

## **POLICY SUB-COMMITTEE MEETING**

**Regular Meeting**

**Griswold Board of Education**

**Superintendent's Office**

**211 Slater Avenue**

**Griswold, CT 06351**

**TUESDAY,  
October 3<sup>rd</sup>, 2023  
4:00 PM**

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1. Call to Order
2. Approval of the minutes—June 27<sup>th</sup>, 2023
3. Review, Discussion, and Possible Action on New Policy—Students—5123.3--  
Graduation Ceremonies (Participation)
4. Review, Discussion, and Possible Action on New Policy—Instruction --6115.111—  
Graduation Exercises-Student Speeches/Student Participation
5. Review, Discussion, and Possible Action on Revised Policy—Personnel—Certified-  
4121—Substitute Teachers
6. Review, Discussion, and Possible Action on Revised Policy—New Construction—  
7230.2—Indoor Air Quality
7. Review, Discussion, and Possible Action on Revised Policy—Students---5145.15—  
Directory Information
8. Review, Discussion, and Possible Action on Revised Policy—Students—5145.53—  
Transgender and Gender Non-Conforming Youth
9. Review, Discussion, and Possible Action on Revised Policy—Instruction—6159—  
Individualized Educational/Special Education Program
10. Review, Discussion, and Possible Action on New Policy—Students—5112.3—Dropouts
11. Anything Else That May Properly Come Before the Committee
12. Next Meeting: Tuesday, November 7, 2023
13. Adjourn

**POLICY SUB-COMMITTEE MEETING  
GRISWOLD BOARD OF EDUCATION**

**TUESDAY,  
June 27<sup>th</sup>, 2023**

**DRAFT**

1. A regular meeting of the Griswold Board of Education's Policy Subcommittee took place on Tuesday, June 27<sup>th</sup>, 2023, in the Superintendent's Office, located on the first floor of Griswold Middle School, 211 Slater Avenue, Griswold, Connecticut. The Policy Subcommittee meeting was called to order at 4:00 PM by Yvonne Palasky, Policy Subcommittee Chair.

**PRESENT** Yvonne Palasky, Policy Subcommittee Chair; Mary Beth Malin and Joyce Rice, Policy Subcommittee Members.

**ALSO PRESENT** Sean McKenna, GPS Superintendent of Schools; Glenn LaBossiere, GPS Director of Teaching, Learning & Innovation; and Deb Martin, GPS Director of Fiscal & Personnel Services.

**ABSENT**

2. Approval of the Minutes—June 13<sup>th</sup>, 2023

**MOTION** By Joyce Rice  
Seconded by Mary Beth Malin  
To approve the Policy subcommittee minutes of June 13<sup>th</sup>, 2023, as presented.  
Motion unanimously carried.

3. Review, Discussion, and Possible Action on New Policy 5123.3 – Students – Graduation Ceremonies (Participation) – The Policy subcommittee tabled discussion on this new policy and will revisit at the next Policy Subcommittee meeting.
4. Review, Discussion, and Possible Action on New Policy 6115.111 - Instruction – Graduation Exercises – Student Speeches/Student Participation – The Policy subcommittee tabled discussion on this new policy and will revisit at the next Policy Subcommittee meeting.
5. Anything Else That May Properly Come Before the Committee – The Policy subcommittee discussed and set their next Policy subcommittee meeting for September 5<sup>th</sup>, 2023 at 4 PM.
6. Next Meeting: Tuesday, September 5<sup>th</sup>, 2023, at 4 PM
7. Adjourn

**MOTION** By Mary Beth Malin  
Seconded by Joyce Rice  
To adjourn the Policy subcommittee meeting at 4:08 PM.  
Motion unanimously carried.

Minutes prepared by: Sean McKenna/Robin Drobiak

## Students

### Graduation Ceremonies (Participation)

The Board believes that completion of the requirements for a diploma from the District is an achievement that improves the community as well as the individual. Therefore, the Board wishes to recognize that achievement annually in a publicly held graduation ceremony.

Only students who have successfully completed all requirements and obligations prescribed by Board policy and the school administration will be eligible to participate in the graduation ceremony, except as provided below:

1. A foreign exchange student may be permitted to participate in the graduation ceremonies at the discretion of the school administration, upon successful completion of the school year.
2. A student who is within one semester credit of meeting graduation requirements at the end of the school year will be permitted to participate in the graduation ceremonies with his/her class if he/she has made arrangements to complete the credit, **providing that the administration has reviewed and approved of the case beforehand**. His/her diploma will be awarded when the requirement has been met.
3. Additional exceptions may be approved by the Board in unusual circumstances, upon recommendation of the school administration.

The school administration shall notify all students of the requirements and obligations that must be met in order to participate in the graduation exercises. ~~Individual students who are not or may not be eligible to participate in the graduation ceremonies, and their parent(s)/guardian(s), shall be notified by certified mail no later than two (2) weeks after completion of the first semester of their senior year.~~

Graduation and related senior activities shall be established as opportunities to honor and to recognize those who have successfully completed the District's course of study and are qualified to receive a diploma. The Board believes that these students deserve a public celebration that recognizes the pursuit of learning throughout their lives.

High school students must fulfill state and District graduation requirements in order to participate in graduation ceremonies.

In order to encourage high standards of student conduct and behavior, the principal may deny the privilege of participating in graduation ceremonies and/or activities in accordance with school rules. School rules shall ensure that the student and parent/guardian receive written notice of the privilege(s) to be denied, the grounds for such denial and the means whereby a student may appeal this decision.

## **Students**

### **Graduation Ceremonies (Participation) (continued)**

The Superintendent or designee may identify other school-sponsored awards which may be given during graduation exercises. A separate awards program may be held to recognize graduation students receiving other school and non-school awards. **The administration will plan for a safe event, consistent with accessibility for individuals who require special accommodations.**

#### **Limitations:**

1. These activities shall be free from acts and interruptions which diminish the dignity of the activities for the other participants and their family.
2. Participation shall be a privilege, reserved to those who conduct themselves according to the established guidelines, rather than a right.
3. Participation privileges shall be withdrawn from any student whose conduct is not according to established guidelines.
4. Cooperation must be exhibited with school staff members and administration in senior activities, including the graduation ceremony.
5. In order to preserve the dignity of the graduation ceremony, students must conform to school-sanctioned standards and expectations for behavior and attire.
6. Prior to the graduation ceremony, school properties must be returned and all outstanding fees paid.

(cf. 5114 – Suspension/Expulsion; Student Due Process)

(cf. 5123 – Promotion/Retention)

(cf. 5131 – Conduct)

(cf. 5144 – Discipline/Punishment)

(cf. 6146 – Graduation Requirements)

Legal Reference:      Connecticut General Statutes

## Instruction

### Graduation Exercises - Student Speeches/Student Participation

Completion of the requirements for a high school diploma from the public schools of the district is an achievement that improves the community as well as the individual. Therefore, the Board shall recognize that achievement in a publicly celebrated graduation exercise.

Accordingly, appropriate graduation programs shall be planned by the administration. The date of the graduation ceremony shall be as indicated in the Board approved school calendar. **During the ceremony, appropriate behavior is expected. The administration and the Board expect behavior that conforms to the Vision of the Graduate and the high school student handbook.**

The District's valedictorian(s), salutatorian(s) or others at the discretion of the Building Principal or his/her designee may be permitted to speak as part of the school's planned graduation program. All such speeches shall be reviewed and approved in advance by the Building Principal or his/her designee.

All students in good standing who have successfully completed the requirements for graduation may participate in the graduation exercises.

(cf. 6111 - School Calendar)

(cf. 6115 - School Ceremonies and Observances)

(cf. 6146 - Graduation Requirements)

(cf. 6141.2 - Separation of Church and State)

(cf. 6141.21 - Religion in the Public Schools)

Legal Reference: Connecticut General Statutes

10-16a Silent meditation.

10-15c Discrimination in public schools prohibited.

*Lee v. Weisman*, 112 S. Ct. 2649 (1992).

*Jones v. Clear Creek Independent School District*, 977 F. 2d 963 (5th Cir.1992).

*Harris v. Joint School District*, 41 F.3d 447 (9<sup>th</sup> Cir. 1994).

