

**Brooklyn Board of Education**  
**Meeting Agenda**  
**Virtual & Central Office Community Room**

**December 20, 2023**

**6:30 PM\***

Please click the link [HERE](#) to join the Google Meet

Telephone: 1-234-203-2050 (PIN #: 542573548#)

**Mission:** The Brooklyn Schools will foster a drive for learning within each student to reach his/her greatest potential. To achieve this mission, the school will continually improve its educational programs and services to meet this community's expectations for a quality education for all.

To support public participation the documents will be posted on the [Town of Brooklyn Website](#) as well as the [Brooklyn Public Schools Website](#). You are encouraged to send questions or comments to [buell@brooklynschools.org](mailto:buell@brooklynschools.org) prior to the meeting.

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1. Attendance, Establishment of a Quorum, Call to Order
  2. Pledge of Allegiance
  3. Public Comment
  4. Approval of Minutes\*
    - a. November 21, 2023
  5. Correspondence and Communication
    - a. Killingly Vo-Ag Presentation by Tiffany Rosen with seniors Peyton Rosen & Madelyn Provost
    - b. Possible Grant Award Announcement (ELKS)
    - c. Upcoming Public Events:

i.	1/3/2024	5:30-7:30pm	BOE Budget Workshop
ii.	1/4/2024	3:45pm	Girls Basketball v. Wheeler (BMS)
iii.	1/4/2024	3:30pm	Boys Basketball at Wheeler
iv.	1/8/2024	3:30pm	Boys Basketball at Plainfield
v.	1/8/2024	3:45pm	Girls Basketball v. Plainfield (BMS)
vi.	1/11/2024	3:30pm	Girls Basketball at Woodstock Middle School
vii.	1/11/2024	3:45pm	Boys Basketball v. Woodstock (BMS)
viii.	1/15/2024		NO SCHOOL - Martin Luther King, Jr. Day
ix.	1/16/2024	3:30pm	Girls Basketball at Griswold Middle School
x.	1/16/2024	3:45pm	Boys Basketball v. Griswold (BMS)
xi.	1/18/2024	3:45pm	Girls & Boys Basketball v. Killingly (Varsity Only)
xii.	1/22/2024	3:30pm	Girls Basketball at Wheeler (Varsity Only)
xiii.	1/22/2024	3:45pm	Boys Basketball v. Wheeler (BMS)
xiv.	1/24/2024	5:30-6:30pm	BOE Budget Workshop
xv.	1/24/2024	6:30pm	BOE Meeting
  6. Administrative Reports
    - a. FY23 Financial Reports
    - b. Enrollment Report
    - c. Brooklyn's Best
  7. Board of Education Committee Reports

8. Board Representatives to other Committees
9. Old Business \*
  - a. NESDEC update
  - b. Second Reading of Policies:
    - i. 5125 Student Records; Confidentiality
    - ii. 6159 Individualized Education Program/Special Education Program
    - iii. 6162 Survey of Students
10. New Business \*
  - a. Discussion regarding Kindergarten age
  - b. Review residency information
  - c. Discussion of the Reading Waiver
11. Public Comment
12. Adjournment

\*Action Item

# The Board of Education

Town of Brooklyn  
119 Gorman Road  
Brooklyn, CT 06234

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Mae Lyons, Board Chair  
Justin Phaiah, Secretary  
Ailla Wasstrom-Evans

Melissa Perkins-Banas, Vice-Chair  
Kayla Burgess  
Deb Metzger

**Mission:** The Brooklyn Schools will foster a drive for learning within each student to reach his/her greatest potential. To achieve this mission, the school will continually improve its educational programs and services to meet this community's expectations for a quality education for all.

The Brooklyn Board of Education held a meeting in the Central Office Community Room and virtually on November 21, 2023 via Zoom. In attendance were Mrs. Lyons, Dr. Perkins-Banas, Mr. Phaiah, Mrs. Burgess, Mrs. Metzger and Mrs. Wasstrom-Evans. Mrs. Buell, Superintendent was also present.

To support public participation the documents will be posted on the Town of Brooklyn Website as well as the Brooklyn Public Schools Website. You are encouraged to send questions or comments to [buell@brooklynschools.org](mailto:buell@brooklynschools.org) prior to the meeting.

1. Attendance, Establishment of a Quorum, Call to Order

Mrs. Buell stated that a Quorum has been established. Board members that were present: Melissa Perkins-Banas, Justin Phaiah, Kayla Burgess, Ailla Wasstrom-Evans, Deb Metzger, and Mae Lyons.

Mrs. Buell called the meeting to order at 6:30 p.m.

2. Pledge of Allegiance

3. Public Comment

None

Dr. Perkins-Banas made a motion to add an agenda item under Old Business 10d. Board Attorney Discussion.

(Perkins-Banas/Burgess)

No Discussion

**Vote Count:** 6, 0

Unanimous vote to approve

4. Election of Officers

Mrs. Buell stated that each Board member has ballots attached to the front of their folder. We will begin with nominations and once all nominations are made, we will close nominations and have a paper vote. You may nominate someone else or yourself. A second is NOT required, but if you nominate someone else they can accept the nomination or decline. Once the Chairperson has been elected, they will finish the election of officers.

a. Board Chairperson

Dr. Melissa Perkins-Banas nominated Mae Lyons for Chairperson. Mae Lyons accepted the nomination. There were no other nominations. A paper vote was taken, six votes were cast:

Ailla Wasstrom-Evans voted for Mae Lyons  
Kayla Burgess voted for Mae Lyons  
Justin Phaiah voted for Mae Lyons  
Deb Metzger voted for Mae Lyons  
Melissa Perkins-Banas voted for Mae Lyons  
Mae Lyons voted for Mae Lyons

Chairperson: Mae Lyons

b. Board Vice Chairperson

Mr. Justin Phaiah nominated Melissa Perkins-Banas for Board Vice-Chair. Melissa Perkins-Banas accepted the nomination. There were no other nominations. A paper vote was taken, six votes were cast:

Ailla Wasstrom-Evans voted for Melissa Perkins-Banas  
Kayla Burgess voted for Melissa Perkins-Banas  
Justin Phaiah voted for Melissa Perkins-Banas  
Deb Metzger voted for Melissa Perkins-Banas  
Melissa Perkins-Banas voted for Melissa Perkins-Banas  
Mae Lyons voted for Melissa Perkins-Banas

Vice Chairperson: Melissa Perkins-Banas

c. Board Secretary

Ms. Kayla Burgess nominated Justin Phaiah for Board Secretary. Justin Phaiah accepted the nomination. There were no other nominations. A paper vote was taken, five votes were cast:

Ailla Wasstrom-Evans voted for Justin Phaiah  
Kayla Burgess voted for Justin Phaiah

Justin Phaiah voted for Justin Phaiah  
Deb Metzger voted for Justin Phaiah  
Melissa Perkins-Banas voted for Justin Phaiah  
Mae Lyons voted for Justin Phaiah

Secretary: Justin Phaiah

5. Approval of Minutes

October 25, 2023 BOE Regular Meeting Minutes

Mrs. Burgess made the motion to approve the Regular Meeting Minutes for October 25, 2023.

