Policy Committee

Tuesday, April 23, 2019 5:00 PM
Policy Committee, L.P. Wilson Community Center, Room 17, 601 Matianuck Avenue, Windsor, CT 06095

1. **Call to Order, Pledge to the Flag and Moment of Silence**
2. **Audience to Visitors**
3. **Revised AR 5123.1 Windsor High School Graduation Requirements**
4. **Revised P/AR 5145 Policy Regarding Section 504 of the Rehabilitation Act of 1973**
5. **Revised AR 6155 Class Examinations**
6. **Revised P/AR 6145.2 Athletics and Extra Curricular Activity Eligibility**
7. **Adjournment**

Rational for Revised Regulation:

AR 5123.1 Windsor High School Graduation Requirements

This regulation has been revised based on Public Act 17-42 which has made revisions to the new graduation requirements and provides districts with additional flexibility in determining how to award students credits. Public Act 17-42 delayed the implementation of new high school graduation requirements. The new requirements are effective with the graduating class of 2023.

PROMOTION / RETENTION
Windsor High School Graduation Requirements

I. Introduction

To graduate from Windsor High School, a student must earn a minimum of 23 credits (25 credits effective with the Class of 2017), and must meet the credit distribution requirement listed below and must complete 20 hours of verified community service beginning with the Class of 2017. Students must also meet performance standards in reading/writing, mathematics and science.

II. Credit Distribution Requirement

English	4 credits (English 9, 10, 11 and 12)
Science	3 credits (Integrated Science 1, Biology, and 1 additional credit in any combination of other science courses)
Mathematics	3 credits
Social Studies	3.5 credits (Early Global Studies, Modern Global Studies, US History and Civics)
Fine Arts	.5 credits (any music or art elective) (1.0 credits with Class of 2020)
Vocational/Applied Ed.	.5 credits (business, human and personal services, or technology education) (1.0 credits with the Class of 2020)
Physical Education	1.5 credits (PE/Health 9, PE/Health 10 and one other elective)

III. Promotion and Retention

The promotion and retention of students is based on earned academic credits. Promotion from grade 9 to grade 12 is determined by the following credit standards:

Grade 9 to 10	6.0 credits
Grade 10 to 11	12.0 credits
Grade 11 to 12	18.5 credits

IV. Performance Standards: Reading, Writing, Mathematics and Science

Windsor High School students must have basic skills in reading/writing, mathematics and science before graduation. To demonstrate their competency in these areas students must meet the district's performance standards.

All students, as part of the mandated State testing program, must take the Science CAPT in grade 10 and the SAT in grade 11.

Step 1: Standardized Assessments

Students meet the district performance standard if they have met any of the following requirements in the area specified:

Reading/Writing

A. Achieve a score on the SAT I in Evidence Based Reading and Writing which meets the "Proficient" or similar designation as determined by the State of Connecticut.
B. Achieve a minimum composite score of 20 on the ACT.

Mathematics

A. Achieve a score on the SAT I in Mathematics which meets the "Proficient" or similar designation as determined by the State of Connecticut.
B. Achieve a minimum composite score of 20 on the ACT.

Science

A. Achieve proficiency (score of 3 or higher) on the Connecticut Academic Performance Test (CAPT) in Science.

Step 2: District Performance Assessments

Students who do not achieve qualifying scores in one or more areas on the standardized measures discussed in Step 1 must demonstrate mastery on the district performance assessments:

1. **Reading/Writing and Mathematics**

    a. The District Performance Assessment in Reading/Writing will be administered quarterly during a student's senior year. Students who score at least a 70% have met the reading and writing graduation requirement.

    b. The District Performance Assessment in Mathematics will be administered quarterly during a student's senior year. Students who score at least 70% have met the mathematics graduation requirement.

2. **Science**

    a. The District Performance Assessment in Science will be administered quarterly beginning in a student's junior year to those students who did not meet the district standard on Grade 10 Science CAPT. Students who score at least 70% have met the science graduation requirement.

Notification: The counseling department will notify students and parents/guardians in writing at the beginning of their junior year (science only) and senior year (reading/writing, mathematics, science) if they have not yet met the graduation requirement.

Transfers: If a student transfers into Windsor High School after completing at least three years in a high school in another district, s/he must have met the goal on the test from the sending district or state in order to be exempt from Windsor's performance standard requirement for graduation.

Special Needs: The performance standard requirement for graduation for a student with special needs may be modified if so indicated on the student's Individual Education Plan (IEP).

V. Options If Requirements Are Not Met

A. Seniors who have earned the necessary 23 credits (25 credits effective with the Class of 2017) to graduate but have not met the district performance standard on one or more of the reading/writing, mathematics, and science performance assessments must:

1. Enroll in summer school courses that, if successfully completed, would meet the standard,

OR

2. Sit for a retake of the district performance assessment during the summer, the date of administration to be determined by the school system.

B. Seniors who are short .5 to 2.0 credits for graduation must:

1. Enroll in summer school and pass the courses needed to graduate.

2. If the student does not meet all necessary credit requirements for graduation through summer school, s/he can return to WHS in September but only to make-up those courses needed to graduate. [The student may not carry a full load of courses, and will be permitted on campus only during the time s/he is in class.]

OR

3. Attend night school or community college to earn the necessary credits for graduation.

C. Seniors who are short 2.5 or more credits toward graduation may return to Windsor High and carry a full load of courses.

Note: Any seniors returning for another year of school must meet the graduation standard of the students' original graduating class which is based on the year they entered high school.

VI. Residency Requirement:

To receive a Windsor High School diploma, students must have earned a minimum of 5.50 credits while attending Windsor High School. Of the 5.50 credits earned at Windsor High School, 2.50 credits must be earned during the senior year. Students transferring to Windsor High School and planning to graduate in June of the school year in which they transferred, must be enrolled at the school no later than February 1st of that same school year to receive a Windsor High School diploma.

Reference:

P-0200 – Goals for Students
P-6146.1 – Reporting to Parents
AR-6146.1 – Reporting to Parents, Marking System
P-6146 – Graduation Requirements, Standards of Proficiency

Legal Reference – Connecticut General Statutes:

PA 99-288 An Act of Concerning Education Accountability
10-221 (a) Board of Education to prescribe rules
PA 01-166: An Act Concerning High School Graduation and the Connecticut Academic Performance Test

Regulation Revised: June 6, 2016
Regulation Approved: November 16, 2010

Craig A. Cooke, Ph. D.
Superintendent of Schools

Windsor Public Schools
Windsor, CT

Students

PROMOTION / RETENTION

Windsor High School Graduation Requirements

I. Introduction

To graduate from Windsor High School, a student must earn a minimum of 25 credits and must meet the credit distribution requirement listed below and must complete 20 hours of verified community service. Students must also meet performance standards in reading/writing, mathematics and science.

II. Credit Distribution Requirement

9 Credits in Humanities Including:		
English	4 credits	English 1 (Required) English 2 (Required) English 3 (Required) English 4 (Required)
Social Studies	3.5 credits	Early Global Studies (Required) Modern Global Studies (Required) U.S. History (Required) Civics (Required)
Fine Arts	1 credit	Electives such as music, visual arts, dance or drama.
Humanities Elective	.5 credits	
9 Credits in Science, Technology, Engineering and Mathematics Including:		
Math	3 credits	Algebra 1 Geometry (Suggested) Algebra 2 (Suggested)
Science	3 credits	Integrated Science* (required for Grade 9 students) Biology (Required) Chemistry (Suggested)

Science, Technology, Engineering and Mathematics Elective	3 credits	Science, Technology, Engineering and Mathematics elective
6 Credits in Career and Life Skills Including:		
Physical Education	1 credit	
Health and Safety	1 credit	
Career and Technical Education	1.5 credits	Electives such as business education, family consumer science or technology.
Personal Finance	.5 credits	
SAT Preparation	.5 credits	
World Language	1 credit	
Mastery Based Assessment	1 credit	Senior Mastery Based Assessment or its equivalent, as approved by the State Board of Education.
Any Elective	1 credit	Any additional coursework taken as an elective credit or listed as an elective credit
Grand Total of Credits	***25 credits***	
Citizenship		
Community Service	20 hours	Students will evidence the ability to be a contributing member of the school and local community, and demonstrate knowledge and skills in career activities by satisfactory completion of 20 learning through service hours over 4 years.

