut State Department of Education (CSDE), I am pleased to inform you that Windsor Locks Public Schools have been approved to receive the Promoting Financial Literacy Grant in Middle School Grant. This grant is made possible by a Memorandum of Understanding between the Connecticut Department of Banking and the Connecticut State Department of Education.

Grant Award	Grant Period
\$ 8,851.00	September 8, 2020 – June 30, 2021

Your district business manager may access the grant awards via the State Electronic Grants Management System (eGMS). The CSDE will be monitoring your progress and program implementation throughout the grant period. Please note that the grant awarded has a grant usage period of September 8, 2020 – June 30, 2021. These funds must be encumbered by June 30, 2021, and fully liquidated by November 30, 2021.

If you require additional information, please contact Kyllie Freeman at [Kyllie.Freeman@ct.gov](mailto:Kyllie.Freeman@ct.gov).

Congratulations on your grant award and thank you for supporting Financial Literacy and Personal Finance initiatives in your district.

Sincerely,

Dr. Melissa Wlodarczyk Hickey  
Reading/Literacy Director

- cc: Irene Parisi, Chief Academic Officer  
Kyllie Freeman, Perkins Program Manager  
Christian Strickland, Assistant Superintendent, Windsor Locks Public Schools  
David Prinstein, Principal, Windsor Locks Middle School  
Christine Domler, Assistant Principal, Windsor Locks Middle School

MEMORANDUM TO: MEMBERS OF THE BOARD OF EDUCATION  
 FROM: SHAWN PARKHURST, SUPERINTENDENT  
 DATE: SEPTEMBER 24, 2020  
 RE: 2020 - 2021 EDUCATOR EVALUATION FLEXIBILITIES

The CSDE has offered districts for the 20-21 school year the option to exercise flexibilities in the educator evaluation plan. A summary of the flexibilities that have been reviewed with our Windsor Locks Professional Development and Evaluation Committee are listed below and are recommended for Board approval.

**Flexibilities to the Windsor Locks Teacher Evaluation Plan Requirements 2020 - 2021**

	<b>Windsor Locks Public Schools Educator Evaluation and Development (Current Plan)</b>	<b>Connecticut State Department of Education Flexibilities for Implementing CT Guidelines for Educator Evaluation</b>
<i>Observations Requirements for First Year Teachers in District</i>	<p><b><u>Minimum of 6 observations</u></b></p> <ul style="list-style-type: none"> <li>● 3 formal observations</li> <li>● 3 informal observations</li> <li>● 1 Review of Practice *</li> </ul>	<p><b><u>Minimum of 4 observations</u></b></p> <ul style="list-style-type: none"> <li>● 3 informal observations</li> <li>● 1 Review of Practice</li> </ul>
<i>Observation Requirements for all Non-Tenured Teachers in Years 2 - 4</i>	<p><b><u>Minimum of 4 observations</u></b></p> <ul style="list-style-type: none"> <li>● 2 formal observations</li> <li>● 2 informal observations</li> <li>● 1 Review of Practice *</li> </ul>	<p><b><u>Minimum of 4 observations</u></b></p> <ul style="list-style-type: none"> <li>● 3 informal observations</li> <li>● 1 Review of Practice</li> </ul>
<i>Observation Requirements for Teachers Rated Below Standard or Developing for 2018 - 2019</i>	<p><b><u>Minimum of 6 observations</u></b></p> <ul style="list-style-type: none"> <li>● 3 formal observations</li> <li>● 3 informal observations</li> </ul>	<p><b><u>Minimum of 4 observations</u></b></p> <ul style="list-style-type: none"> <li>● 3 informal observations</li> <li>● 1 Review of Practice</li> </ul>
<i>Observation Requirements for Teachers Rated Proficient or Exemplary for 2018 - 2019</i>	<p><b><u>Minimum of 3 observations</u></b></p> <ul style="list-style-type: none"> <li>● 1 formal observations</li> <li>● 2 informal observations</li> <li>● 1 Review of Practice *</li> </ul>	<p><b><u>Minimum of 3 observations</u></b></p> <ul style="list-style-type: none"> <li>● 2 informal observations</li> <li>● 1 Review of Practice</li> </ul>
<b>Goal Setting Process</b>	A minimum of 2 student learning goals each with two indicators of success	<p>A minimum of 1 student learning goal with two indicators of success</p> <p>This goal may focus on social and emotional learning, student engagement and/or family engagement</p>
<b>Summative Teacher Rating</b>	Teachers Are Provided with a Summative Rating at the Conclusion of the Year	No Summative Ratings for the 2020 - 2021 School Year

**\*Review of practice:** Non-classroom observation including but are not limited to: Observations of data team meetings, observations of coaching/mentoring other teachers, student work, PPT, SRBI, 504 meetings, professional development presentations, or other teaching artifacts. In the current plan the Review of Practice can be counted for one of the teachers' required informal observations.

**BOARD MOTION:** “**MOVE** that the Board of Education approve the Flexibilities for Implementing CT Guidelines for Educator Evaluation as presented for the 2020-2021 school year only.”

