

Sterling Board of Education
Agenda of the Regular Meeting
October 15, 2025
Community Room - 6:00pm
“EXCELLENCE WITH KINDNESS”

I. Call to Order

II. Pledge of Allegiance

III. Public Comment

IV. Reports and Communications

A. Correspondence

B. Consent Agenda

1. Minutes of Meeting September 17, 2025
2. Superintendent’s Report
3. Special Education Director’s Report
4. Principal’s Report
5. Clinical Supervisor’s Report
6. Monthly Check Register

C. Budget and Expense Report

D. Plainfield Board of Education Liaison

E. Personnel - Resignation/Retirement

V. Unfinished Business

A. Review and Possible Action on the following **Policies/Regulations - 2nd Reading**

Policy #5114 - Students - Suspension and Expulsion/Due Process

Policy #6159 - Instruction - Individualized Education Program

Regulation #6159 - Instruction - Individualized Education Program

Policy #5118.2 - Students - Educational Opportunities for Military Children

VI. New Business

- A. Presentation - Norwich Free Academy Head of School, Nathan Quesnel
- B. Presentation - Principal, Heather Nickerson, Climate Survey Results
- C. Review and Possible Action on the following Policies/Regulations - 1st Reading

Policy #1312.3 - Community Relations/Instruction - Library Material Review and Reconsideration Policy

Policy #1312.4 - Community Relations/Instruction - Library Collection Development and Maintenance Policy

Policy #1312.5 - Community Relations/Instruction - Library Display and Program Policy

Policy #6171 - Instruction - Special Education

Regulation #5131.911 - Students - Connecticut School Climate Regulation

VII. Committee Updates

- A. Policy
- B. Budget
- C. Negotiations

VIII. Recommendations, Questions and/or Comments

IX. Public Comment

X. Executive Session

XI. Adjournment

DRAFT MINUTES
Sterling Board of Education
Minutes of the Regular Meeting
September 17, 2025
Community Room - 6:00pm
“EXCELLENCE WITH KINDNESS”

- I. **Call to Order:** The meeting was called to order by Courtney Langlois, Board Chair at 6:03pm.

Present at the meeting were: Jennifer Mossner, Vice Chair; Dorothy Capobianco, Treasurer; Victoria Robinson-Lewis, Vice Treasurer; Catherine Malo, Board Member

Arriving Late: John Brady, Board Member 6:10pm

Absent from the meeting: Victoria Robinson-Lewis, Vice Treasurer

Also present at the meeting were: Theodore Friend, Superintendent; Sara Howley, Business Manager; Christine Chandler, Board Clerk; Kristen Lanzillo, Director of Student Services

- II. **Pledge of Allegiance**

- III. **Public Comment**
No audience of citizens

- IV. **Reports and Communications**

A. **Correspondence**

B. **Consent Agenda**

1. Minutes of Meeting August 20, 2025
2. Superintendent’s Report
3. Special Education Director’s Report
4. Principal’s Report
5. Clinical Supervisor’s Report
6. Monthly Check Register

- A motion was made by D. Capobianco and seconded by J. Mossner to approve the Consent Agenda as presented.
 - Vote: All in favor
 - Motion: Passed

C. Budget and Expense Report

S. Howley shared her Financial/Budget Discussions with the Board.

1. Fiscal Year 2024-2025

- a. Budget Balance Remaining - \$100,641.77
- b. Anticipated 2% account balance - \$791,967

2. Fiscal Year 2025-2026

- a. Total Approved Budget - \$8,474,689 (1.75% Increase)
- b. Budget Tracking
 - i. Tuitions continue to be fluid - 2 new outplacements, students at KHS switching to regular program (dropping AG) Waiting for October 1st enrollment numbers to finalize
 - ii. Overall, over budget by approximately \$100,000 but there are some new grants we will be using to offset some of this cost and there are other areas for savings throughout the year. We are keeping a list of items that can be put under the 2% account if needed
- c. Grants
 - i. SEED - \$35,574 can be used to offset salaries, benefits, and supplies in Special Education
 - ii. DRIP - \$46,666 can be used for “minor capital improvements” in Maintenance
 - iii. Primary Mental Health - \$16,600 can be used towards para salary, benefits in Special Education

3. 2% Non-Lapsing Account

- a. Current Balance \$691,326

4. Special Education Reserve

- a. Current Balance \$500,000

- A motion was made by C. Malo and seconded by D. Capobianco to approve the Budget and Expense Report as presented.
 - Vote: All in favor
 - Motion: Passed

D. Plainfield Board of Education Liaison

No one was able to attend

E. Personnel - Resignation/Retirement

None at this time

V. Unfinished Business

No unfinished business to discuss at this time.

VI. New Business

- A. Review and Possible Action on the following **Policies/Regulations** - 1st Reading
Policy #5114 - Students - Suspension and Expulsion/Due Process
Policy #6159 - Instruction - Individualized Education Program
Regulation #6159 - Instruction - Individualized Education Program
Policy #5118.2 - Students - Educational Opportunities for Military Children

VII. Committee Updates

- A. Policy - Meeting Monday, October 6, 2025
B. Budget - Will meet in December to discuss Draft Budget 26/27
C. Negotiations - No negotiations needed at this time

VIII. Recommendations, Questions and/or Comments

None at this time

IX. Public Comment

No audience of citizens

X. Executive Session

No need to enter into Executive Session

XI. Adjournment

- A motion was made by J. Mossner and seconded by C. Malo to adjourn the meeting.
 - Vote: All in favor
 - Motion: Passed
 - Adjourned: 6:24pm

Superintendent's Report

October 15, 2025

I. 2025-2026 School Year

- Goal-setting meetings for all administrators have been scheduled.
- The Policy Sub Committee meeting was held on Monday, October 6, 2025.
- I attended the second URSA/NASA meeting on Thursday, October 9, 2025, these meetings provide very informative discussions.
- I have been attending many PPT meetings between Plainfield High, Killingly High, Quinebaug Middle College, Arts at the Capitol Theater, Charles H. Barrows STEM Academy, and any out of district placements.
- 2025-2026 has begun and I am proposing one (1) primary Goal focusing on improving test scores for the 2025/2026 academic school year.