*American Civil Liberties Union of NJ v. Black Horse Pike Regional Board of Education*, 84 F.3d 1471 (3<sup>rd</sup> Cir. 1996).

*Santa Fe Independent School Dist. V. Doe*, 430 U.S. 290 (2000)

## Personnel - Certified

### Substitute Teachers

~~A substitute teacher shall be a person fully qualified to instruct in the Griswold Public Schools and who is employed for short periods of time in the absence of the regular teacher.~~

~~Rates of compensation for substitute teachers will be set by the Board of Education.~~

~~Substitute teachers will not participate in the health insurance plans or other fringe benefits of the school system.~~

~~Retired teachers may be employed as substitute teachers without jeopardizing their retirement salary within the limits as prescribed by law.~~

A substitute teacher shall be a person who has ideally earned a Bachelor's Degree, is fully qualified to instruct in our schools and who is employed for short periods of time in the absence of the regular teacher. The Commissioner of Education may waive requirement for a Bachelor's Degree for good cause upon the request of the Superintendent of Schools.

The Board shall only hire applicants for substitute teaching positions who comply with the reference and background checks as detailed in Policy #4112.51/4212.51 and who comply with the required disclosure requirements.

Suitable programs for training, assigning, orienting and evaluating the work of substitute teachers shall be provided by the certified staff under the direction of the Superintendent.

Rates of compensation for substitute teachers will be set by the Board of Education.

It will be the responsibility of the Principal or his/her designee to assign a substitute to fill any vacancy by the temporary absence of a regular staff member. The substitute teacher will be selected from a list of approved substitutes furnished by the Superintendent's office.

The Board of Education is permitted to employ a person who lacks substitute teacher authorizations as a substitute teacher in the same assignment for a period not to exceed 60 school days. Principals will make every effort to maintain as much continuity of instruction as possible by engaging only one substitute teacher for the full period of absence of one teacher and by calling back a substitute to serve in a classroom in which he/she/they performed successfully.

Substitute teachers will not participate in the health plans or other fringe benefits of the school system. However, substitute personnel hired to fill the position of an employee absent on an extended leave will be entitled to the privileges and benefits afforded regular professional employees, with the exception that the term of employment ordinarily will cease at the scheduled termination of the regular teacher's leave.

Retired teachers may be employed as substitute teachers without jeopardizing their retirement salary within the limits as prescribed by law.

## Personnel -- Certified

### Substitute Teachers (continued)

If long-term substitutes are required (more than 10 consecutive days for one assignment), the substitute must meet certification requirements for that assignment. Long-term substitute teachers are those who are requested to serve more than 10 consecutive days for the same teacher. In such cases, following the 10<sup>th</sup> day, the rate of pay will be in the prorated daily rate of the beginning B.A. salary step in effect for that school year.

Daily substitute teachers are those who serve for a variety of teachers and/or in a non-consecutive manner.

Rates for daily substitutes and long-term substitutes will be determined annually during the budget process for the following year.

Cooperative, and outside agency relationships and initiatives will be considered in order to meet the substitute need. In such cases, a rate may be set through the cooperative agreement.

(cf. 4112.51/4212.51 – Employment/Reference Checks)

Legal Reference:      Connecticut General Statutes  
                                 10-183v Reemployment of teachers.  
                                 10-145a Certificates of qualification for teachers.  
                                 June 19 Special Session, Public Act No. 09-1  
                                 An Act Implementing the Provisions of the Budget Concerning Education,  
                                 Authorizing State Grant Commitments for School Building Projects and  
                                 Making Changes to the Statutes Concerning School building Projects and  
                                 Other Education Statutes. (Section 48) Public Act No. 09-6 September  
                                 Special Session  
                                 10-221d Criminal history records checks of school personnel.  
                                 Fingerprinting. Termination or dismissal. (as amended by PA 16-67)  
                                 10-222c Hiring policy. (as amended by PA 16-67)  
                                 PA 23-159 (Section 18)

## **Personnel - Certified**

### **Substitute Teachers**

#### **Arrangement for Substitutes**

1. Substitute teachers should report to the school office for assignment. Substitutes should arrive twenty minutes before the start of the school day.
2. Substitutes shall carry out daily schedule or program to guarantee continuity of learning.
3. Follow the lesson plans as closely as possible.
4. Maintain good discipline.
5. Take attendance as instructed.
6. Keep classroom comfortable and orderly as to:
  - A. Ventilation
  - B. Lighting, shades, or blinds
  - C. Top of teacher's desk
  - D. White boards and floor
  - E. Students' desks
7. Perform regular and special duties assigned to room teacher.
8. Be on the alert for signs of students' illness.
  - A. All children who need first-aid treatment should be sent to the nurse.
  - B. Remain with seriously ill children until the nurse or Principal can be located.
9. Report accidents immediately to the office.
10. Forward communications from the parents to the office.
11. Make a note of any pertinent happenings or incidents of a disciplinary nature.
12. Correct all assignments if substitution is more than one day.
13. Leave a brief daily summary of what has been accomplished.
  - A. Note what was not covered.
  - B. Note items covered in addition to what may have been planned.

## **Personnel - Certified**

### **Substitute Teachers**

#### **Arrangement for Substitutes** (continued)

15. Become familiarized with fire drill and other emergency procedures. Locate the proper exits.
  - A. Take the attendance record with you during the drills.
16. Before departing:
  - A. See that room is left orderly.
  - B. Report to the office for notification of continuing or future substitution.

### **Substitute's Payments**

Service is reported biweekly and paychecks generally are issued the week following, covering payment for the preceding two-week period.

Any questions regarding payment for services should be referred to the Business Office immediately.

### **Retired Teachers**

A retired member of the Connecticut Teachers' Retirement Association is permitted to receive compensation for substitute teaching in a public school within the limits prescribed by law.

### **Materials**

Substitutes may expect the following items to be readily available:

1. A daily schedule or program.
2. An up-to-date seating plan.
3. Attendance record.
4. Lesson plans for at least one day; additional plans if longer absence is anticipated.
5. Papers and materials to be used for the day.
6. Names of students with special health problems.
7. List of special duties, such as recess, hall, etc.
8. Teacher's editions of books and manuals.
9. Directions for the dismissal of bus students, walkers, and parent pick-ups.
10. Additional seat work when absence is expected.

All professional standards of performance and ethics are expected of substitutes.

## New Construction

### Indoor Air Quality

The Board of Education recognizes that the maintenance of acceptable temperature, relative humidity and adequate fresh air ventilation in school buildings is a primary objective in the creation and maintenance of an optimal learning environment.

### Indoor Air Quality in Existing Facilities

The Superintendent or his/her designee shall implement an indoor air quality program that provides for ongoing maintenance and facility reviews, in accordance with all applicable state statutes, necessary for the maintenance and improvement of the indoor air quality of all District facilities.

The District shall report biennially, in a manner as required, to the Commissioner of Education on the condition of its facilities, its long range facilities program, its air quality program, and green cleaning program.

~~Prior to January 1, 2008 and every five (5) years thereafter~~ **Starting on January 1s, 2025 and annually thereafter, for all for any District facilities facility that has been constructed, extended, renovated or replaced on or after January 1, 2003,** the Board of Education shall provide for a uniform inspection and evaluation program of indoor air quality within such buildings, such as the Environmental Protection Agency's Tools for Indoor Air Quality for Schools Program. The results of the evaluation shall be made available for public inspection at a regularly scheduled Board of Education meeting and also posted on the District's website.

The District shall report biennially, in a manner as required, to the Commissioner of Education on the condition of its facilities, its long range facilities program, its air quality program, and green cleaning program. **The Board must utilize standard reporting forms to conduct and report on both IAQ and HVAC inspections and must provide The Department of Administrative Services (DAS) the completed forms for each school. The forms and/or reports must be made available at a regularly scheduled Board of Education meeting and on the Board of Education/individual school website.**

The inspection and evaluation program shall include, but not be limited to, a review, inspection or evaluation of the following:

1. the heating, ventilating, and air conditioning (HVAC) systems;
2. radon levels in the air and water;
3. potential for exposure to microbiological airborne particles, including fungi, mold, and bacteria;
4. chemical compounds of concern to indoor air quality, including volatile organic compounds;

## **New Construction**

### **Indoor Air Quality**

5. pest infestation, including insects and rodents;
6. pesticide usage;
7. the presence and plans for removal of certain hazardous substances identified under federal law;
8. ventilation systems;

### **Indoor Air Quality in Existing Facilities (continued)**

9. plumbing, including water distribution systems, drainage systems, and fixtures;
10. moisture incursion (leaks);
11. the facilities' overall cleanliness;
12. building structural elements, including roofing, basements, and slabs;
13. the use of space, particularly in areas designed to be unoccupied; and
14. the provision of indoor air quality maintenance training for building staff.