(Burgess/Phaiah)

Dr. Perkins-Banas stated that Ms. Metzger and Mrs. Wasstrom-Evans were not present for the October Board meeting.

No further discussion

**Vote Count:** 4 in favor, 2 abstentions

Mrs. Lyons: Yes

Dr. Perkins-Banas: Yes

Mr. Phaiah: Yes

Mrs. Burgess: Yes

Ms. Metzger: Abstention

Mrs. Wasstrom-Evans: Abstention

6. Correspondence and Communication

a. Barbara-Jean Toth, Special Education Budget Update

Mrs. Toth stated that her original projection of 230 students will be exceeded this year. She stated that there are 228 IEP students currently with 23 referrals and if all the referrals were approved, then there would be a total of 251 students. Mrs. Toth stated that 51 students are able to stay in the district with all the programs Brooklyn offers along with the programs that are offered by Killingly High School and Woodstock Academy. This allows all 51 students to remain in the district and not be outplaced. There are 9 students that are currently outplaced due to the programming required. Mrs. Toth stated that there will need to have budget transfers done and Mrs. DiBenedetto will be talking more about them later.

Mrs. Toth stated that Brooklyn is still searching for a speech pathologist. There is a shortage in the state. She stated that she has contracted with a virtual speech pathologist program, which is the same program that was used during the pandemic.

b. Woodstock Correspondence - Head of School Award, Apollo Ruoppo

Mrs. Buell would like to congratulate Apollo Ruoppo for receiving the October Head of School award from Woodstock Academy. This award is given to a student who demonstrates commitment to The Woodstock Academy and the community, respect for staff and peers, trustworthiness, dedication and leadership. The student does have to be in good academic standing as well as good disciplinary standing.

c. Thank you letter - Walmart

Mrs. Buell stated that she sent a letter thanking Brooklyn Walmart for their generous donation of school supplies and allowing Brooklyn Schools to share the donation with Moosup Elementary School.

d. Thank you to Richard Ives and Isaias Sostre, past members of the Board of Education.

Mrs. Buell stated that she wanted to thank Richard Ives and Isaias Sostre for being Board of Education members. The Brooklyn Schools appreciate their service.

7. Administrative Reports

a. FY23 Financial Reports

Mrs. DiBenedetto introduced herself to the new Board members. Mrs. DiBenedetto stated that 95% of the budget is encumbered and she is watching the negative lines closely.

Mrs. Buell explained the expense reports to the new Board members and stated that Mrs. DiBenedetto will be going over the report at each meeting.

b. Budget Transfers

Mrs. DiBenedetto discussed the budget transfer request for the amount of \$69,168.02 from four special education account lines to three special education account lines to offset the negative balances..

Mrs. Burgess made a motion to transfer funds as proposed by Mrs. DiBenedetto.  
(Burgess/Phaiah)

No Discussion

**Vote Count:** 6, 0

Unanimous vote to approve

c. Enrollment Report

Mrs. Buell stated that there have been 3 new enrollments since last month. Total enrollment is 1,254 students.

d. Brooklyn's Best

Brooklyn Elementary School:

- Parent-Teacher Conferences were very well-attended and teachers report positive and supportive conversations
- 50's Day - a celebration of the 50th day of school - many staff dressed up in 1950s style clothing, and several students did as well, with 50s tunes being played throughout the day. Thank you to Ms. Stallone for organizing the event!
- Veterans Day was observed with the arrival of a military vehicle at BMS, and several students' family members who have served our country in attendance. Students spent the day learning about the significance of Veterans Day
- Red Ribbon Spirit Week saw high participation from both staff and students. We focused on living drug free.

Brooklyn Middle School:

- Good Cookie September 2023:
  - 5th - Jayce Phelps & Maxine Goetz
  - 6th - Mariah Perez & Austin Rosinski
  - 7th - Analisia Morales & Anthony Santos
  - 8th - Christopher Bowen & Janae Gushlaw
- Congratulations to all of our fall athletes and coaches for an amazing season!
- We had a fun whole-school pep rally to celebrate fall athletics and hard work!
- We had more than 75 kids participate in after school activities for quarter 1
- We had over 230 students attend the 5th and 6th grade movie night and 7th and 8th grade dance. It was fun for everyone involved.
- We celebrated Veteran's Day with cards created by students and information read on announcements every day of the week leading up to Veteran's Day

8. Board of Education Committee Reports

None to report

9. Board Representatives to Other Committees

None to report

10. Old Business

a. Proposed Brooklyn Board of Education 2024 Meeting Dates:

- January 24, 2024 at 6:30 PM
- February 28, 2024 at 6:30 PM
- March 27, 2024 at 6:30 PM
- April 24, 2024 at 6:30 PM
- May 22, 2024 at 6:30 PM
- June 26, 2024 at 6:30 PM
- July 24, 2024 at 6:30 PM
- August 28, 2024 at 6:30 PM
- September 25, 2024 at 6:30 PM
- October 23, 2024 at 6:30 PM
- November 20, 2024 at 6:30 PM (3rd Wednesday due to Thanksgiving)
- December 18, 2024 at 6:30 PM (3rd Wednesday due to Christmas)

All meetings will be held in the Brooklyn Public Schools Community Room

Mr. Phaiah made a motion to adopt the above Board of Education meeting dates.  
(Phaiah/Perkins-Banas)

No Discussion

**Vote Count:** 6, 0

Unanimous vote to approve

b. Proposed 2024 Budget Workshop Meeting Dates and Times

- January 3, 2024 at 5:30-7:30 PM
- January 24, 2024 at 5:30-6:30 PM (prior to BOE Meeting)
- February 28, 2024 at 5:30-6:30 PM (prior to BOE Meeting)
- March 27, 2024 at 5:30-6:30 PM (prior to BOE Meeting)
- April 24, 2024 at 5:30-6:30 PM (prior to BOE Meeting)

Dr. Perkins-Banas made a motion to adopt the above budget workshop dates.  
(Perkins-Banas/Phaiah)

No Discussion

**Vote Count:** 6, 0

Unanimous vote to approve

c. Proposed 2024-2025 School Calendar

The Board discussed the proposed 2024-2025 school calendar. The calendar is very similar to this school year's calendar.

Mr. Phaiah made a motion to adopt the 2024-2025 school calendar.  
(Phaiah/Perkins-Banas)

No Discussion

**Vote Count:** 6, 0

Unanimous vote to approve

d. Board Attorney Discussion



The Board discussed the two attorney's they narrowed down from the last Board meeting and has agreed to remain with Shipman & Goodwin as the Brooklyn Schools attorney.

## 11. New Business

### a. Vote on Committees

Mrs. Lyons stated that she would email the new members a list of available committees and they can let her know which committees they would like to be a part of. A list of committees was provided in their folder to review.

### b. Ratification of the Brooklyn Administrators Contract

Ms. Burgess discussed the ratification of the Brooklyn Administrators Contract:

- A three year contract was developed
- The contract allows for time for the BAA to meet with new administrators when hired
- Outdated language about cadillac tax was removed
- There was a correction to the contract outlining the vacation days, this was a typo
- Language was added to reflect the 10 month special education supervisor, previously outlined in a MOU
- Slight change to reflect FMLA to include spouse and dependent children

Wages included: a one time market adjustment and 2.5%, 2.75% and 2.75% increase over the next three years.