High school graduation credit will be granted to students for Algebra I and World Language courses successfully completed in Grades six, seven or eight. Class grades in six, seven and eight do not count towards high school GPA.

High school graduation credit will be granted to students for coursework completed during the school year or summer months at an institution accredited by the Board of Regents for Higher Education or Office of Higher Education or regionally accredited. One three-credit semester course, or its equivalent, at such an institution shall equal one credit for purposes of this policy.

III. Promotion and Retention

The promotion and retention of students is based on earned academic credits. Promotion from grade 9 to grade 12 is determined by the following credit standards:

Grade 9 to 10	6.0 credits
Grade 10 to 11	12.0 credits
Grade 11 to 12	18.5 credits

IV. Performance Standards: Reading, Writing, Mathematics and Science

Windsor High School students must have basic skills in reading/writing, mathematics and science before graduation. To demonstrate their competency in these areas students must meet the district's performance standards.

All students, as part of the mandated State testing program, must take the Next Generation Science Standards (NGSS) Assessment and the SAT in Grade 11.

Step 1: Standardized Assessments

Students meet the district performance standard if they have met any of the following requirements in the area specified:

Reading/Writing

A. Achieve a score on the SAT I in Evidence Based Reading and Writing which meets the "Proficient" or similar designation as determined by the State of Connecticut, e.g. Grade 11 College and Career Benchmark Score

B. Achieve a minimum composite score of 20 on the ACT.

Mathematics

A. Achieve a score on the SAT I in Mathematics which meets the "Proficient" or similar designation as determined by the State of Connecticut, e.g. Grade 11 College and Career Benchmark Score

B. Achieve a minimum composite score of 20 on the ACT.

Science

A. Achieve proficiency (or higher) on the Connecticut NGSS Assessment.

Step 2: District Performance Assessments

1. **Reading/Writing** The District Performance Assessment in Reading/Writing will be administered quarterly during a student's senior year to those students who did not meet the district standard on the SAT I in Evidence Based Reading and Writing. Students who score at least a 70% have met the reading and writing graduation requirement.

2. **Mathematics**

   The District Performance Assessment in Mathematics will be administered quarterly during a student's senior year to those students who did not meet the district standard on the SAT I in mathematics. Students who score at least 70% have met the mathematics graduation requirement.

3. **Science**

   The District Performance Assessment in Science will be administered quarterly beginning in a student's junior year to those students who did not meet the district standard on Grade 11 NGSS Science Assessment. Students who score at least 70% have met the science graduation requirement.

Notification: The counseling department will notify students and parents/guardians in writing at the beginning of senior year if they have not yet met the reading/writing, mathematics or science graduation requirement.

Transfers: If a student transfers into Windsor High School after completing at least three years in a high school in another district, s/he must have met the goal on the test from the sending district or state in order to be exempt from Windsor's performance standard requirement for graduation.

Special Needs: The performance standard requirement for graduation for a student with special needs may be modified if so indicated on the student's Individual Education Plan (IEP).

V. Options If Requirements Are Not Met

A. Seniors who have earned the necessary 25 credits to graduate but have not met the district performance standard on one or more of the reading/writing, mathematics, and science performance assessments must:

1. Enroll in summer school courses that, if successfully completed, would meet the standard,

OR

2. Sit for a retake of the district performance assessment during the summer, the date of administration to be determined by the school system.

3. Achieve a standard score of 88 or higher on the Accuplacer Assessment.

B. Seniors who are short .5 to 2.0 credits for graduation must:

1. Enroll in summer school and pass the courses needed to graduate.

OR

2. If the student does not meet all necessary credit requirements for graduation through summer school, s/he can return to WHS in September but only to make-up those courses needed to graduate. [The student may not carry a full load of courses, and will be permitted on campus only during the time s/he is in class.]

OR

3. Attend Adult Education or community college to earn the necessary credits for graduation.

C. Seniors who are short 2.5 or more credits toward graduation may return to Windsor High and carry a full load of courses.

Note: Any seniors returning for another year of school must meet the graduation standard of the students' original graduating class which is based on the year they entered high school.

VI. Residency Requirement:

To receive a Windsor High School diploma, students must have earned a minimum of 5.50 credits while attending Windsor High School. Of the 5.50 credits earned at Windsor High School, 2.50 credits must be earned during the senior year. Students transferring to Windsor High School and planning to graduate in June of the school year in which they transferred, must be enrolled at the school no later than February 1st of that same school year to receive a Windsor High School diploma.

Reference:

P-0200 - Goals for Students

P-6146.1 - Reporting to Parents

AR-6146.1 - Reporting to Parents, Marking System

P-6146 - Graduation Requirements, Standards of Proficiency

Legal Reference - Connecticut General Statutes:

PA 99-288 An Act of Concerning Education Accountability

10-221 (a) Board of Education to prescribe rules

PA 01-166: An Act Concerning High School Graduation and the Connecticut Academic Performance Test

Regulation Revised: June 6, 2016

Regulation Approved: November 16, 2010

Craig A. Cooke, Ph.D.

Superintendent of Schools

Windsor Public Schools

Windsor, CT

Students

PROMOTION / RETENTION

Windsor High School Graduation Requirements

I. Introduction

To graduate from Windsor High School, a student must earn a minimum of 25 credits and must meet the credit distribution requirement listed below and must complete 20 hours of verified community service. Students must also meet performance standards in reading/writing, mathematics and science.

II. Credit Distribution Requirement

9 Credits in Humanities Including:		
English	4 credits	English 1 (Required) English 2 (Required) English 3 (Required) English 4 (Required)
Social Studies	3.5 credits	Early Global Studies (Required) Modern Global Studies (Required) U.S. History (Required) Civics (Required)
Fine Arts	1 credit	Electives such as music, visual arts, dance or drama.
Humanities Elective	.5 credits	
9 Credits in Science, Technology, Engineering and Mathematics Including:		
Math	3 credits	Algebra 1 Geometry (Suggested) Algebra 2 (Suggested)
Science	3 credits	Integrated Science* (required for Grade 9 students) Biology (Required) Chemistry (Suggested)

Science, Technology, Engineering and Mathematics Elective	3 credits	Science, Technology, Engineering and Mathematics elective
6 Credits in Career and Life Skills Including:		
Physical Education	1 credit	
Health and Safety	1 credit	
Career and Technical Education	1.5 credits	Electives such as business education, family consumer science or technology.
Personal Finance	.5 credits	
SAT Preparation	.5 credits	
World Language	1 credit	
Mastery Based Assessment	1 credit	Senior Mastery Based Assessment or its equivalent, as approved by the State Board of Education.
Any Elective	1 credit	Any additional coursework taken as an elective credit or listed as an elective credit
Grand Total of Credits	***25 credits***	
Citizenship		
Community Service	20 hours	Students will evidence the ability to be a contributing member of the school and local community, and demonstrate knowledge and skills in career activities by satisfactory completion of 20 learning through service hours over 4 years.

High school graduation credit will be granted to students for Algebra I and World Language courses successfully completed in Grades six, seven or eight. Class grades in six, seven and eight do not count towards high school GPA.

High school graduation credit will be granted to students for coursework completed during the school year or summer months at an institution accredited by the Board of Regents for Higher Education or Office of Higher Education or regionally accredited. One three-credit semester course, or its equivalent, at such an institution shall equal one credit for purposes of this policy.