Heating, ventilation, and air conditioning systems shall be maintained in accordance with the prevailing maintenance systems, such as Standard 62. The Board directs the Superintendent or his/her designee to ensure that such systems shall be operated continuously during the hours in which students or school personnel occupy school facilities except during periods of scheduled maintenance or emergency repairs or at other times when it can be demonstrated that the air supply system meets the Standards 62 requirements for air changes per hour.

Records shall be maintained on the maintenance of the District's heating, ventilation, and air conditioning systems for a period of not less than five years. Such records shall be available to the public upon request.

Prior to January 1, 2025, and every five years thereafter, the local or regional Board of Education shall provide for a uniform inspection and evaluation of the heating, ventilation and air conditioning system within each school building under its jurisdiction. Such inspection and evaluation shall be performed by a certified testing, adjusting and balancing technician, an industrial hygienist certified by the American Board of Industrial Hygiene or the Board for Global EHS Credentialing, or a mechanical engineer. Such heating, ventilation and air conditioning systems inspection and evaluation shall include, but need not be limited to:

1. Testing for maximum filter efficiency
2. Physical measurements of outside air delivery rate
3. Verification of the appropriate condition and operation of ventilation components

## **New Construction**

### **Indoor Air Quality**

4. Measurement of air distribution through all system inlets and outlets
5. Verification of unit operation and that required maintenance has been performed in accordance with the most recent indoor ventilation standards promulgated by the American Society of Heating, Refrigerating and Air-Conditioning Engineers
6. Verification of control sequences
7. Verification of carbon dioxide sensors and acceptable carbon dioxide concentrations indoors, and
8. Collection of field data for the installation of mechanical ventilation if none exist.

### **Indoor Air Quality in New or Renovated Facilities**

In order to secure appropriate indoor air quality in District schools, the Board of Education believes that when new facilities are constructed and when existing facilities are renovated, the following requirements shall be specified to the architect or design professional responsible for the construction project:

1. Adhere to the requirements defining minimum air circulation contained in the State Building Code which apply only when constructing new space.
2. The building/space meets or exceeds the ASHRAE (American Society of Heating, Ventilating and Air Conditioning Engineers) 62-1999 standard, "Ventilation for Acceptable Indoor Air Quality," which considers chemical, physical and biological contaminants that can effect air quality as referenced by the State Code adopted pursuant to C.G.S. 29-252.

### **Indoor Air Quality in New or Renovated Facilities (continued)**

3. Utilizing the ASHRAE 62-1999 standard, achieve a minimum ventilation rate per occupant of 15 cubic feet per minute (cfm) of outdoor air.
4. Design and placement of air handling equipment needs to be done in a manner where it is accessible to inspect and maintain the equipment; therefore mechanical rooms are desirable versus exposed rooftop units or units hung above suspended ceilings.
5. With increased air flow requirements, attention must be given to the potential of air velocity noise within ductwork.
6. Fresh air intakes must be located, whenever possible, away from all types of vents and exhausts on roofs.

## **New Construction**

### **Indoor Air Quality**

7. Air intakes and ventilation windows must be sufficiently distant from bus loops and loading docks.
8. Radon mitigation systems to provide a vapor barrier and protection from under-slab humidity should be a part of new school construction.
9. Attention must be given to the selection of carpeting, carpet adhesives and synthetic materials which may emit odorous and irritating volatile organic vapors degrading indoor air quality.
10. Reduce the potential of moisture intrusion through appropriately designed pitched roofs wherever possible.
11. Consider the economic feasibility of achieving dehumidification through air conditioning.
12. Install temperature control systems, which monitor temperature and other factors helpful in monitoring and diagnosing heating, ventilating and air conditioning (HVAC) systems.
13. When renovating an occupied building provide for the mechanical control of airborne pollutants associated with the construction process.

#### **Legal Reference:**

##### **Connecticut General Statutes**

10-220 Duties of boards of education  
10-231(f) Indoor air quality committees  
10-282(19) Definitions  
10-283 Applications for grants for school building projects  
10-286 (a)(9) Computation of school building project grants  
10-291 Approval of plans and site. Expense limit  
10-292 Review of final plans by Commissioner of Education. Exceptions; role of local officials  
10-231g Green Cleaning Program at schools: Definitions, Implementation, Notice  
PA 22-118 An Act Concerning the State Budget for the Biennium Ending June 30, 2023  
**PA 23-167 An Act Concerning Transparency in Education**

Policy adopted: June 20, 2022

**GRISWOLD PUBLIC SCHOOLS**  
Griswold, Connecticut

## Students

### Directory Information

Directory information or class lists of student names and/or addresses, and telephone lists shall not be distributed without the consent of the parent or legal guardian of the student or by the student who has attained status as an eligible student. (*An eligible student is a student or former student who has reached eighteen years of age or who is attending an institution of post-secondary education or is an emancipated minor.*)

**“Directory information”** means one or more of the following items: student’s name, address, telephone number, date and place of birth, major field(s) of study, participation in officially recognized activities and sports, photographic, computer and/or video images, grade levels, electronic mail address, weight and height of members of athletic teams, dates of attendance, degrees and awards received, including honor roll publication, and the most recent previous public or private school attended by the student, parent’s name and/or e-mail address.

A student’s Social Security Number or student ID number is prohibited from designation as directory information. However, student ID numbers, user ID, or other electronic personal identifiers used by a student to access or communicate in electronic systems may be disclosed only if the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticates the user’s identity such as a personal identification number (PIN), password or other factor known or possessed only by the authorized user.

Military recruiters or institutions of higher learning shall have access to secondary school students’ names, addresses, and telephone listings unless a secondary student eighteen years of age or older, or the parent of the student requests that such information not be released without prior written parental consent. The Board of Education shall notify parents and students of the option to make such a request and shall comply with any request received.

*ESSA requires the release of the student’s name, address and telephone listing unless, after giving appropriate notice to parents/guardians and students eighteen years of age or older, of their right to opt-out and to require, after such opt-out, written permission to release the information.*

Any person or organization denied the rights accorded under this policy shall have the right to request a review of the decision by the Board of Education by filing a written request with the Superintendent of Schools.

Legal Reference: Connecticut General Statutes

1-210 (11) Access to public records. Exempt records.

10-221b Boards of education to establish written uniform policy re treatment of recruiters.

Federal Family Educational Rights and Privacy Act of 1974 (section 438 of the General Education Act, as amended, added by section 513 of P.L. 93-568, codified at 20 U.S.C. 1232g and Final Rule 34 CFR Part 99, December 9, 2008 and December 2, 2011)

P.L. 106-398, 2000 H.R. 4205: The National Defense Authorization Act for Fiscal Year 2001.

P.L. 114-95 “The Every Student Succeeds Act” Section 8025

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Policy adopted: October 26, 2015

GRISWOLD PUBLIC SCHOOLS  
Griswold, Connecticut

**NOTIFICATION TO PARENTS  
Release of Certain Information  
Under the "Every Student Succeeds Act"**

\_\_\_\_\_20\_\_

Dear Parent/Guardian:

Pursuant to the federal "Every Student Succeeds Act," P.L. 114-98 (Title IX, Sec. 8025), the Griswold School District must disclose to military recruiters and institutions of higher learning, upon request, the names, addresses and telephone listings of high school students.

The District must also notify parents/guardians of their right and the right of their child, if eighteen years of age or older, to request that the District not release such information without prior written consent.

Parents/guardians and eligible students wishing to exercise their option to withhold their consent to the release of the above information to military recruiters and institutions of higher learning must sign this form below and return it to the Building Principal by \_\_\_\_\_.  
*Date*

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**Reservation of Consent for the Release of Certain Student Information under the "Every Student Succeeds Act"**

Please do not release the name, address and telephone number of \_\_\_\_\_  
*Name of Student*  
to military recruiters and institutions of higher learning.