Mrs. Burgess made a motion to ratify the contract between the Brooklyn Administrators and the Brooklyn Board of Education.  
(Burgess/Perkins-Banas)

No Discussion

**Vote Count:** 6, 0

Unanimous vote to approve

### c. First Read Policies

The Board will review the policies and will discuss changes on the policies next month.

## 12. Public Comment

Michael Covington would like to know if there was an update on the homeschool students and sports. Mrs. Buell stated that The Board took no action to change the policy.

Brooklyn Schools will continue to not allow homeschooled students to participate in school sports.

13. Adjournment

Dr. Perkins-Banas made a motion to adjourn at 7:44 p.m.  
(Perkins-Banas/Burgess)

No Discussion

**Vote Count:** 6, 0

Unanimous vote to approve

Respectfully Submitted,

*Laura R. Cota*

Laura R. Cota  
Board Clerk

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Justin Phaiah, Board of Education Secretary

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Date

Acct	Account Description	Budget FY23-24	Transfers	Budget FY23-24	YTD Expended	Encumbrance	Exp/Encumbrance	Balance	% Exp/Encum
51100	Salaries Administration	\$ 902,498.00	\$ -	\$ 902,498.00	\$ 388,043.71	\$ 509,737.33	\$ 897,781.04	\$ 4,716.96	99%
51103	Salaries- Substitute Teachers	\$ 95,000.00	\$ -	\$ 95,000.00	\$ 24,622.70	\$ -	\$ 24,622.70	\$ 70,377.30	26%
51104	Salaries-Substitute Instructional Aides	\$ 22,000.00	\$ -	\$ 22,000.00	\$ 11,494.80	\$ -	\$ 11,494.80	\$ 10,505.20	52%
51110	Salaries-Support Staff	\$ 1,201,175.00	\$ -	\$ 1,201,175.00	\$ 444,534.86	\$ 629,516.11	\$ 1,074,050.97	\$ 127,124.03	89%
51111	Salaries-Teachers	\$ 5,969,725.03	\$ (15,225.57)	\$ 5,984,950.60	\$ 2,094,513.38	\$ 3,857,299.74	\$ 5,951,813.12	\$ 17,911.91	99%
51112	Salaries-Instructional Aides	\$ 1,181,682.00	\$ -	\$ 1,181,682.00	\$ 387,479.06	\$ 789,469.11	\$ 1,176,948.17	\$ 4,733.83	100%
51119	ESY Teacher	\$ 20,471.59	\$ 5,086.59	\$ 15,385.00	\$ 20,471.59	\$ -	\$ 20,471.59	\$ -	133%
51129	ESY Paraprofessional	\$ 25,293.20	\$ (501.80)	\$ 25,795.00	\$ 25,293.20	\$ -	\$ 25,293.20	\$ -	98%
51130	Salaries-Custodial O/T	\$ 6,000.00	\$ -	\$ 6,000.00	\$ 2,230.94	\$ -	\$ 2,230.94	\$ 3,769.06	37%
51151	Additional Compensation-Teachers	\$ 49,656.00	\$ -	\$ 49,656.00	\$ 17,482.50	\$ 15,563.50	\$ 33,046.00	\$ 16,610.00	67%
51152	IT Summer Salaries	\$ 7,500.00	\$ -	\$ 7,500.00	\$ 6,550.72	\$ -	\$ 6,550.72	\$ 949.28	87%
	<b>Total Salaries</b>	<b>\$ 9,481,000.82</b>	<b>\$ (10,640.78)</b>	<b>\$ 9,491,641.60</b>	<b>\$ 3,422,717.46</b>	<b>\$ 5,801,585.79</b>	<b>\$ 9,224,303.25</b>	<b>\$ 256,697.57</b>	<b>97%</b>
52110	Health Ins Employer	\$ 1,762,464.29	\$ -	\$ 1,762,464.29	\$ 815,915.17	\$ 892,601.50	\$ 1,708,516.67	\$ 53,947.62	97%
52115	Dental Ins. Employer	\$ 86,438.97	\$ -	\$ 86,438.97	\$ 58,962.48	\$ 29,628.94	\$ 88,591.42	\$ (2,152.45)	102%
52120	HSA	\$ 172,500.00	\$ -	\$ 172,500.00	\$ 81,770.84	\$ 81,250.00	\$ 163,020.84	\$ 9,479.16	95%
52200	Fica/Medicare Employer portion	\$ 250,000.00	\$ -	\$ 250,000.00	\$ 118,205.46	\$ 185,735.53	\$ 303,940.99	\$ (53,940.99)	122%
52300	Pension/Retirement Expenses	\$ 283,522.00	\$ -	\$ 283,522.00	\$ 229,346.00	\$ -	\$ 229,346.00	\$ 54,176.00	81%
52510	Tuition Reimbursement	\$ 15,000.00	\$ -	\$ 15,000.00	\$ 6,449.00	\$ -	\$ 6,449.00	\$ 8,551.00	43%
52600	Unemployment	\$ 25,000.00	\$ -	\$ 25,000.00	\$ 2,116.44	\$ -	\$ 2,116.44	\$ 22,883.56	8%
52700	Workers Compensation	\$ 90,240.00	\$ -	\$ 90,240.00	\$ 45,110.38	\$ 45,112.34	\$ 90,222.72	\$ 17.28	100%
52800	Life Insurance	\$ 15,544.00	\$ -	\$ 15,544.00	\$ 8,431.38	\$ 10,196.05	\$ 18,627.43	\$ (3,083.43)	120%
	<b>Total Benefits</b>	<b>\$ 2,700,709.26</b>	<b>\$ -</b>	<b>\$ 2,700,709.26</b>	<b>\$ 1,366,307.15</b>	<b>\$ 1,244,524.36</b>	<b>\$ 2,610,831.51</b>	<b>\$ 89,877.75</b>	<b>97%</b>
53020	Legal Services	\$ 40,000.00	\$ -	\$ 40,000.00	\$ 15,163.43	\$ 10,351.50	\$ 25,514.93	\$ 14,485.07	64%
53200	Professional Educational Services	\$ 182,099.00	\$ 55,810.00	\$ 126,289.00	\$ 23,819.56	\$ 47,665.00	\$ 71,484.56	\$ 110,614.44	57%
53230	Pupil Services	\$ 2,500.00	\$ -	\$ 2,500.00	\$ -	\$ -	\$ -	\$ 2,500.00	0%
53400	Other Professional Services	\$ 49,800.00	\$ -	\$ 49,800.00	\$ 18,962.61	\$ 6,866.00	\$ 25,828.61	\$ 23,971.39	52%
53410	Audit	\$ 29,000.00	\$ -	\$ 29,000.00	\$ 4,000.00	\$ 12,625.00	\$ 16,625.00	\$ 12,375.00	57%
53500	Technical Services	\$ 31,830.00	\$ -	\$ 31,830.00	\$ 13,902.00	\$ 15,321.58	\$ 29,223.58	\$ 2,606.42	92%
53520	Other Technical Services	\$ 14,972.00	\$ -	\$ 14,972.00	\$ 9,500.00	\$ 5,472.00	\$ 14,972.00	\$ -	100%
53540	Sports Officials	\$ 5,195.00	\$ -	\$ 5,195.00	\$ 760.00	\$ -	\$ 760.00	\$ 4,435.00	15%
	<b>Total Prof Services</b>	<b>\$ 355,396.00</b>	<b>\$ 55,810.00</b>	<b>\$ 299,586.00</b>	<b>\$ 86,107.60</b>	<b>\$ 98,301.08</b>	<b>\$ 184,408.68</b>	<b>\$ 170,987.32</b>	<b>62%</b>
54101	Refuse Removal	\$ 16,000.00	\$ -	\$ 16,000.00	\$ 7,240.60	\$ 6,522.48	\$ 13,763.08	\$ 2,236.92	86%
54300	Equipment Repairs	\$ 25,075.00	\$ -	\$ 25,075.00	\$ 9,648.05	\$ 8,660.82	\$ 18,308.87	\$ 6,766.13	73%
54301	Building Maintenance	\$ 45,000.00	\$ -	\$ 45,000.00	\$ 22,098.65	\$ 23,595.20	\$ 45,693.85	\$ (693.85)	102%
54302	Fire/Security Maintenance	\$ 17,000.00	\$ -	\$ 17,000.00	\$ 13,705.64	\$ 1,940.00	\$ 15,645.64	\$ 1,354.36	92%
54303	Grounds Maintenance	\$ 20,000.00	\$ -	\$ 20,000.00	\$ 19,082.26	\$ 5,784.91	\$ 24,867.17	\$ (4,867.17)	124%
54320	Technology Related Repairs	\$ 5,000.00	\$ -	\$ 5,000.00	\$ -	\$ -	\$ -	\$ 5,000.00	0%
54411	Water/Sewer	\$ 29,000.00	\$ -	\$ 29,000.00	\$ 5,562.62	\$ 23,437.38	\$ 29,000.00	\$ -	100%
54430	Rental of Equipment - Copiers	\$ 57,349.24	\$ -	\$ 57,349.24	\$ 15,353.85	\$ 24,463.93	\$ 39,817.78	\$ 17,531.46	69%
	<b>Total Contracted Services</b>	<b>\$ 214,424.24</b>	<b>\$ -</b>	<b>\$ 214,424.24</b>	<b>\$ 92,691.67</b>	<b>\$ 94,404.72</b>	<b>\$ 187,096.39</b>	<b>\$ 27,327.85</b>	<b>87%</b>