III. Promotion and Retention

The promotion and retention of students is based on earned academic credits. Promotion from grade 9 to grade 12 is determined by the following credit standards:

Grade 9 to 10	6.0 credits
Grade 10 to 11	12.0 credits
Grade 11 to 12	18.5 credits

IV. Performance Standards: Reading, Writing, Mathematics and Science

Windsor High School students must have basic skills in reading/writing, mathematics and science before graduation. To demonstrate their competency in these areas students must meet the district's performance standards.

All students, as part of the mandated State testing program, must take the Next Generation Science Standards (NGSS) Assessment and the SAT in Grade 11.

Step 1: Standardized Assessments

Students meet the district performance standard if they have met any of the following requirements in the area specified:

Reading/Writing

A. Achieve a score on the SAT I in Evidence Based Reading and Writing which meets the "Proficient" or similar designation as determined by the State of Connecticut, e.g. Grade 11 College and Career Benchmark Score

B. Achieve a minimum composite score of 20 on the ACT.

Mathematics

A. Achieve a score on the SAT I in Mathematics which meets the "Proficient" or similar designation as determined by the State of Connecticut, e.g. Grade 11 College and Career Benchmark Score

B. Achieve a minimum composite score of 20 on the ACT.

Science

A. Achieve proficiency (or higher) on the Connecticut NGSS Assessment.

Step 2: District Performance Assessments

1. Reading/Writing The District Performance Assessment in Reading/Writing will be administered quarterly during a student's senior year to those students who did not meet the district standard on the SAT I in Evidence Based Reading and Writing. Students who score at least a 70% have met the reading and writing graduation requirement.

2. Mathematics

The District Performance Assessment in Mathematics will be administered quarterly during a student's senior year to those students who did not meet the district standard on the SAT I in mathematics. Students who score at least 70% have met the mathematics graduation requirement.

3. Science

The District Performance Assessment in Science will be administered quarterly beginning in a student's junior year to those students who did not meet the district standard on Grade 11 NGSS Science Assessment. Students who score at least 70% have met the science graduation requirement.

Notification: The counseling department will notify students and parents/guardians in writing at the beginning of senior year if they have not yet met the reading/writing, mathematics or science graduation requirement.

Transfers: If a student transfers into Windsor High School after completing at least three years in a high school in another district, s/he must have met the goal on the test from the sending district or state in order to be exempt from Windsor's performance standard requirement for graduation.

Special Needs: The performance standard requirement for graduation for a student with special needs may be modified if so indicated on the student's Individual Education Plan (IEP).

V. Options If Requirements Are Not Met

A. Seniors who have earned the necessary 25 credits to graduate but have not met the district performance standard on one or more of the reading/writing, mathematics, and science performance assessments must:

1. Enroll in summer school courses that, if successfully completed, would meet the standard,

OR

2. Sit for a retake of the district performance assessment during the summer, the date of administration to be determined by the school system.

3. Achieve a standard score of 88 or higher on the Accuplacer Assessment.

B. Seniors who are short .5 to 2.0 credits for graduation must:

1. Enroll in summer school and pass the courses needed to graduate.

OR

2. If the student does not meet all necessary credit requirements for graduation through summer school, s/he can return to WHS in September but only to make-up those courses needed to graduate. [The student may not carry a full load of courses, and will be permitted on campus only during the time s/he is in class.]

OR

3. Attend Adult Education or community college to earn the necessary credits for graduation.

C. Seniors who are short 2.5 or more credits toward graduation may return to Windsor High and carry a full load of courses.

Note: Any seniors returning for another year of school must meet the graduation standard of the students' original graduating class which is based on the year they entered high school.

VI. Residency Requirement:

To receive a Windsor High School diploma, students must have earned a minimum of 5.50 credits while attending Windsor High School. Of the 5.50 credits earned at Windsor High School, 2.50 credits must be earned during the senior year. Students transferring to Windsor High School and planning to graduate in June of the school year in which they transferred, must be enrolled at the school no later than February 1st of that same school year to receive a Windsor High School diploma.

Reference:

P-0200 - Goals for Students

P-6146.1 - Reporting to Parents

AR-6146.1 - Reporting to Parents, Marking System

P-6146 - Graduation Requirements, Standards of Proficiency

Legal Reference - Connecticut General Statutes:

PA 99-288 An Act of Concerning Education Accountability

10-221 (a) Board of Education to prescribe rules

PA 01-166: An Act Concerning High School Graduation and the Connecticut Academic Performance Test

Regulation Revised: June 6, 2016

Regulation Approved: November 16, 2010

Craig A. Cooke, Ph.D.
Superintendent of Schools

Windsor Public Schools
Windsor, CT

Substitute Senate Bill No. 1026

Public Act No. 17-42

AN ACT CONCERNING REVISIONS TO THE HIGH SCHOOL GRADUATION REQUIREMENTS.

Be it enacted by the Senate and House of Representatives in General Assembly convened:

Section 1. Section 10-221a of the general statutes is repealed and the following is substituted in lieu thereof (*Effective July 1, 2017*):

(a) For classes graduating from 1988 to 2003, inclusive, no local or regional board of education shall permit any student to graduate from high school or grant a diploma to any student who has not satisfactorily completed a minimum of twenty credits, not fewer than four of which shall be in English, not fewer than three in mathematics, not fewer than three in social studies, not fewer than two in science, not fewer than one in the arts or vocational education and not fewer than one in physical education.

(b) For classes graduating from 2004 to [2020] 2022, inclusive, no local or regional board of education shall permit any student to graduate from high school or grant a diploma to any student who has not satisfactorily completed a minimum of twenty credits, not fewer than four of which shall be in English, not fewer than three in mathematics, not fewer than three in social studies, including at least a one-half credit course on civics and American government, not fewer than two in science, not fewer than one in the arts or vocational education and not fewer than one in physical education.

[(c) Commencing with classes graduating in 2021, and for each graduating class thereafter, no local or regional board of education shall permit any student to graduate from high school or grant a diploma to any student who has not satisfactorily completed (1) a minimum of twenty-five credits, including not fewer than: (A) Nine credits in the humanities, including not fewer than (i) four credits in English, including composition; (ii) three credits in social studies, including at least one credit in American history and at least one-half credit in civics and American government; (iii) one credit in fine arts; and (iv) one credit in a humanities elective; (B) eight credits in science, technology, engineering and mathematics, including not fewer than (i) four credits in mathematics, including algebra I, geometry and algebra II or probability and statistics; (ii) three credits in science,

including at least one credit in life science and at least one credit in physical science; and (iii) one credit in a science, technology, engineering and mathematics elective; (C) three and one-half credits in career and life skills, including not fewer than (i) one credit in physical education; (ii) one-half credit in health and safety education, as described in section 10-16b; and (iii) two credits in career and life skills electives, such as career and technical education, English as a second language, community service, personal finance, public speaking and nutrition and physical activity; (D) two credits in world languages, subject to the provisions of subsection (g) of this section; and (E) a one credit senior demonstration project or its equivalent, as approved by the State Board of Education; and (2) end of the school year examinations for the following courses: (A) Algebra I, (B) geometry, (C) biology, (D) American history, and (E) grade ten English.]

(c) Commencing with classes graduating in 2023, and for each graduating class thereafter, no local or regional board of education shall permit any student to graduate from high school or grant a diploma to any student who has not satisfactorily completed a minimum of twenty-five credits, including not fewer than: (1) Nine credits in the humanities, including civics and the arts; (2) nine credits in science, technology, engineering and mathematics; (3) one credit in physical education and wellness; (4) one credit in health and safety education, as described in section 10-16b; (5) one credit in world languages, subject to the provisions of subsection (g) of this section; and (6) a one credit mastery-based diploma assessment.