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Print Name of Student	School	Grade
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Parent's/Guardian's Signature	Date
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Eligible Student's Signature	Date
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**PERMISSION TO RELEASE CERTAIN  
DIRECTORY INFORMATION WITHOUT PRIOR WRITTEN CONSENT**

The Family Educational Rights and Privacy Act (FERPA), a Federal law, requires that Griswold Public Schools, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, Griswold Public Schools may disclose appropriately designated "directory information" without written consent, unless you have advised the District to the contrary in accordance with District procedures. The primary purpose of directory information is to allow the Griswold Public Schools to include this type of information from your child's education records in certain school publications. Examples include:

- A playbill, showing your student's role in a drama production;
- The annual yearbook;
- Honor roll or other recognition lists;
- Graduation programs; and
- Sports activity sheets, such as for wrestling, showing weight and height of team members.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the Elementary and Secondary Education Act of 1965 (ESEA) to provide military recruiters, upon request, with three directory information categories - names, addresses and telephone listings - unless parents have advised the LEA that they do not want their student's information disclosed without their prior written consent.<sup>1</sup>

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the District as an administrator, supervisor, instructor, or support staff member, including health or medical staff and law enforcement unit personnel, or a person serving on the Board of Education. A school official also may include a volunteer or contractor outside of the school who performs an institutional service or function for which the District would otherwise use its own employees and who is under the direct control of the District with respect to the use and maintenance of personally identifiable information (PII) from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his/her tasks. A "school official" as defined, has a legitimate educational interest if the official needs to review an educational record in order to fulfill his/her professional responsibilities.

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<sup>1</sup> 20 U.S.C. § 1232g(a)(1)(D)(i).

**PERMISSION TO RELEASE CERTAIN  
DIRECTORY INFORMATION WITHOUT PRIOR WRITTEN CONSENT**

If you do not want Griswold Public Schools to disclose directory information from your child's education records without your prior written consent, you must notify the District in writing by \_\_\_\_\_.

Griswold Public Schools has designated the following information as directory information:  
[Note: an LEA **may**, but **does not have to**, include all the information listed below.]

Student's name  
Participation in officially recognized activities and sports  
Address  
Telephone listing  
Major field(s) of study  
Weight and height of members of athletic teams  
Electronic mail address  
Photographic, computer and/or video images  
Grade levels  
Electronic mail address  
Degrees, honors, and awards received  
Date and place of birth  
Major field of study  
Dates of attendance  
Grade level  
The most recent educational agency or institution attended  
Student ID number, user ID, or other unique personal identifier used to communicate in electronic systems that cannot be used to access education records with a PIN, password, etc.

(A student's social security number, in whole or in part, cannot be used for this purpose.)

The right to opt-out of the disclosure of directory information does not include the right to refuse to wear, or otherwise disclose, a student identification (ID) card or badge.

**DENIAL OF PERMISSION TO RELEASE CERTAIN  
DIRECTORY INFORMATION WITHOUT PRIOR WRITTEN CONSENT**

Dear Parent/ Guardian:

Certain directory information may be released to media, colleges, civic or school-related organizations and state or governmental agencies including military recruiters, as well as published programs for the athletic, music and theater presentations of this school district.

Directory information includes the following kinds of information:

1. Name of student
2. Address of student
3. Telephone number
4. E-mail address of student
5. Major field(s) of study
6. Participation in officially recognized activities and sports
7. Height and weight of members of athletic teams
8. Dates of attendance
9. Degrees and awards received, including publication of honor roll
10. Most recent school attended
11. Date of birth, place of birth
12. Photographic, computer and/or video images
13. Videotape not used in a disciplinary manner
14. Parent's name/e-mail address

Please circle the specific categories of information, if any, listed above that you do **not** wish to be released without your specific prior written permission.

\_\_\_\_\_The release of all Directory Information is denied.

Please be advised that the right to opt out of disclosure of directory information does not include the right to refuse to wear, or otherwise disclose, a student identification (ID) card or badge.

This form must be completed and returned to the school principal within ten (10) days after publication of the notice on "Directory Information."

Name of Student	School	Grade
Parent's/Guardian's Signature	Date	

## Students

### Transgender and Gender Non-Conforming Youth

#### Purpose

Federal and state law and District policy require that all programs, activities, and employment practices be free from discrimination based on sex, sexual orientation, or gender identity or expression. This policy is designed in keeping with these mandates to create a safe learning environment for all students and to ensure that every student has equal access to all school programs and activities.

This policy sets out guidelines for schools and District staff to address the needs of transgender and gender non-conforming students and clarifies how state law should be implemented in situations where questions may arise about how to protect the legal rights or safety of such students. This policy does not anticipate every situation that might occur with respect to transgender or gender non-conforming students and the needs of each transgender or gender non-conforming student must be assessed on a case-by-case basis. In all cases, the goal is to ensure the safety, comfort, and healthy development of the transgender or gender non-conforming student while maximizing the student's social integration and minimizing stigmatization of the student.

#### Definitions

The definitions provided here are not intended to label students but rather to assist in understanding this policy and the legal obligations of District staff. It is recognized that students might or might not use these terms to describe themselves.

**“Gender identity”** is a person's deeply held sense or psychological knowledge of their own gender, regardless of the gender they were assigned at birth. One's gender identity can be the same or different than the gender assigned at birth. Everyone has a gender identity.

**“Transgender”** describes people whose gender identity or expression is different from that traditionally associated with an assigned sex at birth.

**“Gender expression”** refers to the manner a person represents or expresses gender to others, often through behavior, clothing, hairstyles, activities, or mannerisms.

**“Gender non-conforming”** describes people whose gender expression differs from stereotypical expectations, such as “feminine” boys, “masculine” girls, and those who are perceived as androgynous. This includes people who identify outside traditional gender categories or identify both genders.

## Students

### Transgender and Gender Non-Conforming Youth

#### Definitions (continued)

**“Sexual Orientation”** refers to a person’s identity in relation to the gender or genders to which they are romantically, emotionally, or sexually attracted, including any identity that a person may have previously expressed or is perceived by another to hold.

**“Cisgender”** refers to individuals whose gender identity, expression, or behavior conforms with those typically associated with their sex assigned at birth.

**“Gender Fluid”** may be a form of both gender identity and gender expression. It generally describes individuals who may not identify as the same gender all the time, and whose gender expression may change accordingly.

**“Gender Minority”** is an umbrella term referring to individuals not identifying as cisgender.

**“Transition”** is the process in which a person changes their gender expression to better reflect their gender identity. In order to feel comfortable and to express their gender identity to other people, transgender people may take a variety of steps such as using a nickname or legally changing their name; choosing clothes and hairstyles to reflect their gender identity; and generally living and presenting themselves to others, consistently with their gender identity. Some, but not all, transgender people take hormones or undergo surgical procedures to change their bodies to better reflect their gender identity.

**“Bullying”** means the repeated use by one or more students of a written, oral or electronic communication, such as cyberbullying, directed at or referring to another student attending school in the same school district or a physical act or gesture by one or more students repeatedly directed at another student attending school in the same school district that (1) causes physical or emotional harm to such student or damage to such student’s property, (2) places such student in reasonable fear of harm to himself or herself, or of damage to his or her property, (3) creates a hostile environment at school for such student, (4) infringes on the rights of such student at school, or (5) substantially disrupts the education process or the orderly operation of a school.

Bullying shall include, but not be limited to, a written, oral, or electronic communication or physical act or gesture based on any actual or perceived differentiating characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity or expression, socioeconomic status, academic status, physical appearance, or mental, physical, developmental or sensory disability, or by association with an individual or group who has or is perceived to have one or more of such characteristics.

**“Harassment”** means written, verbal or physical conduct that adversely affects the ability of one or more students to participate in or benefit from the school’s educational programs or activities because the conduct is so severe, persistent or pervasive. This includes conduct that is based on a student’s actual or perceived race, color, national origin, sex, disability, sexual orientation, sexual identity or expression, or religion. This also includes conduct that targets a student because of a characteristic of a friend, family member or other person or group with whom a

student associates.