55100	Pupil Transportation-Local/High	\$ 827,441.00	\$ -	\$ 827,441.00	\$ 192,479.00	\$ 642,928.00	\$ 835,407.00	\$ (7,966.00)	101%
55110	Student Transportation-Spec. Ed In-State	\$ 308,560.00	\$ -	\$ 308,560.00	\$ 78,510.00	\$ 177,260.00	\$ 255,770.00	\$ 52,790.00	83%
55130	TRANS. SPECIAL ED - ESY	\$ 28,398.00	\$ (12,253.00)	\$ 40,651.00	\$ 28,398.00	\$ -	\$ 28,398.00	\$ -	70%
55150	Transportation-Athletics/Field Trips	\$ 30,019.00	\$ -	\$ 30,019.00	\$ 2,371.50	\$ 140.00	\$ 2,511.50	\$ 27,507.50	8%
55200	Property & Liability Insurance	\$ 76,985.29	\$ -	\$ 76,985.29	\$ 39,314.05	\$ 39,241.00	\$ 78,555.05	\$ (1,569.76)	102%
55300	Communications	\$ 12,840.00	\$ -	\$ 14,080.00	\$ 5,359.09	\$ 7,928.11	\$ 13,287.20	\$ (447.20)	94%
55301	Postage	\$ 4,000.00	\$ -	\$ 4,000.00	\$ 1,764.16	\$ 1,164.16	\$ 2,928.32	\$ 1,071.68	73%
55400	Advertising	\$ 7,200.00	\$ -	\$ 7,200.00	\$ 7,592.47	\$ -	\$ 7,592.47	\$ (392.47)	105%
55600	Tuition-High School	\$ 4,873,441.21	\$ -	\$ 4,873,441.21	\$ 2,364,037.96	\$ 2,401,967.54	\$ 4,766,005.50	\$ 107,435.71	98%
55610	Tuition-Vo Ag	\$ 57,920.00	\$ -	\$ 57,920.00	\$ 37,526.52	\$ 37,526.48	\$ 75,053.00	\$ (17,133.00)	130%
55630	Tuition-Spec. Ed Private	\$ 696,632.25	\$ -	\$ 696,632.25	\$ 234,612.53	\$ 424,200.30	\$ 658,812.83	\$ 37,819.42	95%
55640	Tuition-Spec. Ed-In State LEA	\$ 1,161,855.24	\$ -	\$ 1,161,855.24	\$ 563,886.46	\$ 596,279.30	\$ 1,160,165.76	\$ 1,689.48	100%
55650	Tuition-Spec. Ed-Private Out of State	\$ 75,464.18	\$ (32,916.22)	\$ 108,380.40	\$ 14,387.86	\$ 35,123.00	\$ 49,510.86	\$ 25,953.32	46%
55800	Travel Reimbursement	\$ 14,500.00	\$ -	\$ 14,500.00	\$ 3,979.28	\$ 1,076.96	\$ 5,056.24	\$ 9,443.76	35%
55910	ADULT EDUCATION	\$ 30,850.00	\$ -	\$ 30,850.00	\$ -	\$ -	\$ -	\$ 30,850.00	0%
	<b>Total Other Services</b>	<b>\$ 8,206,106.17</b>	<b>\$ (45,169.22)</b>	<b>\$ 8,252,515.39</b>	<b>\$ 3,574,218.88</b>	<b>\$ 4,364,834.85</b>	<b>\$ 7,939,053.73</b>	<b>\$ 267,052.44</b>	<b>96%</b>
56100	General Supplies	\$ 68,519.76	\$ -	\$ 68,519.76	\$ 27,927.40	\$ 5,490.48	\$ 33,417.88	\$ 35,101.88	49%
56110	Instructional Supplies	\$ 65,887.95	\$ -	\$ 65,887.95	\$ 35,032.14	\$ 1,404.77	\$ 36,436.91	\$ 29,451.04	55%
56120	Admin Supplies	\$ 25,660.26	\$ -	\$ 25,660.26	\$ 10,772.97	\$ 323.85	\$ 11,096.82	\$ 14,563.44	43%
56220	Electricity	\$ 55,000.00	\$ -	\$ 55,000.00	\$ 22,130.88	\$ 32,869.08	\$ 54,999.96	\$ 0.04	100%
56240	Fuel Oil	\$ 129,988.00	\$ -	\$ 129,988.00	\$ 19,771.98	\$ 76,228.02	\$ 96,000.00	\$ 33,988.00	74%
56260	Gasoline/Diesel	\$ 88,321.40	\$ -	\$ 88,321.40	\$ 30,368.69	\$ 55,312.63	\$ 85,681.32	\$ 2,640.08	97%
56400	Books	\$ 5,500.00	\$ -	\$ 5,500.00	\$ 1,315.16	\$ 524.43	\$ 1,839.59	\$ 3,660.41	33%
56410	Textbooks	\$ 875.00	\$ -	\$ 875.00	\$ 389.11	\$ 49.20	\$ 438.31	\$ 436.69	50%
56420	Library Books	\$ 9,249.15	\$ -	\$ 9,249.15	\$ 58.74	\$ 1,228.09	\$ 1,286.83	\$ 7,962.32	14%
56430	Periodicals	\$ 205.00	\$ -	\$ 205.00	\$ 76.50	\$ -	\$ 76.50	\$ 128.50	37%
56500	Supplies - Technology Related	\$ 5,000.00	\$ -	\$ 5,000.00	\$ 545.86	\$ -	\$ 545.86	\$ 4,454.14	11%
56900	Other Supplies	\$ 20,199.00	\$ -	\$ 20,199.00	\$ 1,740.82	\$ -	\$ 1,740.82	\$ 18,458.18	9%
	<b>Total Supplies</b>	<b>\$ 474,405.52</b>	<b>\$ -</b>	<b>\$ 474,405.52</b>	<b>\$ 150,130.25</b>	<b>\$ 173,430.55</b>	<b>\$ 323,560.80</b>	<b>\$ 150,844.72</b>	<b>68%</b>
57345	Instructional Equipment	\$ 92,837.00	\$ -	\$ 92,837.00	\$ 14,773.40	\$ 8,166.11	\$ 22,939.51	\$ 69,897.49	25%
57350	Technology Software	\$ 66,681.00	\$ -	\$ 66,681.00	\$ 14,211.50	\$ -	\$ 14,211.50	\$ 52,469.50	21%
	<b>Total Equipment</b>	<b>\$ 159,518.00</b>	<b>\$ -</b>	<b>\$ 159,518.00</b>	<b>\$ 28,984.90</b>	<b>\$ 8,166.11</b>	<b>\$ 37,151.01</b>	<b>\$ 122,366.99</b>	<b>23%</b>
58100	Dues and Fees	\$ 33,440.00	\$ -	\$ 33,440.00	\$ 26,209.29	\$ 6,654.00	\$ 32,863.29	\$ 576.71	98%
	<b>Total Dues and Fees</b>	<b>\$ 33,440.00</b>	<b>\$ -</b>	<b>\$ 33,440.00</b>	<b>\$ 26,209.29</b>	<b>\$ 6,654.00</b>	<b>\$ 32,863.29</b>	<b>\$ 576.71</b>	<b>98%</b>
59140	Contingency	\$ 10,000.00	\$ -	\$ 10,000.00	\$ -	\$ -	\$ -	\$ 10,000.00	0%
	<b>Total Other</b>	<b>\$ 10,000.00</b>	<b>\$ -</b>	<b>\$ 10,000.00</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 10,000.00</b>	<b>0%</b>
	<b>Total General Fund</b>	<b>\$ 21,635,000.01</b>	<b>\$ -</b>	<b>\$ 21,636,240.01</b>	<b>\$ 8,747,367.20</b>	<b>\$ 11,791,901.46</b>	<b>\$ 20,539,268.66</b>	<b>\$ 1,095,731.35</b>	<b>95%</b>