(d) Commencing with classes graduating in [2021] 2023, and for each graduating class thereafter, local and regional boards of education shall provide adequate student support and remedial services for students beginning in grade seven. Such student support and remedial services shall provide alternate means for a student to complete any of the high school graduation requirements [or end of the school year examinations] described in subsection (c) of this section, if such student is unable to satisfactorily complete any of the required courses or exams. Such student support and remedial services shall include, but not be limited to, (1) allowing students to retake courses in summer school or through an on-line course; (2) allowing students to enroll in a class offered at a constituent unit of the state system of higher education, as defined in section 10a-1, pursuant to subdivision (4) of subsection (g) of this section; (3) allowing students who received a failing score, as determined by the Commissioner of Education, on an end of the school year exam to take an alternate form of the exam; and (4) allowing those students whose individualized education programs state that such students are eligible for an alternate assessment to demonstrate competency on any of the five core courses through success on such alternate assessment.

(e) Any student who presents a certificate from a physician or advanced practice registered nurse stating that, in the opinion of the physician or advanced practice registered nurse, participation in physical education is medically contraindicated because of the physical condition of such student, shall be excused from the physical education requirement, provided the credit for physical education may be fulfilled by an elective.

(f) Determination of eligible credits shall be at the discretion of the local or regional board of education, provided the primary focus of the curriculum of eligible credits corresponds directly

the subject matter of the specified course requirements. The local or regional board of education may permit a student to graduate during a period of expulsion pursuant to section 10-233d, if the board determines the student has satisfactorily completed the necessary credits pursuant to this section. The requirements of this section shall apply to any student requiring special education pursuant to section 10-76a, except when the planning and placement team for such student determines the requirement not to be appropriate. For purposes of this section, a credit shall consist of not less than the equivalent of a forty-minute class period for each school day of a school year except for a credit or part of a credit toward high school graduation earned (1) at an institution accredited by the Board of Regents for Higher Education or Office of Higher Education or regionally accredited, (2) through on-line coursework that is in accordance with a policy adopted pursuant to subsection (g) of this section, or (3) through a demonstration of mastery based on competency and performance standards, in accordance with guidelines adopted by the State Board of Education.

(g) Only courses taken in grades nine to twelve, inclusive, and that are in accordance with the state-wide subject matter content standards, adopted by the State Board of Education pursuant to section 10-4, as amended by this act, shall satisfy the graduation requirements set forth in this section, except that a local or regional board of education may grant a student credit (1) toward meeting the high school graduation requirements upon the successful demonstration of mastery of the subject matter content described in this section achieved through educational experiences and opportunities that provide flexible and multiple pathways to learning, including cross-curricular graduation requirements, career and technical education, virtual learning, work-based learning, service learning, dual enrollment and early college, courses taken in middle school, internships and student-designed independent studies, provided such demonstration of mastery is in accordance with such state-wide subject matter content standards; (2) toward meeting a specified course requirement upon the successful completion in grade seven or eight of any course, the primary focus of which corresponds directly to the subject matter of a specified course requirement in grades nine to twelve, inclusive; [(2)] (3) toward meeting the high school graduation requirement upon the successful completion of a world language course (A) in grade six, seven or eight, (B) through on-line coursework, or (C) offered privately through a nonprofit provider, provided such student achieves a passing grade on an examination prescribed, within available appropriations, by the Commissioner of Education and such credits do not exceed four; [(3)] (4) toward meeting the high school graduation requirement upon achievement of a passing grade on a subject area proficiency examination identified and approved, within available appropriations, by the Commissioner of Education, regardless of the number of hours the student spent in a public school classroom learning such subject matter; [(4)] (5) toward meeting the high school graduation requirement upon the successful completion of coursework during the school year or summer months at an institution accredited by the Board of Regents for Higher Education or Office of Higher Education or regionally accredited. One three-credit semester course, or its equivalent, at such an institution shall equal one-half credit for purposes of this section; [(5)] (6) toward meeting the high school graduation requirement upon the successful completion of on-line coursework, provided the local or regional board of education has adopted a policy in accordance with this subdivision for the granting of credit for on-line coursework. Such a policy shall ensure, at a

minimum, that (A) the workload required by the on-line course is equivalent to that of a similar course taught in a traditional classroom setting, (B) the content is rigorous and aligned with curriculum guidelines approved by the State Board of Education, where appropriate, (C) the cou engages students and has interactive components, which may include, but are not limited to, required interactions between students and their teachers, participation in on-line demonstrations, discussion boards or virtual labs, (D) the program of instruction for such on-line coursework is planned, ongoing and systematic, and (E) the courses are (i) taught by teachers who are certified in the state or another state and have received training on teaching in an on-line environment, or (ii) offered by institutions of higher education that are accredited by the Board of Regents for Higher Education or Office of Higher Education or regionally accredited; or [(6)] (7) toward meeting the high school graduation requirement upon the successful completion of the academic advancement program, pursuant to section 10-5c.

(h) A local or regional board of education may offer one-half credit in community service which, if satisfactorily completed, shall qualify for high school graduation credit pursuant to this section, provided such community service is supervised by a certified school administrator or teacher and consists of not less than fifty hours of actual service that may be performed at times when school is not regularly in session and not less than ten hours of related classroom instruction. For purposes of this section, community service does not include partisan political activities. The State Board of Education shall assist local and regional boards of education in meeting the requirements of this section. The State Board of Education shall award a community service recognition award to any student who satisfactorily completes fifty hours or more of community service in accordance with the provisions of this subsection.

(i) (1) A local or regional board of education may award a diploma to a veteran, as defined in subsection (a) of section 27-103, of World War II or the Korean hostilities, as described in section 51-49h, or of the Vietnam Era, as defined in subsection (a) of section 27-103, who withdrew from high school prior to graduation in order to serve in the armed forces of the United States and did not receive a diploma as a consequence of such service.

(2) A local or regional board of education may award a diploma to any person who (A) withdrew from high school prior to graduation to work in a job that assisted the war effort during World War II, December 7, 1941, to December 31, 1946, inclusive, (B) did not receive a diploma as a consequence of such work, and (C) has been a resident of the state for at least fifty consecutive years.

(j) For the school year commencing July 1, 2012, and each school year thereafter, each local and regional board of education shall create a student success plan for each student enrolled in a public school, beginning in grade six. Such student success plan shall include a student's career and academic choices in grades six to twelve, inclusive.

Sec. 2. Subsection (a) of section 10-4 of the general statutes is repealed and the following is substituted in lieu thereof (*Effective July 1, 2017*):

(a) Said board shall have general supervision and control of the educational interests of the state, which interests shall include preschool, elementary and secondary education, special education, vocational education and adult education; shall provide leadership and otherwise promote the improvement of education in the state, including research, planning and evaluation and services relating to the provision and use of educational technology, including telecommunications, by school districts; shall adopt state-wide subject matter content standards, provided such standards are reviewed and revised at least once every ten years; shall prepare such courses of study and publish such curriculum guides including recommendations for textbooks, materials, instructional technological resources and other teaching aids as it determines are necessary to assist school districts to carry out the duties prescribed by law; shall conduct workshops and related activities, including programs of intergroup relations training, to assist teachers in making effective use of such curriculum materials and in improving their proficiency in meeting the diverse needs and interests of pupils; shall keep informed as to the condition, progress and needs of the schools in the state; and shall develop or cause to be developed evaluation and assessment programs designed to measure objectively the adequacy and efficacy of the educational programs offered by public schools and shall selectively conduct such assessment programs annually and report, pursuant to subsection (b) of this section, to the joint standing committee of the General Assembly having cognizance of matters relating to education, on an annual basis.

Sec. 3. Section 10-5e of the general statutes is repealed. (*Effective July 1, 2017*)

Approved June 13, 2017

Revised

Students **P 5145**

POLICY REGARDING STUDENTS AND SECTION 504 OF THE REHABILITATION ACT OF 1973 AND TITLE II OF THE AMERICANS WITH DISABILITIES ACT OF 1990

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. To be protected under Section 504 and the ADA ("collectively, "Section 504/ADA"), an individual must (1) have a physical or mental impairment that substantially limits one or more major life activities; (2) have a record of such an impairment; or (3) be regarded as having such an impairment.