## **Privacy**

All persons, including students, have a right to privacy. This includes the right to keep private one's transgender status or gender non-conforming presentation at school. Information about a student's transgender status, legal name, or gender assigned at birth also may constitute confidential medical information. School personnel should not disclose information that may reveal a student's transgender status or gender non-conforming presentation to others, including parents and other school personnel, unless legally required to do so or unless the student has authorized such disclosure. Transgender and gender non-conforming students have the right to discuss and express their gender identity and expression openly and to decide when, with whom, and how much to share private information.

## **Students**

### **Transgender and Gender Non-Conforming Youth** (continued)

#### **Guidance**

##### **Privacy** (continued)

When contacting the parent or guardian of a transgender or gender non-conforming student, school personnel should use the student's legal name and the pronoun corresponding to the student's gender assigned at birth unless the student, parent, or guardian has specified otherwise.

#### **Official Records**

The District is required to maintain a mandatory permanent student record ("official record") that includes a student's legal name and legal gender. However, the District is not required to use a student's legal name and gender on other school records or documents. The District will change a student's official record to reflect a change in legal name or legal gender upon receipt of documentation that such change has been made pursuant to a court order. In situations where school staff or administrators are required by law to use or to report a transgender student's legal name or gender, such as for purposes of standardized testing, school staff and administrators shall adopt practices to avoid the inadvertent disclosure of such confidential information.

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#### **Names/Pronouns**

A student has the right to be addressed by a name and pronoun that corresponds to the student's gender identity. A court-ordered name or gender change is not required, and the student need not change his or her official records.

The intentional or persistent refusal to respect a student's gender identity (for example, intentionally referring to the student by a name or pronoun that does not correspond to the student's gender identity) is a violation of this policy.

#### **Gender-Segregated Activities**

To the extent possible, schools should reduce or eliminate the practice of segregating students by gender. In situations where students are segregated by gender, such as for selected health education classes, students should be included in the group that corresponds to their gender identity.

#### **Student Information Systems**

The District shall modify its student information system, as necessary, to prevent disclosure of confidential information and ensure that school personnel use a student's preferred name and pronouns consistent with the student's gender identity.

## **Students**

### **Transgender and Gender Non-Conforming Youth**

#### **Guidance** (continued)

#### **Restroom Accessibility**

Students shall have access to the restroom that corresponds to their gender identity consistently asserted at school. Any student who has a need or desire for increased privacy, regardless of the underlying reason, should be provided access to a single user restroom. However, no student shall be required to use such a restroom because they are transgender or gender non-conforming.

#### **Locker Room Accessibility**

The use of locker rooms by transgender students shall be assessed on a case-by-case basis with the goals of maximizing the student's social integration and equal opportunity to participate in physical education classes and sports, ensuring the student's safety and comfort, and minimizing stigmatization of the student. In most cases, transgender students should have access to the locker room that corresponds to their gender identity consistently asserted at school, like all other students. Any student, transgender or not, who has a need or desire for increased privacy, regardless of the underlying reason, should be provided with a reasonable alternative changing area such as the use of a private area (e.g., a nearby restroom stall with a door, an area separated by a curtain, a P.E. instructor's office in the locker room, or a nearby health office restroom), or with a separate changing schedule (e.g., using the locker room that corresponds to their gender identity before or after other students). Any alternative arrangement should be provided in a way that protects the student's ability to keep his or her transgender status confidential. In no case shall a transgender student be required to use a locker room that conflicts with the student's gender identity.

#### **Physical Education Classes & Intramural Sports**

Transgender and gender non-conforming students shall be permitted to participate in physical education classes and intramural sports in a manner consistent with their gender identity.

#### **Interscholastic Competitive Sports Teams**

Transgender and gender non-conforming students shall be permitted to participate in interscholastic athletics in a manner consistent with their gender identity and in compliance with the applicable regulations of the Connecticut Interscholastic Athletic Association (CIAC).

#### **Dress Codes**

Transgender and gender non-conforming students have the right to dress in a manner consistent with their gender identity or gender expression.

## Students

### Transgender and Gender Non-Conforming Youth

#### Guidance (continued)

#### Discrimination/Harassment

It is the responsibility of each school and the District to ensure that transgender and gender non-conforming students have a safe school environment. This includes ensuring that any incident of discrimination, harassment, or violence is given immediate attention, including investigating the incident, taking appropriate corrective action, and providing students and staff with appropriate resources.

Complaints alleging discrimination or harassment based on a person's actual or perceived transgender status or gender nonconformity are to be handled in the same manner as other discrimination or harassment complaints.

- (cf. 0521 – Nondiscrimination)
- (cf. 4131 – Staff Development)
- (cf. 5114 – Suspension and Expulsion/Due Process)
- (cf. 5131 – Conduct)
- (cf. 5131.21 – Violent and Aggressive Behavior)
- (cf. 5131.8 – Out-of-School Misconduct)
- (cf. 5131.912 – Aggressive Behavior)
- (cf. 5131.913 – Cyberbullying)
- (cf. 5131.91 – Hazing)
- (cf. 5144 – Discipline/Punishment)
- (cf. 5145.4 – Nondiscrimination)
- (cf. 5145.5 – Sexual Harassment)
- (cf. 5145.51 – Peer Sexual Harassment)
- (cf. 5145.52 – Harassment)
- (cf. 5145.6 – Student Grievance Procedure)
- (cf. 6121 – Nondiscrimination)
- (cf. 6121.1 – Equal Educational Opportunity)

Legal Reference: Connecticut General Statutes

10-15c Discrimination in public school prohibited. (Amended by P.A. 97-247 to include “sexual orientation” and PA 11-55 to include “gender identity or expression”)

46a-60 Discriminatory employment practices prohibited Federal Law.

10-209 Records not to be public.

## Students

### Transgender and Gender Non-Conforming Youth

Legal Reference: Connecticut General Statutes  
 46a-60 Discriminatory employment practices prohibited.  
 Section 504 and the Federal Vocational Rehabilitation Act of 1973, 20 U.S.C. 706(7)(b).  
 Public Act 07-62 An Act Concerning the Deprivation of Rights on Account of Sexual Orientation.  
 Public Act 11-55 An Act Concerning Discrimination.  
 Title IX of the Education Amendments of 1972, 34 CFR Section 106.  
*Meritor Savings Bank. FSB v. Vinson*, 477 U.S. 57 (1986).  
*Faragher v. City of Boca Raton*, No. 97-282 (U.S. Supreme Court, June 26, 1998).  
*Burlington Industries, Inc. v. Ellerth*, No. 97-569, (U.S. Supreme Court, June 26, 1998).  
*Gebbs v. Lago Vista Indiana School District*, No. 99-1866, (U.S. Supreme Court, June 26, 1998).  
*Davis v. Monroe County Board of Education*, No. 97-843 (U.S. Supreme Court, May 24, 1999).

**PA 23-145 An Act Revising the State's Antidiscrimination Statutes**

## **Instruction**

### **Individualized Education Program/Special Education Program**

The school district shall comply with all state and federal laws concerning the provision of a free appropriate public education to students with disabilities.

## **Referral**

The school district is responsible for identifying children with disabilities and for determining whether such children are eligible for special education services.

~~Any child, whether a student of the school district, of pre-school age, or between the ages of three and 22 years of age, inclusive, but not attending district schools, who is identified as being in need of a special program shall be referred to a "special education planning and placement team" (PPT) which shall make an evaluative study to determine whether the child is a child with a disability as defined in state and federal statutes and if special education is required and to establish the scope of the special education program.~~

~~Students receiving special education services under the Individuals with Disabilities Act (IDEA) remain eligible for such services up until their 22<sup>nd</sup> birthday or until they graduate from high school with a regular high school diploma, whichever comes first.~~

~~Prior to the referring of a student for special education, the pre-referral process should be completed. This process assures that strategies in the regular education classroom have been developed, implemented and evaluated. If it is determined that the alternative strategies have been attempted and that significant progress towards meeting the student's identified needs has not been made, then the student shall be referred to the Planning and Placement Team in order to determine whether special education services are necessary.~~

~~Each child who has been suspended repeatedly or whose behavior, attendance or progress in school is considered unsatisfactory or at a marginal level of acceptance shall be referred to the Planning and Placement Team for consideration of eligibility for special education services.~~

In accordance with the regulations of the State Board of Education, each local and regional board of education shall: (1) Provide special education for school-age children requiring special education; (2) The obligation of the school district under this subsection shall terminate when such child is graduated from high school or at the end of the school year during which such child reaches age twenty-two, whichever occurs first.