## Brooklyn Elementary School

- We've always said the BES is a very special place due to the people there. We even have custodial staff that check in with students that need a little extra support.
- BES just completed their next round of data meetings. We are excited to see the growth of our students in all areas. Staff are making choices for each student based on their individual needs.
- Thank you to all of the volunteers that have come out to help in our Scholastic Book Fair. Without these volunteers, this event would not be possible.
- Thank you to our PTO for organizing the raffle basket event, CCMC's PJ Day and the Holiday Store. These events go a long way in supporting our schools and children.
- Mrs. Gatlin held a craft night fundraiser for our staff to support the Brooklyn Parks and Recreation with their toy drive. The staff had an amazing time and made some adorable gnomes and wonderful memories.
- Grade 3 & 4 Chorus singing at the Ice Box after school on December 12th.

## Brooklyn Middle School

- Our Winter sports are off to a great start!
- 2 new community fitness stations have been installed and are almost ready for final touches.
- We are looking forward to our Band and Chorus concerts before winter break.

Good Cookie October		
5th	Ellie Faucher	Sawyer Goodwin
6th	Bianca Mercer	Sam LaFlesh
7th	Sophia Nason	Henry Goodwin & Jaden Gilmore
8th	Evelyn Thayer	Ethan Laoroyal

Lions Club Award Recipients			
5th	Mackenzie Ennis	7th	Reese Robillard
6th	Ella Hynes	8th	Gavin Lalumiere

## Students

### Student Records; Confidentiality

~~Educational records, defined as records directly related to a student, will be kept for each student and will reflect the physical, emotional, social and academic aspects of a student's development in the educational process.~~

~~The Board of Education recognizes the need to comply with the legal state and federal requirements regarding the confidentiality, access to and amendment of student records. The procedures for the confidentiality of student records shall be consistent with federal statutes, including the Family Educational Rights and Privacy Act of 1974 (FERPA), as amended, and its implementing and revised regulations, The No Child Left Behind Act of 2001, and the Connecticut General Statutes.~~

~~Safeguards shall be established by the school administration to protect the student and the student's family from invasion of privacy in the collection, maintenance and dissemination of information, and to provide accessibility to recorded information by those legally entitled thereto. Access to inspect or review a student's educational record or any part thereof may include the right to receive copies under limited circumstances.~~

#### **For the purposes of this policy:**

~~"Parent" means a natural parent, an adopted, or a legal guardian or an individual acting as a parent in the absence of a parent or guardian. If parents are divorced or legally separated the parent granted custody and the parent not granted custody of a minor child both have the right of access to the academic, medical, hospital, or other health records of the child, unless a court order prohibits access. Whenever a student has attained the age of 18 years or is attending an institution of post secondary education, the permission or consent required of, and the rights accorded to, the parents or guardians of the student shall thereafter only be required of, and accorded to, the student.~~

~~"Student" means an individual who is or has been "in attendance" in person at an educational agency or institution for whom education records are maintained. It also includes those situations in which students "attend" classes but are not physically present, including attendance by videoconference, satellite, Internet, or other electronic information and telecommunication technologies.~~

~~"Student record" means any item of information directly related to an identifiable student, other than directory information, which is maintained by a school district or required to be maintained by an employee in the performance of his/her duties whether recorded in handwriting, print, computer media, video or audio tape, film, microfilm and microfiche. Student records include information relative to an individual student gathered within or without the school system and maintained within the school system, regardless of the physical form in which it is maintained. Any information maintained for the purpose of review by a second party is considered a student record. Records that pertain to an individual's previous attendance as a student are "education records" under FERPA regardless of when they were created or received within the school system.~~