In order to fulfill its obligation under Section 504/ADA, the Windsor Public Schools recognize a responsibility to avoid discrimination in policies and practices regarding its personnel, students, parents/guardians and members of the public who participate in school sponsored programs. In this regard, the Windsor Public Schools prohibit discrimination against any person with a disability in any of the services, programs or activities of the school system.

The school 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 school 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 Regulations Regarding Students and Section 504 of Rehabilitation Act of 1973 and Title II of Americans with Disabilities Act, and/or may file a complaint with the Office for Civil Rights, U.S. Department of Education ("OCR"):

Office for Civil Rights, Boston Office
U.S. Department of Education
8th Floor
5 Post Office Square
Boston, MA 02109- 3921
(617) 289-0111

Anyone who wishes to file a grievance/complaint with the district, or who has questions or concerns about this policy, should contact **Steven Carvalho, Director of Pupil and Special Education Services, the Section 504/ADA Coordinator for the Windsor Public Schools, at phone number 860-687-2000 x 1238.**

The Windsor Public Schools prohibits retaliation against any person who makes a good faith report or complaint of disability-based discrimination or who participates or cooperates in the investigation of such complaint.

Legal References:

29 U.S.C. §§ 705, 794
34 C.F.R. Part 104
42 U.S.C. § 12101 et seq.
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)

Policy approved: April 9, 2013
Policy revised:

Windsor Public Schools
Windsor, CT

ADMINISTRATIVE REGULATIONS REGARDING STUDENTS AND SECTION 504 OF THE REHABILITATION ACT OF 1973 AND TITLE II OF THE AMERICANS WITH DISABILITIES ACT OF 1990

Windsor Board of Education Section 504/ADA Grievance/Complaint Procedures Regarding Discrimination Against Students on the Basis of Disability

Section 504 of the Rehabilitation Act of 1973 ("Section 504") and Title II of the Americans with Disabilities Act of 1990 ("Title II" or "ADA") (collectively, "Section 504/ADA") prohibit 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. Procedures for Grievances/Complaints Alleging Discrimination on the Basis of Disability

A. Any eligible person, including any student, parent/guardian, staff member or other employee who feels that he/she has been discriminated against on the basis of disability may submit a written complaint to the district's designated Section 504/ADA Coordinator within thirty (30) school days of the alleged occurrence. Timely reporting of complaints facilitates the prompt investigation and resolution of such complaints. If the complaint is made verbally, the individual taking the complaint will reduce it to writing.

B. At any time, when a complaint involves discrimination that is directly related to a claim regarding the identification, evaluation or educational placement of a student under Section 504, the complainant may request that the Section 504/ADA Coordinator submit the complaint directly to an impartial hearing officer and request a hearing in accordance with Section III.D. Complaints regarding a student's rights with respect to his/her identification, evaluation or educational placement shall be addressed in accordance with the procedures set forth below in Section III.

C. Retaliation against any individual who complains pursuant to the Board's policy and regulations listed herein is strictly prohibited. The district will not tolerate any reprisals or retaliation that occur as a result of the good faith reporting or complaint of disability-based discrimination or as a result of an individual's participation or cooperating in the investigation of a complaint. The district will take necessary actions to prevent retaliation as a result of filing a complaint or the participation in an investigation of a complaint.

D. If the Section 504/ADA Coordinator is the subject of the complaint, the complaint should be submitted directly to the Superintendent who may conduct the investigation or appoint a designee to conduct the investigation in accordance with these procedures.

E. Complaints will be investigated promptly within timeframes identified below. Timeframes may be extended as needed given the complexity of the investigation, availability of individuals with relevant information and other extenuating

circumstances. Confidentiality will be maintained by all persons involved in the investigation to the extent possible.

F. The complaint should contain the following information:

1. The name of the complainant;
2. The date of the complaint;
3. The date(s) of the alleged discrimination;
4. The names of any witnesses or individuals relevant the complaint;
5. A detailed statement describing the circumstances in which the alleged discrimination occurred; and
6. The remedy requested.

However, all complaints will be investigated to the extent possible, even if such information is not included in the complaint. In such circumstances, additional information may be requested by the investigator as part of the investigation process.

G. Upon receipt of the complaint, the individual investigating the complaint shall:

1. Provide a copy of the written complaint to the Superintendent of Schools;

2. Meet with the complainant within ten (10) school days to discuss the nature of the complaint, identify individuals the complainant believes have relevant information, and obtain any relevant documents the complainant may have;

3. Provide the complainant with a copy of the applicable Board Section 504/ADA Policy and these administrative regulations;

4. Conduct an investigation that is adequate, reliable, and impartial. Investigate the factual basis for the complaint, including conducting interviews with individuals with information and review of documents relevant to the complaint;

5. Maintain confidentiality to the extent practicable throughout the investigative process in accordance with state and federal law;

6. Communicate the outcome of the investigation in writing to the complainant, and to any individual properly identified as a party to the complaint (to the extent permitted by state and federal confidentiality requirements), within fifteen (15) school days from the date the complaint was received by the Section 504/ADA Coordinator or Superintendent. The investigator may extend this deadline for no more than fifteen (15) additional school days if needed to complete the investigation. The complainant shall be notified of such extension. The written notice shall include a finding whether the complaint was substantiated and if so, shall identify how the district will remedy any identified violations of Section 504/ADA;

7. If a complaint is made during summer recess, the complaint will be reviewed and addressed as quickly as possible given the availability of staff and/or other individuals who may have information relevant to the complaint. If fixed timeframes cannot be met, complainant will receive notice and interim measures may be implemented as necessary (see sub-paragraph 6);

8. Ensure that appropriate corrective action is taken whenever allegations are verified. When allegations are verified, ensure that measures to remedy the effects of the discrimination are appropriately considered, and offered, when appropriate. Corrective action should include steps to avoid continuing discrimination.

9. In the event the investigator concludes that there is no violation of Section 504/ADA, the district may attempt to resolve the complainant's ongoing concerns, if possible.

H. If the complainant is not satisfied with the findings and conclusions of the investigation, the complainant may present the complaint and written outcome to the Superintendent for review and reconsideration within thirty (30) calendar days of receiving the findings. This process provides an opportunity for the complainant to bring information to the Superintendent's attention that would change the outcome of the investigation. In submitting the complaint and written outcome for review, the complainant must explain why he/she believes the factual information was incomplete, the analysis of the facts was incorrect, and/or the appropriate legal standard was not applied, *and* how this information would change the investigator's determination in the case. Failure to provide all such information may result in the denial of the review.

Upon review of a written request from the complainant, the Superintendent shall review the investigative results of the investigator and determine if further action and/or investigation is warranted. Such action may include consultation with the investigator and complainant, a meeting with appropriate individuals to attempt to resolve the complaint or a decision affirming or overruling the investigator's conclusions or findings. The Superintendent shall provide written notice to the complainant of his/her decision within ten (10) school days following the receipt of the written request for review.

III. Grievance/Complaint Resolution Procedures for Complaints Involving a Student's Identification, Evaluation or Educational Placement

Complaints regarding a student's identification, evaluation or educational placement shall generally be handled using the procedures described below. **However, at any time, the complainant may request that the Section 504/ADA Coordinator submit the complaint directly to an impartial hearing officer, and request a hearing in accordance with the provisions of subsection D (below).**

Drug/Alcohol Violations

If a student with a disability violates the Board's policies relative to the use or possession of illegal drugs or alcohol, the Board may take disciplinary action against such student for his/her illegal use or possession of drugs or alcohol to the same extent that the Board would take disciplinary action against nondisabled students. Such disciplinary action is not subject to the complaint or due process procedures outlined below.

A. Submission of Complaint to Section 504/ADA Coordinator

1. In order to facilitate the prompt investigation of complaints, any complaint 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. Timely reporting of complaints facilitates the resolution of potential educational disputes.

2. The complaint concerning a student's identification, evaluation or educational placement should contain the following information:

   a. Full name of the student, age, and grade level;
   b. Name of parent(s);
   c. Address and relevant contact information for parent/complainant;
   d. Date of complaint;
   e. Specific areas of disagreement relating to the student's identification, evaluation and/or placement; and
   f. Remedy requested.