Effective July 1, 2023, all students remain eligible for special education services under the Individuals with Disabilities Education Act (IDEA) through the end of the school year during which the students turns age 22, or until the student graduates from high school with a regular high school diploma, whichever occurs first. Pursuant to the Connecticut General Statutes §10-259, school year is defined as July 1 through June 30.

A parent, physician, social worker, or other outside agency may refer a student directly for special education services. During these situations the alternative strategies process may be bypassed.

### **Planning and Placement Team or Individualized Education Program Team**

The Planning and Placement Team (PPT) for any identified student shall consist of at least the following:

1. A representative of the District other than the individual's teacher, who is qualified to provide, or supervise, the provision of special education and who is knowledgeable about the general education curriculum and about the availability of resources of the District;
2. Not less than one special education teacher of the child, or if appropriate, not less than one special education provider of the child;

**Instruction**

**Individualized Education Program/Special Education Program continued...**

3. Not less than one regular education teacher (if the child is, or may be, participating in the regular education environment);
4. One or both of the student's parents, a surrogate parent, and/or a representative chosen by the parent;
5. The student, where appropriate;
6. For a student who is being evaluated for the first time, a member of the assessment team shall be present, and at least one of the persons present shall be knowledgeable about the assessment procedures;
7. The school paraprofessional, if any, assigned to the student, and
8. At the discretion of the parent or the agency, other individuals who have knowledge or special expertise regarding the child, including related services personnel as appropriate.

In addition to the above, the special education specialist, school psychologist, school nurse, school social worker, counselor, or other student service worker who has conducted an assessment of the student shall participate whenever the results or recommendations based on such assessment are significant to the development of the student's individualized education program and placement. Where the student is limited or non-English speaking, a district representative who is fluent in the student's primary language and who is knowledgeable about the process of second-language acquisition and competent in the assessment of limited English and non-English speaking individuals should be included.

Any member of the PPT employed by the Board of Education who discusses or makes recommendations concerning the provisions of special education and related services during a PPT meeting shall not be disciplined, suspended, or otherwise punished for such recommendations.

A PPT team member is not required to attend all or part of a PPT meeting if the parents and District agree the team member's participation is not necessary because the member's area of curriculum or related services is not being modified or discussed at the meeting.

If the PPT meeting does involve a modification or discussion of the member's area of the curriculum or related services, parents/guardians and the District may agree to excuse the member from attending all or part of the meeting if the member submits written input to the PPT and parent prior to the meeting. Parental consent, in writing is required in either case.

If the purpose of a PPT meeting is the consideration of transition services for a student, the District shall invite the student and a representative of any other agency that is likely to be responsible for providing or paying for transition services. In the event of a meeting to review or revise the individualized education program of a child in an out-of-district or a private placement, a representative of the out-of-district or private facility shall also be invited. In addition, a representative of the outside facility shall contribute to the development of the individual educational program.

**Parental Participation**

The parent/guardian or surrogate parent shall be given at least five (5) school days prior notice of any PPT meeting and shall have the right to be present and participate in all portions of such meetings at which an educational program for their child is developed, reviewed or revised. In addition, parents/guardians or surrogate parents have the right to be present at and participate in all portions of the PPT meeting at which an educational program for their child is developed, reviewed or revised. In addition, the parent/guardian/surrogate shall have advisors and the child's assigned paraprofessional, if any, be present at and participate in all portions of the PPT meeting in which the child's educational program is developed, reviewed or revised.

Upon parental/guardian request, a member of the PPT designated by the District will meet with the

**Instruction****Individualized Education Program/Special Education Program continued...**

parent/guardian after their child has been assessed for possible placement in special education and before the PPT meets. The sole purpose of this meeting will be to discuss the PPT process and any concerns the parent/guardian has about the students. In addition, if requested, by the parent/guardian, the District will provide the results of the assessments and evaluations used in the determination of eligibility for special education of a student at least three (3) school days before the referral PPT meeting at which such results of the assessment and evaluations will be discussed for the first time.

The Board of Education shall take steps to ensure that one or both of the child's parents are afforded the opportunity to participate in each meeting to develop, review or revise the individualized education program for that child. Every effort shall be made to schedule meetings at a mutually agreed-upon time and place. Parents/Guardians and the District may agree to conduct IEP meetings and other meetings through alternative means, such as, including but not limited to, video conferences or conference calls. Steps to ensure parental participation shall be taken in accordance with the following:

1. The District will provide parents/guardians a procedural safeguards notice, at least annually, except that a copy also shall be given, upon initial referral or parental request for evaluation, upon the first filing of a due process complaint or upon parental request advising them in writing, in their dominant language, of their rights with respect to the provision of a free appropriate education for children with disabilities.
2. The District will place a current copy of the Procedural Safeguards notice on the District Website.
3. Written prior notice to the parents/guardian of a child for which the District is proposing or refusing to initiate or change the identification, evaluation or educational placement of the child, shall also specify the purpose, time and location of the meeting and who has been invited.
4. If neither parent can attend, reasonable efforts shall be made to secure parental participation by other means such as conference calls or home visits.
5. A meeting may be conducted without a parent in attendance if the Board of Education is unable to secure parental attendance. In this event, the Board of Education shall have a detailed record of its attempts to arrange parent participation.
6. The Board of Education shall take any and all actions necessary to ensure that the parents understand the proceedings at the meeting. This shall include, but not be limited to, providing an interpreter for the parents who are in need of such services.
7. A full written explanation of all due process procedures available to parents shall be provided upon parental request unless as specified in #1 above.
8. The parent/guardian of a child with a disability may elect to receive notices under IDEA by electronic mail, if the District makes such an option available.

**Planning and Placement Team Description**

The Planning and Placement Team is required to convene in the following situations:

1. to develop an evaluation plan for a student referred for eligibility determination, as well as for students already identified but requiring further evaluation;
2. to review the results of the evaluations and to identify the student as disabled, if indicated;
3. to develop an individualized educational program (IEP), based upon evaluation results and to determine the proper placement;
4. to review the special education program for a child periodically, but not less frequently than annually or more frequently if deemed necessary and to make the necessary IEP modifications, adjustments or program changes. Parent/guardians and the District may agree not to convene a PPT meeting for the purpose of making such changes and instead may develop a written document to modify the child's current I.E.P.

**Instruction****Individualized Education Program/Special Education Program continued...**

5. to exit a student from special education and/or related services, if evaluation results warrant.

**Evaluations**

Each child who has been referred and who may require special education and related services shall be evaluated in order to determine whether special education is required. Each child receiving special education and related services shall be re-evaluated in accordance with IDEA procedures if the District determines that the education or related service needs including improved academic achievement and functional performance of the child warrant a reevaluation. In addition, a re-evaluation shall be conducted upon the request of the parent or personnel working with the child. A reevaluation shall occur not more frequently than once a year unless the parent and district agrees otherwise, and at least once every three years, unless parent/guardian and District agree that a reevaluation is unnecessary.

A complete evaluation study shall be conducted for each child referred who may require special education and related services. The evaluation study shall include reports concerning the child's educational progress, structured observation, and such psychological, medical, developmental and social evaluations as may be appropriate in determining the nature and scope of the child's exceptionality. Such reports may include information concerning the child's physical condition, socio-cultural background and adaptive behavior in home and in school. All sources of information shall be documented. If the child is dominant in a language other than English, the evaluation study shall also include systematic teacher observation of the specific areas of concern. Detailed information about the child's performance at home and in the community and any prescriptive or diagnostic teaching which has taken place shall be included.

The evaluation procedures, instruments and techniques shall be non-discriminatory and be validated for the specific purpose for which they have been designed. All such evaluation procedures, instruments, and techniques shall be administered by appropriately certified and/or licensed personnel in accordance with procedures recommended by the test publisher.