~~"**Student record**" shall not include informal notes related to a student compiled by a school officer or employee which remain in the sole possession of the maker and are not accessible or revealed to any other person except a substitute. Records of the law enforcement unit of the District or school are not considered student records.~~

~~"**Law Enforcement Unit**" means an individual office, department, division, or other component of an education agency or institution that is officially authorized or designated by that agency or institution to (1) enforce laws or refer matters of law enforcement to appropriate authorities, or (2) maintain the physical security and safety of the agency or institution.~~

~~"**Substitute**" means a person who performs the duties of the individual who made the notes on a temporary basis, and does not refer to a person who permanently succeeds the maker of the notes in his or her position.~~

~~"**School Official**" means 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, a person serving on the Board of Education, a person or company with whom the district has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist), or a parent or student serving on an official committee such as a disciplinary or grievance committee, or assisting another school official in performing his/her tasks.~~

~~"**Authorized Representative**" means any entity or individual designated by a state or local educational authority or an agency headed by an official listed in §99.31(a)(3) to conduct with respect to Federal or State-supported education programs, any audit or evaluation, or any compliance or enforcement activity in connection with Federal legal requirements that relate to these programs.~~

~~"**Education Program**" means any program that is principally engaged in the provision of education, including, but not limited to, early childhood education, elementary and secondary education, postsecondary education, special education, job training, career and technical education and adult education, and any program that is administered by an educational agency or institution.~~

~~"**Early Childhood Education Program**" means a Head Start program, a state licensed or regulated child care program, or a program that serves children from birth through age six that addresses the children's cognitive, social, emotional and physical development and is a (i) state prekindergarten program; (ii) a program authorized under the Individuals with Disabilities Education Act; or (iii) is a program operated by a local educational agency.~~

~~"**Directory Information**" means information contained in a student's education record that would not generally be considered harmful or an invasion of privacy if disclosed. Directory information includes, but is not limited to, one or more of the following items: parent's name and/or e-mail address, 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, and the most recent previous public or private school attended by the student.~~

~~A student's social security number or student ID number is prohibited from designation as directory information. However, student ID numbers and other electronic personal identifiers used to access or communicate in electronic systems may be disclosed only if the identifier is not used by itself to authenticate identity and cannot be used to gain access to education records.~~



~~A student's ID number or other unique personal identifier that is displayed on a student ID badge is considered directory information, but only if the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a PIN, password, or other factor known or possessed only by the authorized user.~~

~~The Superintendent shall be responsible for ensuring that all requirements under federal and state statutes shall be carried out by the district. He/She will develop procedures (administrative regulations) providing for the following:~~

- ~~1. Annually informing parents of their rights.~~
- ~~2. Permitting parents to inspect and review educational records, including, at least, a statement of the procedure to be followed by a parent or eligible student who requests to inspect and review the educational records, with an understanding that the procedure may not deny access to educational records; a description of the circumstances in which the district feels it has a legitimate cause to deny a request for a copy of such records; a schedule of fees for copies; and a listing of the types and locations of education records maintained by the school and the titles and addresses of school officials responsible for those records.~~
- ~~3. Not disclosing personally identifiable information from a student's education records without the prior written consent of the student's parent, except as otherwise permitted by administrative regulations; including at least a statement of whether the school will disclose personally identifiable information from the records to other school officials within the school who have been determined by the school to have legitimate educational interests, and, if so, a specification of the criteria for determining which parties are "school officials" and what the school considers to be a "legitimate educational interest"; and a specification of the personally identifiable information to be designated as directory information.~~
- ~~4. Maintaining the record of disclosures of personally identifiable information from a student's education records and permitting a parent to inspect that record.~~
- ~~5. Providing a parent with an opportunity to seek the correction of the student's education records through a request to amend the records or a hearing, and permitting the parent or an eligible student to place a statement in the education records of the student.~~
- ~~6. Guaranteeing access to student records to authorized persons within five days following the date of request.~~
- ~~7. Assuring security of student records.~~
- ~~8. Enumerating and describing the student records maintained by the school system.~~
- ~~9. Annually informing parents under what conditions that their prior consent is not required to disclose information.~~
- ~~10. Ensuring the orderly retention and disposition, per applicable state statutes, of the districts student records.~~
- ~~11. Notifying parents of secondary school students that it is required to release the student's name, address and telephone listing to military recruiters and institutions of higher learning upon request. Parents or eligible students may request that the District not release this information, and the District will comply with the request.~~

~~12. Notifying parents annually of the District's policy on the collection or use of personal information collected from students for the purpose of marketing or selling that information or otherwise providing that information to others for that purpose, including arrangements to protect student privacy that are provided by the agency in the event of such collection, disclosure or use.~~

The Board of Education will comply with applicable regulations regarding confidentiality and access to all student records. The Board shall implement procedures that ensure strict confidentiality of student records while providing proper parental and/or student access to records. Availability of these policies and procedures shall be made known annually to all parents/guardians of children within the District.

Legal Reference: Connecticut General Statutes

1-19(b)(11) Access to public records. Exempt records.

7-109 Destruction of documents.

10-15b Access of parent or guardians to student's records.

10-154a Professional communications between teacher or nurse & student.

10-209 Records not to be public.

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

11-8a Retention, destruction and transfer of documents

11-8b Transfer or disposal of public records. State Library Board to adopt regulations.

46b-56(e) Access to Records of Minors.

Connecticut Public Records Administration Schedule V Disposition of Education Records(Revised 1983).

Federal Family Educational Rights and Privacy Act of 1974 (section 438 of the General Education Provisions Act, as amended, added by section 513 of P.L. 93-568, codified at 20 U.S.C.1232g.).

Dept. of Educ. 34 C.F.R. Part 99 (May 9, 1980 45 FR 30802) regs. implementing FERPA enacted as part of 438 of General Educ. provisions act (20 U.S.C. 1232g) parent and student privacy and other rights with respect to educational records, as amended 11/21/96, and Final Rule 34 CFR Part 99, December 9, 2008)

USA Patriot Act of 2001, PL 107-56, 115 Stat. 272, Sec 507, 18 U.S.C. §2332b(g)(5)(B) and 2331

PL 107-110 "No Child Left Behind Act of 2001" Sections 5208 and 9528

PL 112-278 "The Uninterrupted Scholars Act"

Owasso Independent Sch. Dist. No.1-011 v. Falvo, 534 U.S.426 (2002)

**Policy adopted: October 22, 2008**

**Revised: January 25, 2017**

## **Instruction**

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

~~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 22nd birthday or until they graduate from high school with a regular high school diploma, whichever comes first. The adult student or his/her parent/guardian will be asked by the District if the student wishes to receive the special education and related services outlined in their individualized education program (IEP) until they turn 22 years of age or they graduate with a regular high school diploma, whichever comes first.~~

In accordance with the regulations of the State Board of Education, the 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 turn 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 of a child, the State Department of Education, other state agencies available to District may initiate a request for an initial evaluation to determine if the child is a child with a disability. Initial evaluations using a variety of assessment tools and measures to gather relevant functional, developmental, and academic information, must be completed within 60 calendar days of the receipt of written parental consent, for the initial evaluation; or implement the student's IEP within 45 school days of a referral, (not counting the time necessary to obtain written parental consent to conduct the initial evaluation or to begin providing special education). The 45 school day requirement begins after the District receives a completed and signed PPT referral form or letter requesting a referral to the PPT process or per a timeline determined by the State. Exceptions to this timeframe include children moving between school districts and parental refusal to make a child available for evaluation, as provided by law. Assessments for disabled children who are transfer students shall be coordinated between the sending or receiving district in an expeditious manner.