   However, all complaints will be investigated to the extent possible even if such information is not included in the complaint. In such circumstances, additional information may be requested by the investigator as part of the investigation process.

3. Complaints will be investigated promptly within timeframes identified below. Timeframes may be extended as needed given the complexity of the investigation, availability of individuals with relevant information and other extenuating circumstances.

4. Upon receipt of the complaint, the Section 504/ADA Coordinator shall:

   a. Forward a copy of the complaint to the Superintendent of Schools;

   b. Meet with the complainant within ten (10) school days to discuss the nature of his/her concerns and determine if an appropriate resolution can be reached. If a complaint is made during summer recess, the complaint will be reviewed and addressed as quickly

as possible given the availability of staff and other individuals who may have information relevant to the complaint;

c. If, following such a meeting, further investigation is deemed necessary, the Section 504/ADA Coordinator shall promptly investigate the factual basis for the complaint, consulting with any individuals reasonably believed to have relevant information, including the student and/or complainant; and

d. Communicate the results of his/her investigation in writing to the complainant and any persons named as parties to the complaint (to the extent permitted by state and federal confidentiality requirements) within fifteen (15) school days from the date the complaint was received by the Section 504/ADA Coordinator.

e. In the event that that the Section 504/ADA Coordinator has a conflict of interest that prevents him/her from serving in this role, the complaint shall be forwarded to the Superintendent who shall appoint an investigator who does not have a conflict of interest.

B. Review by Superintendent of Schools

1. If the complainant is not satisfied with the findings and/or resolution offered as a result of the Section 504/ADA Coordinator's review, the complainant may present the complaint and the written statement of findings to the Superintendent for review and reconsideration within thirty (30) calendar days of receiving the findings. This process provides an opportunity for complainants to bring information to the Superintendent's attention that would change the outcome of the investigation. In submitting the complaint and written outcome for review, the complainant must explain why he/she believes the factual information was incomplete, the analysis of the facts was incorrect, and/or the appropriate legal standard was not applied, *and* how this information would change the investigator's determination in the case. Failure to provide all such information may result in the denial of the review.

2. The Superintendent shall review the complaint and any relevant documents maintained by the Section 504/ADA Coordinator or other investigator and shall consult with the Section 504/ADA Coordinator or other investigator regarding attempts to resolve the complaint. The Superintendent also shall consult with the complainant. The Superintendent may attempt to resolve the complainant's concerns alone, or with another appropriate administrator.

3. Following the Superintendent's review, he or she shall communicate his/her findings to the complainant within ten (10) school days following his/her receipt of the written request for review.

4. If the complainant is not satisfied with the Superintendent's

decision or proposed resolution, he/she may request that the Superintendent submit the matter to a neutral mediator or to an impartial hearing officer. This request for mediation or a hearing should be made within fifteen (15) school days of the Superintendent's decision. Mediation shall only occur by mutual agreement of the parties.

C. Mediation Procedures:

A parent/guardian or student aged 18 or older may request mediation with a neutral mediator to attempt to resolve a disagreement with the decisions made by the professional staff of the school district with respect to the identification, evaluation or educational placement of the student.

1. A request for mediation 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 grievance/complaint procedure described in Section III.B, above.

2. The request for mediation concerning a disagreement relating to a student's identification, evaluation or educational placement should contain the following information:

   a. Full name of the student, age, and grade level;
   b. Name of parent(s);
   c. Address and relevant contact information for parent/complainant;
   d. Date of complaint;
   e. Specific areas of disagreement relating to the student's identification, evaluation and/or placement; and
   f. Remedy requested.

3. Upon receipt of a request for mediation, the Section 504/ADA Coordinator shall:

   i. Forward a copy of the request for mediation to the Superintendent of Schools;
   ii. Retain a neutral mediator 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").

4. The mediator shall inform all parties involved of the date, time and place of the mediation and of the right to have legal counsel or other representation at the complainant's own expense, if desired.

5. The mediator shall meet with the parties jointly, or separately, as determined by the mediator, and shall facilitate a voluntary settlement of the dispute between the parties, if possible.

6. All statements, offers, or discussions and/or information shared during the mediation process, but not available from other means, shall be confidential, and may not be used in a subsequent hearing or other administrative or judicial proceeding related to the disagreement that is the subject of the mediation.

7. If the parties are not able to reach a voluntary settlement of the dispute, the complainant may request an impartial hearing, as described below.

D. Impartial Hearing Procedures:

An impartial due process 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 school district with respect to the identification, evaluation or educational placement of the student, or otherwise makes a claim of discrimination relating to the identification, evaluation or educational placement of the student.

1. The request for mediation concerning a disagreement relating to a student's identification, evaluation or educational placement should contain the following information:

   a. Full name of the student, age, and grade level;
   b. Name of parent(s);
   c. Address and relevant contact information for parent/complainant;
   d. Date of complaint;
   e. Specific areas of disagreement relating to the student's identification, evaluation and/or placement; and
   f. Remedy requested.

2. Upon receipt of a request for an impartial due process 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").

3. The impartial hearing officer 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.

4. 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.

5. 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.

6. An impartial hearing officer under Section 504 does not have jurisdiction to hear claims alleging discrimination, harassment or retaliation based on an individual's disability unless such a claim is ***directly related*** to a claim regarding the identification, evaluation, or educational placement of a student under Section 504.

7. 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.

IV. The Section 504/ADA Coordinator for this district is:

Steven Carvalho
Director of Pupil and Special Education Services
Windsor Public Schools
601 Matianuck Avenue
Windsor, CT 06095
860-687-2000 x 1238

V. Complaints to Federal Agencies

At any time, the complainant has the right to file a formal complaint with the U.S. Department of Education, Office for Civil Rights, 8th Floor, 5 Post Office Square, Suite 900, Boston, MA 02109-0111 (TELEPHONE NUMBER (617) 289-0111); http://www2.ed.gov/about/offices/list/ocr/docs/howto.html.

Regulation approved:

Craig A. Cooke, Ph.D.
Superintendent

Windsor Public Schools
Windsor, CT

Current

P 5145

Students

POLICY REGARDING SECTION 504 OF THE REHABILITATION ACT OF 1973

Section 504 of the Rehabilitation Act of 1973 ("Section 504") prohibits discrimination against individuals with a disability in any program receiving Federal financial assistance be protected from discrimination under Section 504 an individual must be determined to: (1) have a physical or mental impairment that substantially limits one or more major life activities; (2) have a record of such an impairment; or (3) be regarded as having such an impairment.

The school 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 school district's obligation includes providing a free appropriate public education ("FAPE") for students determined to be eligible under Section 504. 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).

In order to fulfill its obligation under Section 504, the Windsor Public Schools also recognizes a responsibility to avoid discrimination in policies and practices regarding its personnel, students, parents and members of the public who participate in school sponsored programs. In this regard, the Windsor Public Schools prohibits discrimination against any person with a disability in any of the programs operated by the school system.

If the parent or 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, a parent/guardian has a right request an impartial due process hearing. The parent or guardian may also file an internal grievance on these issues or any other type of discrimination on the basis of disability and/or may file a complaint with the Office of Civil Rights, U.S. Department of Education, 8th Floor, 5 Post Office Square, Suite 900, Boston, MA 02109-0111; TELEPHONE NUMBER (617) 289-0111.

Anyone who wishes to file a complaint, or who has questions or concerns about this policy, should contact Jody Lefkowitz, the Section 504 Coordinator for the Windsor Public Schools, at phone number (860) 687-2000 ext. 238.

Legal References: 29 U.S.C. § 794
34 C.F.R. § 104 et seq.
42 U.S.C. 12101 et seq.
ADA Amendments of 2008, Public Law 110-325

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).