1. All evaluation procedures, instruments and techniques shall be administered in the language and form most likely to yield accurate information on what the child knows and can do academically, developmentally and functionally, unless it is not feasible to so provide or administer.
2. More than one evaluation measure or assessment shall be used as the basis for placement. The results of standardized or local tests of ability, aptitude, affect, achievement and aspiration shall not be exclusively used as the basis for placement.
3. Tests shall be selected and administered so as best to ensure that when a test is administered to a child with impaired sensory, manual, or speaking skills the test results accurately reflect the child's aptitude or achievement level or whatever other factors the test purports to measure, rather than reflecting the child's impaired sensory, manual or speaking skills (except where those skills are the factors which the test purports to measure.)
4. Evaluation procedures, instruments and techniques shall include those designed to assess specific areas of educational need and, where appropriate, language dominance, and shall not be limited to those which are designed to provide a general intelligence quotient.
5. In making a determination of eligibility, a child shall not be determined to be a child with a disability if the dominant factor for such determination is the lack of appropriate instruction in reading, including the essential components of reading instruction and/or math and/or limited English proficiency or a student's disciplinary actions or record. Further, the District is not required to take into consideration whether a child has a severe discrepancy between achievement and intellectual ability in oral expression, listening comprehension, written expression, basic reading skill, reading comprehension, mathematical calculation or mathematical reasoning.

**Instruction**

**Individualized Education Program/Special Education Program continued...**

6. In determining whether a child has a specific learning disability, the District may use a process that determines if the child responds to scientific research based intervention, as part of the evaluation procedures.

**Independent Evaluation**

Parents have the right to obtain an independent evaluation, conducted by an appropriately certified and/or licensed examiner who is not employed by the responsible Board of Education, of their child. The PPT shall provide to parents, on request, information about where an independent evaluation may be obtained.

Parents have the right to an independent evaluation at public expense if the parents disagree with an evaluation obtained by the Board of Education. However, the Board of Education may initiate a due process hearing, to be conducted by the State Department of Education, to show that its evaluation is appropriate. If there is a determination by the State Department of Education Hearing Officer that the evaluation of the school district was appropriate, the parents still have the right to an independent evaluation, but not at public expense. For purposes of this policy, "at public expense" means that the evaluation is provided at no cost to the parents.

If the parents obtain an independent evaluation at private expense, the results of the evaluation must be considered by the PPT in any decision concerning the provision of a free appropriate public education to the child and may be presented as evidence at a due process hearing conducted pursuant to the State Department of Education.

Whenever an independent evaluation is at public expense, the criteria under which the evaluation is obtained, including the location of the evaluation and the qualifications of the examiner, shall be the same as the criteria, which the school district uses when it initiates an evaluation.

**Individualized Education Program (IEP)**

The individualized education program shall be based upon the diagnostic findings of the evaluation study. The Planning and Placement Team shall base recommendations for any changes in a child's individualized education program upon the child's current individualized education program and any information relating to the child's current educational performance.

Each Planning and Placement Team shall develop, or revise, whichever is appropriate, the individualized education program for each child requiring special education and related services prior to the beginning of each school year. In the case of a student enrolled after the last day of the previous school year, this process shall be completed by October first of the school year.

The individualized education program shall be a written statement developed by the PPT which shall include the following:

1. A statement of the child's present levels of academic achievement and functional performance, including, where appropriate, academic achievement, social adaptation, prevocational and vocational skills, psychomotor skills and self-help skills;
2. A statement of annual educational goals for the school year "reasonably calculated to enable the child to make progress appropriate in light of the child's circumstances," under the child's individualized educational program;
3. A statement of how the child's progress toward meeting the annual goals will be measured and when periodic reports will be available on the progress the child is making toward meeting the annual goals. (such as through the use of quarterly or other periodic reports, concurrent with the issuance of report cards) The

**Instruction****Individualized Education Program/Special Education Program continued...**

child's educational program must be appropriately ambitious in light of his/her circumstances and provide the opportunity to meet challenging objectives.

4. A statement of short-term instructional objectives for students with disabilities who take alternative assessments aligned to alternative achievement standards; (Benchmarks or short term objectives in addition to annual goals are not required for all other students with disabilities.)
5. A statement of specific educational services needed by the child, including a description of special education, related services and supplementary aids and services, based on peer-reviewed research to the extent practicable, which are needed to meet the needs of the child. Such description shall include the type of transportation necessary and a statement of the recommended instructional settings;
6. The date when those services will begin and length of time the services will be given with the length of the school day and school year needed to meet the child's special education needs, including criteria to determine when services will no longer be needed; and
7. For each student, who is at least fourteen years of age, and diagnosed with autism spectrum disorder, beginning not later than the date on which the first IEP takes effect, a statement of transition service needs which shall include appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training, education, employment and where appropriate, independent living skills. In addition, the statement of transition needs shall include the transition services, including courses of study, needed to assist a child in reaching those goals. Such IEP shall be updated annually.
8. A description of the extent to which the child will be involved in and make progress in the general education curriculum defined as the same curricula for nondisabled children. This shall include a description of how the regular education program will be modified to meet the child's needs;
9. A list of the individuals who shall implement the individualized program; and
10. In the case of a residential placement, whether such placement is being recommended because of the need for services other than educational services.
11. If it is determined that the child will take an alternate assessment on a State or District assessment of student achievement, the IEP must contain in a statement of why the child cannot participate in the regular assessment and why the particular alternate assessment selected is appropriate for the child.
12. Beginning not later than the first IEP to be in effect when the child is sixteen (16) and updated annually thereafter, a statement of appropriate, measurable post-secondary goals based upon age appropriate transition assessments related to training, education, employment and where appropriate, independent living skills and the transition services needed to assist the child in reaching those goals.
13. Beginning not later than one year before the student reaches the age of majority (18), a statement informing the student of his/her rights under IDEA.
14. For a child identified as deaf or hearing impaired, the IEP which includes a language and communications plan shall address:
  - (i) the child's primary language or mode of communication;
  - (ii) opportunities for direct communication between the child and his/her peers and professional personnel in the primary child's language or mode of communication;
  - (iii) educational options available to the child;
  - (iv) the qualifications of teachers and other professional personnel administering the plan for the child, including their proficiency in the child's primary language or mode of communication;
  - (v) the accessibility of academic instruction, school services and extracurricular activities to the child;

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**Individualized Education Program/Special Education Program continued...**

(vi) Assistive devices and services for the child; and

(vii) Communication and physical environment accommodations for the child.

and

(viii) An emergency communications plan that includes procedures for alerting the child of an emergency situation and ensuring that the specific needs of the child are met during the emergency situation. Such plan is to be developed for a student identified as deaf, hard of hearing, or both blind or visually impaired and deaf.

The school district shall use a standardized individualized education program form that shall be subject to the approval of the State Board of Education.

**Timelines**

Special education and related services shall be provided as soon as possible after the planning and placement team meeting held to review, revise or develop the child's individualized education program, but in any event not later than the following timelines.

In the case of a referral made during the academic year, the timelines shall be as follows:

1. The individualized education program shall be implemented within forty-five school days of referral or notice, exclusive of the time required to obtain parental consent.
2. In the case of a child whose individualized education program calls for out-of-district or private placement, the individualized education program shall be implemented within sixty school days of referral or notice, exclusive of the time required to obtain parental consent. If difficulty of placement is such as to occasion a delay beyond this period, the Board of Education shall submit to the State Board of Education written documentation of its efforts to obtain placement in a timely manner.
3. Where necessary, parental consent shall be given within ten school days of the date of notice, or, where appropriate, of the date of the Planning and Placement Team meeting in which the parents participated.
4. A full copy of the individualized education program shall be sent to the parents within five school days after the Planning and Placement Team meeting to develop, review or revise the individualized education program.

In the case of a referral made in between school years, the effective date of the referral may be deemed to be the first school day of the next school year.

**Placement**

Educational placements are made in accordance with the requirements set forth in the IEP of each child requiring special education and related services. The least restrictive environment is considered for each student based on the IEP. In selecting the least restrictive environment, consideration is given to any potentially harmful effect on the child or on the quality of services the child needs. To the maximum extent appropriate, students with disabilities, including children in public or private institutions or other care facilities, are educated with their peers in regular education environments.

Special classes, separate schooling, or other removal of disabled children from the regular educational environment occurs only when the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. Each child with disabilities shall participate to the maximum extent appropriate with non-disabled age appropriate peers in non-academic and extra-curricular services and activities, including meals and recess periods.