**EXHIBIT XIV**

MEMORANDUM TO: MEMBERS OF THE BOARD OF EDUCATION  
FROM: SHAWN PARKHURST, SUPERINTENDENT  
DATE: SEPTEMBER 24, 2020  
RE: COMMUNITY BANDSHELL PROJECT

Over the past year, several discussions regarding the construction of a community bandshell between WLMS and town hall have taken place. Town Planner, Jenn Rodriquez is with us this evening to provide the Board and community with an update and determine the level of support among the WLPS Board of Education in assisting in moving this community wide project forward.

# Windsor Locks Band Shell Project

## History

- **Windsor Locks Band Shell**

- Windsor Locks is in a phase of downtown revitalization. Since the early 2000s the town, through community engagement, began taking planning for Main Street's future very seriously.
- The 2008 Main Street Study, followed by the 2013 TOD Plan, recommended activating current, underutilized spaces to bring vibrancy to the town center.
- Specifically, the plan recommended an amphitheater, and suggested exploring the grounds of the library or the Middle School to host public events. This idea gained traction and the town began exploring what it would take to develop an outdoor iconic, multifaceted downtown community venue which will create a space for outdoor classrooms, local music and arts performances.
- The annual Heritage Day event, a local festival celebrating community culture and history in Windsor Locks, was born out of community organizing, inspired by the downtown studies, and made possible by the dedication of WLPS staff and students at "Meetings on Main", hosted almost monthly over a two year period.
- Heritage Day is held on the Middle School grounds, activating the space each year, and is a good example of tactical planning...or "trial before investment". A stage and tents are rented each year as needed for limited events. After a few years of trial including the John Chapman Memorial event, the community would like to move forward with fundraising and permanent construction of a band shell.
- The Band Shell Project is being conducted with the collaboration of residents, the Town Hall, WLPS, the Arts Council, the Parks and Recreation department, and various other groups.
- A band shell in this location would enrich the community atmosphere for Windsor Locks, promote a vibrant arts scene, encourage celebration of diverse cultures, provide a unique outdoor educational classroom space and stimulate economic development.

# 2008 Main Street Study

three  
alternatives



# Existing Grounds

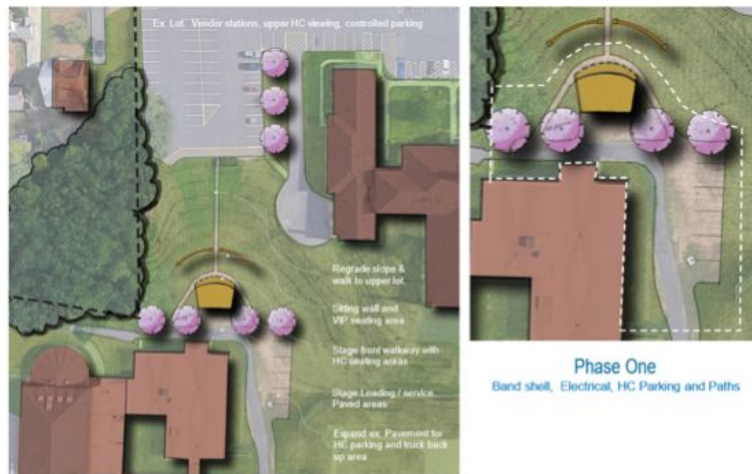




# Tactical Urbanism, trial before investment



# Concept Plan





Color  
Rendering



Sample



## Sample cost, structure only

	as manufactured by <a href="http://www.ashley.com">www.ashley.com</a>	
#KMO-30x25SP	30' x 25' Amphitheater	
	Total Furnished and Delivered	\$42,635.00
#KMO-40x25SP	40' x 25' Amphitheater	
	Total Furnished and Delivered	\$59,425.00
#KMO-50x25SP	50' x 25' Amphitheater	
	Total Furnished and Delivered	\$74,945.00

## Feedback



### Initial feedback from WLPS, Arts Council and Parks and Recreation:

- back and sides desired for acoustic purposes
- roof slanted up at the front
- 20 x 30 minimum, larger preferred to accommodate entire student band and dance performances
- accessibility by participants and attendees is essential
- mix of formal seating and informal use of natural grade of the hill is preferred
- Parking has been recommended for ADA compliant spaces behind the Middle School. Is this possible?
- some wondered if it can be implemented in phases, platform first, then structure, then electrical, lighting, then site improvements and parking, need to weigh pros and cons
- Other?

**Windsor Locks Public Schools**

[www.wlps.org](http://www.wlps.org)

**Educational Leadership**

**Shawn Parkhurst**  
Superintendent of Schools 860-292-5000

**Christian Strickland**  
Assistant Superintendent of Schools 860-292-5750

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

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

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

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

\*\*\*\*\*

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

\*\*\*\*\*

**Linda Schmaelzle**  
Director of Adult Education 860-292-5712

\*\*\*\*\*

**Central Office**

**Sheri Lee**  
Director of Human Resources 860-292-5744

**Joshua Robinson**  
Special Services Program Coordinator 860-292-5707

**David Solin**  
Business Manager 860-292-5741

**Jessica Lavorgna**  
Director of Partnerships 860-292-5751