Policy Adopted: April 9, 2013

Students

ADMINISTRATIVE REGULATIONS REGARDING SECTION 504 OF THE REHABILITATION ACT OF 1973

Windsor Board of Education Section 504 Grievance Procedures

Section 504 prohibits discrimination on the basis of disability. For the purposes of Section 504, 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, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating and working. A major life activity also includes the operation of a major bodily function, including, but not limited to, functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine and reproductive functions.

Mitigating Measures: include, but are not limited to, medication, medical supplies, equipment, appliances, low-vision devices (not including ordinary eyeglasses or contact lenses), prosthetics, hearing aids, cochlear implants, mobility devices, oxygen therapy, use of assistive technology, reasonable accommodations or auxiliary aids or services or learned behavioral or adaptive neurological modifications.

Physical or Mental Impairment: a) any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological, musculoskeletal, special sense organs, respiratory, including speech organs, cardiovascular, reproductive, digestive, genitourinary, hemic and lymphatic, skin, and endocrine or b) any mental or psychological disorder, such as mental retardation, organic brain syndrome, emotional or mental illness, and specific learning disabilities.

II. Procedures for Grievances Alleging Discrimination on the Basis of Disability

A. Any eligible person, including any student, parent/guardian, staff member or other employee who feels that he/she has been discriminated against on the basis of disability may submit a written complaint to the district's designated Section 504 Coordinator within ninety (90) school days of the alleged occurrence. Complainants are encouraged to file complainants as soon as possible, as timely reporting of complaints facilitates the prompt and equitable investigation and resolution of such complaints. If the complaint is made verbally, the individual taking the complaint will reduce it to writing.

B. At any time, when complaints involve discrimination that is directly related to a claim regarding the identification, evaluation, or educational placement of a student under Section 504, the complainant may request that the Section 504 Coordinator submit the complaint directly to an impartial hearing officer, and request a hearing in accordance with the Administrative Regulations for Due Process Complaint Procedures.

C. Retaliation against any individual who complains pursuant to the Board's policy and regulations listed herein is strictly prohibited. The district will not tolerate any reprisals or retaliation that occur as a result of the good faith reporting or complaint of disability-based discrimination, or as a result of an individual's participation or cooperating in the investigation of a complaint. The district will take necessary actions to prevent retaliation as a result of filing a complaint or the participation in an investigation of a complaint.

D. If the Section 504 Coordinator is the subject of the complaint, the complaint should be submitted to the Section 504 Coordinator, with a copy to the Superintendent, who may conduct the investigation or appoint a designee to conduct the investigation in accordance with these procedures.

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

F. The complaint should contain the following information:

1. The name of the complainant;
2. The date of the complaint;
3. The date(s) of the alleged discrimination;
4. The names of any witness(es) or individuals relevant to the complaint;
5. A detailed statement describing the circumstances in which the alleged discrimination occurred; and
6. Remedy requested.

However, all complaints will be investigated to the extent possible, even if such information is not included in the complaint. In such circumstances, additional information may be requested by the investigator as part of the investigation process.

G. Upon receipt of the complaint, the individual investigating the complaint shall:

1. Provide a copy of the written complaint to the Superintendent of Schools;

2. Meet with the complainant within ten (10) school days to discuss the nature of the complaint, identify individuals the complainant believes have relevant information, and obtain any relevant documents the complainant may have;

3. Provide the complainant with a copy of the Board's Section 504 Policy, this procedure, and any other applicable administrative regulations;

4. Conduct an investigation that is adequate, reliable and impartial. Investigate the factual basis for the complaint, including conducting interviews with individuals with information and review of documents relevant to the complaint;

5. Maintain confidentiality to the extent practicable throughout the investigative process, in accordance with state and federal law;

6. Communicate the outcome of the investigation in writing to the complainant, and to any individual properly identified as a party to the complaint (to the extent permitted by state and federal confidentiality requirements), within fifteen (15) school days from the date the complaint was received by the Section 504 Coordinator or Superintendent. The investigator may extend this deadline for no more than fifteen (15) additional school days if needed to complete the investigation. (The complainant shall be notified of such extension). The written notice shall include a finding whether the complaint was substantiated and if so, shall identify how the district will remedy any identified violations of Section 504;

7. If a complaint is made during summer recess, as many steps of the investigation that can be completed must be given the availability of staff and/or other individuals who may have information relevant to the complaint. If fixed timeframes cannot be met, complainant will receive notice and interim measures may be implemented as necessary (see sub-paragraph 6);

8. Ensure that appropriate corrective action is taken whenever allegations are verified. When allegations are verified, ensure that compensatory services and or other measures to remedy the effects of the discrimination are appropriately considered, and offered, when appropriate. Corrective action should include steps to avoid continuing discrimination.

9. In the event the investigator concludes that there is no violation of Section 504, the District may attempt to resolve the complainant's ongoing concerns, if possible.

H. If the complainant is not satisfied with the findings of the investigation, upon conclusion of the investigation, the complainant may present the complaint and written outcome to the Superintendent for review and reconsideration within thirty (30) calendar days of receiving the findings. This process provides an opportunity for complainants to bring information to the Superintendent's attention that would change outcome of the investigation. In submitting the complaint and written outcome for review, the complainant must explain why he or she believes the factual information was incomplete, the analysis of the facts was incorrect, and/or the appropriate legal standard was not applied, *and* how this would change the investigator's determination in the case. Failure to do so may result in the denial of the review.

Upon review of a written request from the complainant, the Superintendent shall review the investigative results of the Section 504 Coordinator and determine if further action and/or investigation is warranted. Such action may include consultation with the investigator and complainant, a meeting with appropriate individuals to attempt to resolve the complaint or a decision affirming or overruling the investigator's conclusions or findings. The Superintendent shall provide written notice to the complainant of his/her decision within ten (10) school days following the receipt of the written request for review.

Regulation approved: April 9, 2013

Rational for Revised Regulation:

AR 6155 Class Examinations

This regulation is being considered for revision to bring final exams for ½ year courses (January) in line with finals for full year courses (June).

CLASS EXAMINATIONS

Examinations: High School

1. Examinations are to be administered in all classes at the end of each semester. A special examination schedule will be developed to afford all students ample opportunity to do well. Exams are to be weighted as 20% of the final grade for semester courses and the semester grade for year-long courses.

2. Students who have an excused absence during the scheduled exam period must make specific arrangements with the teacher to complete the exam upon the student's return to school.

3. Students who miss an exam without a legitimate reason will be unexcused for the examination and not entitled to make up the exam. These students will receive a grade of zero (0) for the exam.

4. During the exam schedule days, students are required to attend school only when they are scheduled for an exam. If students attend school when not scheduled for an exam, they will be required to report to a designated area. Loitering in the building or on school grounds is not be permitted.

5. ~~During the spring semester ONLY,~~ ~~s~~ Seniors will be exempt from **final** exams in any class where they have at least an A- (90%) combined average. ~~for quarters 3 and 4~~. **This applies to ½ year courses for January exams and full and ½ year courses for June exams.** Seniors will not be exempt from school designated Capstone Projects. There are NO exemptions for freshmen, sophomores and juniors.

Regulation Revised: June 6, 2016
Regulation Approved: Oct. 19, 1992

Craig A. Cooke, Ph.D.
Superintendent of Schools

Windsor Public Schools
Windsor, CT

Academic Eligibility Policy Revision Recommendation for BOE Consideration

Under current BOE mandated academic eligibility standards (established as BOE policy in 2009) more than 95% of WHS student-athletes have been consistently retaining academic eligibility to participate in interscholastic athletics since the inception of the policy. **The policy states a WHS student must achieve a minimum 71.0 GPA in all of his/her classes and not fail ("F") more than one (1) class in the preceding academic quarter to be eligible to participate after school in interscholastic athletics and/or in a leadership position in a school sponsored extracurricular activity or club.**

The current Director of Athletics (Steve Risser) for the District, who also serves as the Academic Eligibility Advisor at Windsor High School, recommends the following proposal as an addendum to the policy for special consideration by the BOE . This proposal would represent the first amendment to the policy since its inception and not adjust any of the existing grade performance standards for participation eligibility in interscholastic athletics and/or in a leadership position in an extracurricular activity or club.