The timeline for implementation of an IEP must occur within 60 school days of the PPT referral in those situations in which a student's IEP requires an out-of-district or private placement (not including the time it takes to obtain written parental consent).

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

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

The term "individualized education program team" or "IEP Team" means a group of individuals composed of -

- (i) the parents of a child with a disability
- (ii) not less than one regular education teacher of such child (if the child is, or may be, participating in the regular education environment);
- (iii) not less than one special education teacher, or where appropriate, not less than one special education provider of such child;
- (iv) a representative of the local educational agency who -
  - (I) is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of children with disabilities;
  - (II) is knowledgeable about the general education curriculum; and
  - (III) is knowledgeable about the availability of resources of the local educational agency;
- (v) an individual who can interpret the instructional implications of evaluation results, who may be a member of the team described in clauses (ii) through (vi);
- (vi) 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; and
- (vii) the school paraprofessional, if any, assigned to such child, and
- (viii) whenever appropriate, the child with a disability.

NOTE: An IEP Team member is not required to attend all or part of an IEP meeting if the parents and District agree that the team member's participation is not necessary because the member's area of the curriculum or related services is not being modified or discussed at the meeting. If the meeting does involve a modification or discussion of the member's area of the curriculum or related services, parents and the District can agree to excuse the member from attending all or part of the meeting if the member submits written input to the parent and the IEP Team prior to the meeting. Parental consent in writing is required in either case.

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.

No birth-to-three coordinator or qualified personnel, as defined by C.G.S. [17a-248](#), who discusses or makes recommendations concerning the provision of special education and/or related services during a PPT meeting or in a transition plan shall be subject to discipline, suspension, termination or other punishment on the basis of such recommendations.

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, and such child's birth-to-three service coordinator, 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 and have the right to have such recommendation made in such child's birth-to-three individualized transition plan, if any, addressed by the PPT at which an educational program for such child is developed.

The District shall offer to meet with the student's parents/guardians, upon the request of the parents/guardians, after the student has been assessed for possible placement in special education and before the Planning and Placement Team (PPT) meets. The sole purpose of such meeting is to discuss the PPT process and any concerns the parent/guardian has about the student. The meeting will involve a member of the PPT designated by the District before the referral PPT meeting at which the student's assessments and evaluations will be discussed for the first time. This applies to students under evaluation for possible placement in special education.

Upon request of a 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.

Parents/Guardians and the District may agree to conduct IEP meetings, and other meetings, through alternative means, such as including but not limited to, videoconferences or conference calls.

(a) **General.** The IEP for each child must include -

(1) An accurate statement of the child's present levels of academic achievement and functional performance based upon parental provider information, current classroom-based, local, state assessments and classroom-based observations, including -

(i) How the child's disability affects the child's involvement and progress in the general education curriculum; or

(ii) For preschool children, as appropriate, how the disability affects the child's participation in appropriate activities;

(2) A statement of measurable annual academic and functional goals that aim to improve educational results and functional performance for each child with a disability, related to -

(i) Meeting the child's needs that result from the child's disability to enable the child to be involved in and progress in the general education curriculum;

- (ii) Meeting each of the child's other educational needs that result from the child's disability; and
- (iii) Providing a meaningful opportunity for the child to meet challenging objectives.

#### ***Alternate Assessments***

(iv) A statement of "benchmarks or short-term objectives" is required only with respect to students with disabilities who take alternate assessments aligned with alternate achievement standards.

If a child will participate in alternate assessments based on either general or alternate achievement standards, the IEP must explain why the child cannot participate in the regular assessment and why the alternate assessment selected is appropriate for the child.

The IEP/PPT Team may only recommend appropriate accommodation or use of alternate assessment, but may not exempt students with disabilities from the state assessment.

- (3) A statement of the special education and related services and supplementary aids and services to be provided to the child, or on behalf of the child and a statement of the program modifications or supports for school personnel that will be provided for the child -
- (i) To advance appropriately toward attaining the annual goals;
  - (ii) To be involved and progress in the general curriculum in accordance with paragraph (a)(1) of this section and to participate in extracurricular and other nonacademic activities; and
  - (iii) To be educated and participate with other children with disabilities and non-disabled children in the activities described in this paragraph;

(4) A school must offer an IEP that is "reasonable calculated to enable a child to make progress appropriate in light of the child's circumstances." The child's educational program must be appropriately ambitious in light of his/her circumstances and every child should have the chance to meet challenging objectives. The IEP Team, in determining whether an IEP is reasonably calculated to enable a child to make progress should consider the child's:

- Previous rate or academic growth,
- Progress towards achieving or exceeding grade-level proficiency,
- Behaviors, if any, interfering with the child's progress, and
- Parent's input and any additional information provided by such parents.

The U.S. Supreme Court, in the Endrew F decision stated, "any review of an IEP must consider whether the IEP is reasonably calculated to ensure such progress, not whether it would be considered ideal. (137S.CT. at 99)

- (5) An explanation of the extent, if any, to which the child will not participate with non-disabled children in the regular class and in the activities described in paragraph (a) (3) of this section;
- (6) A statement of any individual modifications in the administration of State or district-wide assessments of student achievement that are needed in order for the child to participate in the assessment; and
- (7) The projected date for the beginning of the services and modifications described in paragraph (a)(3) of this section, and the anticipated frequency, location, and duration of those services and modifications; and

(8) A statement of -

(i) How the child's progress toward the annual goals described in paragraph (a)(2) of this section will be measured; and

(ii) How the child's parents will be regularly informed (through such means as periodic report cards), at least as often as parents are informed of their non-disabled children's progress, of -

(A) Their child's progress toward the annual goals; and

(B) The extent to which that progress is sufficient to enable the child to achieve the goals by the end of the year

(9) Reevaluation of a student's progress may not occur more than once a year unless agreed to by the parents and the District. Reevaluation must occur at least once every three years unless the parent and District agree that it is unnecessary.

NOTE: In order to make FAPE available to each eligible child with a disability, the child's IEP must be designed to enable the child to be involved in, and maybe progress in, the general education curriculum ("the same curriculum as for nondisabled children which is based on a State's academic content standards. This alignment must guide, and not replace the individualized decision-making required in the IEP process.")

(b) **Transition services.**

(1) The IEP must include -

(i) For each student beginning not later than the first IEP to be in effect when the child is fourteen, and younger if the PPT determines it appropriate, and updated annually, thereafter, appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills; and the transition services, including courses of study, needed to assist the student in reaching those goals.

(ii) For a student no longer eligible for services due to graduation from high school with a regular diploma or for a student who exceeds the age of eligibility under State law, a summary of the student's academic achievement and functional performance including recommendations on how to assist the student in meeting his/her postsecondary goals.