**Instruction****Individualized Education Program/Special Education Program continued...**

Interpreting evaluation data and in making placement decision, the PPT shall:

1. Draw upon information from a variety of sources, including attitude and achievement tests, teacher recommendations, physical condition, social or cultural background, and adaptive behavior;
2. Ensure information obtained from all of these sources is documented and carefully considered;
3. Ensure that the placement decision is made by a group of persons including person's knowledge about the child, the meaning of the evaluation data, and the placement options; and
4. Make the placement decision in conformity with the least restrictive environment considerations.

When the PPT meeting makes the determination of which placement is most appropriate to deliver education in the least restrictive environment, a continuum of services shall be used to guide the placement selection. This is done at no cost to the parents of the child. This continuum shall consider programs ranging from regular education programs with students who are not disabled to special education programs with students who are the most severely disabled. The PPT shall also consider homebound placements, hospitalized instruction, diagnostic placements and private school placements where such placements are considered necessary by the PPT in order for a student to receive a free appropriate public education.

**Notice**

The PPT shall notify parents of students requiring special education and related services five days before proposing to, or refusing to, initiate or change the child's identification, evaluation or placement. Written notice shall be sent to the parents no later than five days after date of referral. In addition, written parental consent shall be obtained prior to pre-placement evaluation, initial placement or private placement of a child who requires or may require special education and related services. If the student is considered an emancipated minor or eighteen years of age or older, such notification shall be to the student.

The notice shall include the following information:

1. The reason of the notice. In the event of a referral, the notice shall include the source and date of the referral;
2. A description of the general evaluation procedure to be used;
3. A statement of parental rights to review and obtain copies of all records used as a basis for the referral, to be fully informed of all evaluation results, and to obtain an independent educational evaluation as part of the evaluation process; and
4. A full explanation of all due process procedures available to parents, upon initial referral or parental request for evaluation, upon the first filing of a due process complaint or upon parental request.

Where parental consent is required, notice shall include the above requirements and the following information:

1. A statement of parental rights to refuse consent and that, if consent is given, it may be revoked at any time;
2. A statement that parental failure to respond, within ten school days from the date of the notice, shall be construed as refusal of consent; and
3. A statement that, if contested, the child's current educational placement will not change until due process procedures have been completed.

The District will provide parents/guardians with State Department of Education information and resources relating to IEPs as soon as a child identified as requiring special education.

**Instruction**

**Individualized Education Program/Special Education Program continued...**

Legal Reference: Connecticut General Statutes

*A.R. v. Connecticut State Board of Education*, 3:16-CV-01197 (CSH D. Conn. June 10, 2020)

[10-76a](#) Definitions (as amended by PA 06-18)

[10-76b](#) State supervision of special education programs and services. Regulations. (as amended by PA 12-173)

[10-76d](#) Duties and powers of boards of education to provide special education programs and services. (as amended by June Special Session PA 15-5, Section 277, [PA 19-49](#), [PA 21-46](#), [PA 21-144](#) and [PA 23-137](#)) )

[10-76g](#) State aid for special education.

[10-76ff](#) Procedures for determining if a child requires special education (as amended by PA 06-18)

[10-76h](#) Special education hearing and review procedure.\

[10-76jj](#) Language and communication plan as part of individualized education program for child identified as deaf or hard of hearing (as amended by PA 19-184)

PA 06-18 An Act Concerning Special Education

State Board of Education Regulations

34 C.F.R. 300 et seq. Assistance to States for Education of Handicapped Children.

300.14 Special education definitions.

300.340-349 Individualized education programs.

300.503 Independent educational assessment.

300.533 Placement procedures.

300.550-556 Least restrictive environment.

P.L. 108-446 The Individuals with Disabilities Education Improvement Act of 2004

PA 12-173 An Act Concerning Individualized Education Programs and Other Issues Relating to Special Education

*Rowley v. Board of Education*, 485 U.S.-176 (1982)\

*Endrew F. v. Douglas County School District* RE-1, 15-827 U.S. (2017)

*A.M. v. N.Y. City Department of Education*, 845F.3d 523, 541 (2d Cir.1997)

*Mrs. B., v. Milford Board of Education* 103 F. 3d 1114, 1121 (2d Cir. 1997)

[\*\*PA 23-137 An Act Concerning Resources and Support for Persons with an Intellectual or Developmental Disability.\*\*](#)

*A recommended policy.*

## **Students**

### **Dropouts**

Parents and those who have the control of children from five years of age to eighteen years of age, are obligated by Connecticut law to require their children to attend public day school or its equivalent in the district in which such child resides, unless such child is a high school graduate or the parent or person having control of such child is able to show that the child is elsewhere receiving equivalent instruction in the studies taught in the public schools. The parent or person having control of a child ~~sixteen or~~ seventeen years of age may consent to such child's withdrawal from school. For the school year commencing July 1, 2023, a student who is eighteen years of age or older may withdraw from school. Such parent, guardian or student shall personally appear at the school district office and sign a withdrawal form. Such withdrawal form shall include an attestation from a guidance counselor, school counselor or school administrator of the school that such a school district has provided such parent, guardian or student with information on the educational options available in the school system and in the community. The parent or guardian having such control of a child seventeen years of age may withdraw such child from school and enroll such child in an adult education program pursuant to section 10-69 in the state statutes. Such parent or guardian must personally appear at the school district office and sign an adult education withdrawal and enrollment form. The adult education withdrawal and enrollment form must include an attestation from a school counselor or school administrator of the school the district has provided the parent or guardian with information on the educational options available in the school system and in the community, and the parent or guardian that the child will be enrolled in an adult education program upon the child's withdrawal from school.

The administration, guidance staff and faculty of the school system shall extend every possible effort to ensure each student may meet with success in his/her/their school program, have a favorable school experience and earn a diploma. Every attempt will be made to identify the potential dropout and to provide the appropriate resources in order to assist such students.

If the drop-out rate of the District is determined to be 8% or higher in the previous school year, the Board of Education shall establish an on-line credit recovery program for those students who are identified as being in danger of failing to graduate. These students, once identified by certified personnel, must be allowed to complete on-line District-approved coursework toward meeting high school graduation requirements. Each high school within the District shall designate, from among existing staff, an online learning coordinator to administer and coordinate the online credit recovery program.

## **Students**

### **Dropouts (continued)**

The Board directs the Administration to propose programs and initiatives to mitigate drop out, including, but not limited to, online credit recovery programs.

Any student who seeks to drop out of school shall be referred immediately to a guidance counselor or school administrator. The student, ~~if under~~ eighteen years of age or younger, must present to the guidance counselor or administrator the required written parental consent of his/her/their withdrawal. If the student is at or above the age of majority no such parental consent shall be sought. A student under age eighteen shall not be allowed to withdraw who has not presented such parental consent.

The interval between the student's announcement of his/her/their desire to leave and the possible presentation of the written consent will be used to attempt to dissuade the student from leaving and to resolve his/her/their problems so that he/she/they might continue in school and finish satisfactorily.

(cf. 5111 - Admission)

(cf. 5112 - Ages of Attendance)

(cf. 5113 - Admission/Excuses/Dismissal)

(cf. 5113.2 - Truancy)

(cf. 6146 - Graduation Requirements)

(cf. 6172.6 - Virtual/Online Courses)

Legal Reference:      Connecticut General Statutes  
                                 10-69 Adult education  
                                 10-184 Duties of parents as amended by PA 98-243, PA 00-157, PA 09-6  
                                 (September Special Session) and PA 18-15  
                                 10-199 through 10-202 Attendance, truancy - in general.  
                                 10-221a High school graduation requirements. (as amended by P.A. 00-124,  
                                 An Act Concerning High School Diplomas and Veterans of World War II,  
                                 P.A. 00-156, An Act Requiring A Civics Course for High School  
                                 Graduation and P.A. 08-138, An Act Concerning High School Credit for  
                                 Private World Language Courses, Other Subject Areas) and P.A. 10-111,  
                                 An Act Concerning Education Reform in Connecticut.  
                                 PA 21-199 An Act Concerning Various Revisions and Additions to the  
                                 Statutes Relating to Education and Workforce Development