The proposal is as follows:

"A one-time only opportunity is granted for a WHS student currently in his junior or senior academic year who becomes academically ineligible at the end of a quarter to earn back his academic eligibility mid-way through the succeeding quarter when progress reports are distributed. This one-time only opportunity would not include sophomore and freshman students."

So, in effect this proposal revision would allow a junior or senior student a one-time opportunity to have his eligibility reinstated when progress reports are released at mid-quarter if his grade performance meets the existing grade performance standards **(minimum 71.0 GPA and not fail ("F") more than one (1) class).**

Careful monitoring of the student's grades would take place through the end of the quarter and throughout the the remainder of the academic calendar by his interscholastic coach or activity supervisor, school counselor and the academic eligibility advisor. The student would be mandated to continue to attend the after-school study hall throughout the end of the quarter.

Rationale for the proposal:

1) Motivates an ineligible junior or senior student to quickly address and improve his/her academic grades.

2) Evidence exists that some senior students who become ineligible and therefore have no opportunity to earn back their eligibility for their senior season lose their motivation to perform academically sometimes leading to issues with on-time graduation.

(Rationale for Proposal-continued)

3) Capable academic students sometimes shy away from taking AP classes not wanting to put their eligibility at risk for participation in athletics and/or a leadership position in another extracurricular activity/club.

4) The Windsor BOE minimum academic standards for interscholastic athletics participation significantly exceed the Connecticut Interscholastic Athletic Conference (CIAC) state standards for athletic eligibility.

5) No evidence has been found showing any school district in the state of Connecticut with a more stringent academic eligibility requirement for participation in interscholastic athletics and leadership positions in other extracurricular activities/clubs. This one-time opportunity to regain eligibility at mid-quarter does not change the BOE grade performance requirements.

Section:	**Instruction**	
Subject:	**ATHLETICS & EXTRA CURRICULAR ACTIVITY ELIGIBILITY**	**P-6145.2**

BOARD OF EDUCATION POLICY
WINDSOR PUBLIC SCHOOLS
WINDSOR, CT

The Windsor Board of Education believes that student participation in intramural/interscholastic athletic programs and extra-curricular activities/organizations are important for the growth and development of well-rounded students. However, student academic performance is the Windsor Board of Education's highest priority and, therefore, students at Windsor High School will be required to meet certain academic standards, as set forth below, in order to be eligible to participate in these activities.

Furthermore, the Windsor Board of Education is committed to providing students with academic support to assist them in maintaining academic eligibility so that they may continue to participate in these activities.

Effective Date

This policy is effective with the start of the 2009-2010 school year.

Applicability of Policy

The academic standards set forth in this policy apply to all students attending Windsor High School who wish to participate in any intramural and/or interscholastic athletic programs, and/or in the role of an officer/leader of any extra-curricular activity and/or organizations, sponsored by the Windsor Board of Education.

Special Education students will be subject to this policy unless such students are excluded from the academic standards as determined by the Planning & Placement Team (PPT) or by a Section 504 Team Meeting.

Academic Standard For Eligibility

In order to be eligible to participate in activities covered by this policy, Windsor High School students must carry a full course load as defined in the AR, and maintain a "C-" average calculated as a 71 or higher with no more than one F. In addition, students participating in interscholastic athletic programs must meet the minimum eligibility requirements of the C.I.A.C.

Determining Eligibility

No later than ten (10) days after the close of each marking period, eligibility under this policy will be determined. Grades earned in summer school will be considered in calculating eligibility

under the policy. Students who do not meet the academic standard will be ineligible and will not be permitted to practice or be involved in any intramural or interscholastic athletic programs, or be involved in any extra-curricular activities, until the end of the following marking period, provided they then meet the academic standard.

Administration of Policy

The Superintendent shall adopt administrative regulations necessary to implement this policy. These regulations shall include a procedure for monitoring student academic performance and notifying parents and guardians that their son or daughter is at risk of becoming ineligible. Moreover, a system of academic support shall be put in place to assist those students at risk of becoming ineligible. This support system shall also be available for those students who are deemed ineligible.

Policy Adopted: April 21, 2009

Section:	**Instruction**	
Subject:	**ATHLETICS & EXTRA CURRICULAR ACTIVITY ELIGIBILITY**	**AR-6145.2**

BOARD OF EDUCATION POLICY
WINDSOR PUBLIC SCHOOLS
WINDSOR, CT

Standard and Calculation of Eligibility

In order to be eligible to participate in any Board of Education sponsored interscholastic sports or to serve in a leadership role in any extra-curricular activities, Windsor High School students must maintain a "C-" average calculated as a 71 or better, have no more than one "F" and carry a full load of 6 courses, the exception being seniors who would only be required to carry 5 courses. In addition, students participating in interscholastic athletic programs must meet the eligibility requirements of the C.I.A.C. On or before the tenth (10^{th}) day following the close of each marking period, calculation of student eligibility will be completed, using the following point values:

Letter Grade	Assigned Point Value
A+	98
A	95
A-	91
B+	88
B	85
B-	81
C+	78
C	75
C-	71
D+	68
D	65
D-	61
F+	58
F	48
F-	38

[* Incomplete grades will be treated as an F for purposes of this calculation.]

In order to determine eligibility at the beginning of each school year, the calculation will be based on the grades for the final quarter of the previous school year. The exception is incoming 9^{th} grade students; the eligibility standard for these students will be applied at the end of the first quarter marking period. The eligibility of students transferring into Windsor High School will be based on the student's official transcript for the last full marking period completed by the student. The transcript of the student transferring into WHS must show that the student was

carrying a full course load, but no less than 4 Carnegie units. Averages will not be rounded up and there will be no exceptions to this regulation unless expressly provided for in a PPT or Section 504 Committee. If a student receives an F in the 4th quarter and fails the entire course, he/she can attend summer school to make up the failed course.

A grade earned in a summer school program will be added to the fourth quarter grades to determine the academic average for fall eligibility. Failed courses, though made up, will NOT be eliminated in this calculation. Students who have two or more Fs in 4th quarter will be ineligible regardless of summer school performance.

Notification and Academic Support

In order to assist students in maintaining eligibility to participate in intramural and/or interscholastic sports, and as leaders in extra-curricular activities, a system will be put in place to identify students who are at risk of becoming ineligible. Students identified as being in danger of becoming ineligible will be notified in writing, and written notification will also be sent to the student's parent or guardian. Academic assistance will be made available to each student identified as being at risk of becoming ineligible pursuant to this regulation. All students identified as being at risk of becoming ineligible must participate in the academic assistance program in order to continue to play in competitive games or serve as a leader in an extra curricular activity. Students at risk of becoming ineligible who do not participate in academic assistance may continue to practice or participate as a member of an extracurricular activity but will not be able to play competitively or serve as leaders of those extracurricular activities. The Superintendent of Schools and the Principal at Windsor High School will designate a liaison who will be responsible for administering this regulation and will create and implement appropriate programs and supports to assist students in maintaining their eligibility.

Affect of Ineligibility

Any student who does not meet the eligibility standard at the close of any marking period shall not:

1. Be permitted to participate in any way, either formally or informally, in any practice or activity covered by this policy; and

Section:	**Instruction**	
Subject:	**ATHLETICS & EXTRA CURRICULAR ACTIVITY ELIGIBILITY**	**AR-6145.2**

BOARD OF EDUCATION POLICY
WINDSOR PUBLIC SCHOOLS
WINDSOR, CT

2. Be issued any uniform, equipment, or special clothing associated with the activity and, in the event such material has already been issued to the student, it shall be returned to the coach or advisor during the period of ineligibility.

This policy will be strictly enforced and there will be no exceptions to this policy unless expressly provided for in a PPT or by a 504 committee.

****

Regulation Approved: April 21, 2009

Elizabeth E. Feser, Ed.D.
Superintendent of Schools