(2) If the IEP team determines that services are not needed in one or more of the areas specified in §300.27(c)(1) through (c)(4), the IEP must include a statement to that effect and the basis upon which the determination was made.

(c) **Transfer of rights.** Beginning not later than one year before a student reaches the age of majority under State law, the student's IEP must include a statement that the student has been informed of his or her rights under this title if any, that will transfer to the student on reaching the age of majority, consistent with §615(m)

(d) **Students with disabilities convicted as adults and incarcerated in adult prisons.** Special rules concerning the content of IEP's for students with disabilities convicted as adults and incarcerated in adult prisons are contained §612(a)(5)A.

(e) ***Students with disabilities identified as deaf or hearing impaired.*** For a child identified as deaf or hearing impaired, the PPT shall develop an IEP which includes a language and communication plan which 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;
- (vi) Assistive devices and services for the child;
- (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.

### **Transfers**

When an individual has been on an IEP in another school district, the PPT shall make an evaluative study of the student and develop an IEP for the student as though the student were newly referred, but the PPT may use the previous IEP (if available) in developing the new one.

If the transfer involves districts within Connecticut, the District will provide services "comparable to those described in the previously held IEP," until the District adopts the previously held IEP or develops, adopts, and implements a new IEP. If the student has transferred from another state, the District will provide services "comparable to those described in the previously held IEP," until the District conducts an evaluation, if deemed necessary, and if appropriate, develops a new IEP. If a student who is on an IEP transfers from this district to another, or to a private school, the written IEP and any additional records relating to the student's program and achievement shall be forwarded to the receiving school on the request of the receiving school and the individual's parent or guardian.

Prior to the enrollment of a District student in a technical education and career school, the District will convene a PPT in order to address such student's transition to the technical education and career school and ensure that such student's IEP reflects the current supports and services the student requires in order to access a Free and Appropriate Public Education (FAPE) in the least restrictive environment. A representative from the technical education and career school shall be invited to the PPT meeting.

### **Independent Educational Assessment**

If an independent educational assessment is necessary, it shall be conducted by a Connecticut credentialed or licensed professional examiner who is not employed by and does not routinely provide assessment for the State Department of Education or this District.



Legal Reference: Connecticut General Statutes

[10-76a](#) Definitions

[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 and PA 19-49 and PA 21-46 and PA 21-144)

[10-76ff](#) Procedures for determining if a child requires special education

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

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

[10-76q](#) Special education at technical education and career schools (as amended by PA 21-144)

[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)

SDE Guidance Addressing Timeline for Initial Evaluations, Dec. 21, 2018

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

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)

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

**PA 23-137 An Act Concerning Resources and Support for Persons with an Intellectual or Developmental Disability.**

**Policy adopted: September 22, 2021**

## **Instruction**

### **Survey of Students**

Surveys can be a valuable resource for schools and communities in determining student needs for educational services. When a survey is used, every effort should be made to ask questions in a neutral manner to ensure the accuracy of the survey.

Administrators, teachers, other staff members and the Board of Education may use surveys for many purposes. Such purposes may include, but are not limited to, the need for student services, the determination of prevailing views pertaining to proposed policies and/or practices, or the determination of student knowledge and/or attitudes related, to a specific subject or units. These are examples of surveys and not intended to be an all-inclusive listing. Administrative approval is required for surveys. Responses will not be used in any identifying manner.

Surveys used in any experimental program or research project will be subject to the requirements of Policy [5156](#). Parents/Guardians shall have the right to inspect all instructional material that will be used for a survey, analysis, or evaluation as part of a federal program.

Prior to administering a survey, the Board of Education must approve all that are received by the Superintendent that include reference to any of the factors listed below. In addition, no student may, without parental consent, take part in a survey, analysis, or evaluation that reveals information concerning:

1. political affiliations or beliefs of the student or the student's parents;
2. mental or psychological problems of the student or the student's family;
3. sex behavior or attitudes;
4. illegal, anti-social, self-incriminating and demeaning behavior;
5. critical appraisals of other individuals with whom respondents have close family relationships;
6. legally recognized privileged or analogous relationships, such as those of lawyers, physicians and ministers;
7. income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program); or
8. religious practices, affiliations or beliefs of the student or the student's parent.

Surveys conducted for other agencies, organizations or individuals must have the recommendation of the Superintendent of Schools and the approval of the Board of Education as to content and purpose. The results of such approved surveys must be shared with the Board of Education.

Parents/guardians shall have the right to inspect, upon their request, a survey created by a third party before the survey is administered or distributed by a school to a student. Such requests shall be made in writing with a response to be at least two weeks in advance of any survey to be given.

Overall survey results following decisions must be shared with all parties who request such information.

Parents/guardians shall be notified at least annually, at the beginning of the school year, of this policy and when enrolling students for the first time in district schools. This notification must explain that parent/guardians have the right to "opt the student out of participation," in writing, in the following activities;

1. The collection, disclosure and use of personal information gathered from students for the purpose of marketing or selling that information. This does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to students, such as:
  - a. College or other post-secondary education recruitment, or military recruitment;
  - b. Book clubs, magazines and programs providing access to low-cost literary products;
  - c. Curriculum and instructional materials used in schools;
  - d. Tests and assessments;
  - e. Student recognition programs; and
  - f. The sale by students of products or services to raise funds for school-related activities;
2. The administration of any survey that delves into the restricted sensitive subject areas identified and listed above, or
3. The administration of any non-emergency, invasive physical examination or screening that is required as a condition of attendance, administered by the school not necessary to protect the immediate health or safety of the student or other students and not otherwise permitted or required by state law.

*Note: The term "invasive physical examination" means any medical examination that involves the exposure of private body parts, or any act during such examination that includes incision, insertion, or injection into the body, but does not include a hearing, vision or scoliosis screening.*

*The term "personal information" means individually identifiable information including a student's or parent's name, address, telephone number, or social security number.*

Parents/guardians of a student shall also have the right to inspect, upon request, any instructional material used as part of the educational curriculum.

*Note: The term "instructional material" means instructional content that is provided to a student, regardless of format. It does not include tests or academic assessments.*

(cf. [5156](#) – Research Involving Students)

(cf. [6161](#) - Equipment, Books and Materials: Provision/Selection)

(cf. [C:\Users\pbuell\Downloads\-- z2:DocViewer?doccode=z20000235&z2collection=brooklyn - JD\\_6161.16161.1\\_- Evaluation/Selection of Instructional Materials](C:\Users\pbuell\Downloads\-- z2:DocViewer?doccode=z20000235&z2collection=brooklyn - JD_6161.16161.1_- Evaluation/Selection of Instructional Materials))

Legal Reference: P.L. 103-227 Section 1017 (which amends Section 439 of the General Education Provisions Act)

P.L. 107-110, (HR 1-"Leave No Child Behind") § 1061/1062 - Student Privacy, Parental Access to Information, and Administration of Certain Physical Examinations to Minors.

Regulation 34 CFR Part 99

**Policy adopted: May 24, 2017**