II. Staffing for the 2025-2026 School Year

- The Safety and Security Officer position is still open.

III. Maintenance Department

- Bulk fuel pricing is locked in until the end of 2026. \$2.68 Gal for Heating Oil and \$2.83 Gal for Diesel.
- We decided to go ahead and lock in the 26-27 rates at \$2.56 for oil and \$2.71 for diesel.
- We are obtaining pricing for the proposed wellness center.
- Parking lot lights were replaced. We are having an issue with the service road lights and will be scheduling with Millenium Electric to further evaluate this. For some reason, they are tripping the breaker.
- We have run the heat a few times and the boilers seemed to run well.
- All HVAC units have had all new filters installed and PM completed.
- We had a fire alarm in September in the first-floor IT closet for no apparent reason. There have been no further issues with this device.

Superintendent's Goals

2025-2026 School Year

Goal 3 - Year 3 of a 3 year goal (2023-2026)

This goal will be extended for an additional school year through 2026/2027.

This is year 3 of this 3 year goal that aims to significantly improve student performance on the SBAC test. By the Spring of 2026, our objective is for 55% of the students to achieve the EXCEEDS or MEETS level test scores in ELA and 45% in Mathematics.

The following programs and strategies are being implemented to support teachers and drive improved test scores:

- New Reading Program HMH (implemented 2023)
- New Math Program IM (implemented 2025)
- LETRS training (8 staff members)
- Scope & Sequence Documents for ELA and Mathematics
- Math Coach - 2 years (24/25 & 25/26)
- Regular walk throughs conducted by administrators focused on ELA and Mathematics

Respectfully submitted,
Theodore Friend

Student Services Report		BOE Meeting: October 15, 2025	Statistics as of September 30, 2025
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Student Count by Location, at the END of:	June	July	August	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May
Sterling Community School PrK-8th IEPs	66	57	55	57								
Sterling Community School PrK-8th 504s	28	24	24	24								
High School IEPs (Magnet: ACT, QMC, Killingly Vo Ag: Plainfield; STEM)	27	22	21	21								
High School 504's (Magnet: ACT, QMC, Killingly Vo Ag: Plainfield; STEM)	17	17	17	17								
Out of District-Special Tuition	14	12	14	14								
Total Students with IEPs	107	91	90	92								
Total Students with 504s	45	41	41	41								

Principal's Report
October 15, 2025

SCS Advancement Plan - Goal #3

- PDEC
 - Professional Development calendar
 - Staff had opportunity to partake in individualized learning on October 3rd
 - Sterling Educator Evaluation and Support Plan
 - Informal Observations have started
 - Goal meetings with certified staff will be happening now through mid October
- Attendance
 - Attendance letters sent to families with concerning absences related to vacations or when families don't respond to our outreach
 - Attendance Team will attend 'Tiered Attendance Supports'
 - Perfect attendance raffle rewards were announced for the month of September
- Family Involvement
 - Wildcat's Mighty Roar meeting was a success with guests attending each session
 - K / 1 / 2 = 36 Guests
 - 3 / 4 / 5 = 19 Guests
 - 6 / 7 / 8 = 27 Guests
 - Open House - Teachers shared about 65% attendance by families and students during Open House

SCS Advancement Plan - Goal # 6

- Social Emotional Team Meeting
 - Reviewed questions to present to PBIS Committee about clarification with the staff survey done in the Spring

Fall Updates:

- Fire Prevention is scheduled with a visit from Smokey the Bear
- Soccer team is doing well

Clinical/Behavioral Report

October 15, 2025

To: Sterling Board of Education
From: Laura Smith, Clinical Supervisor/Social Worker
Date: October 15, 2025
Subj: Clinical/Behavioral Report

Community (Strategic Plan Goal 5 & 6)

- Social Emotional Learning (SEL)- The fall 2025 Insight SELweb assessment on-boarding and planning meeting was held 8/28 for this academic year. The assessment is now in progress and will be completed by 10/31. The data will be analyzed and used by teachers to inform their SEL instruction, and connect to needed resources.
- Collaboration with the Department of Children and Families liaisons, and other outside mental health resources to support children and families in need in our school community. Meet and plan with parents to connect with needed mental health resources for their children and families.
- Attendance Team- Participating in an online Attendance Training Series (10/20, 11/3, 11/17) to support increased student attendance. Engaging and planning with families to identify strategies to reduce barriers to school attendance. Our preventive practices and student and classroom incentives are in place for this academic year.
- Collaboration with regional McKinney-Vento liaisons, our Transportation Director and other outside resources to support students and families experiencing homelessness in our school district. Upcoming McKinney-Vento Liaison Team Meeting 10/8.
- Weekly team meetings -Collaboration, planning, and response with tiered teams to support PBIS, SEL, and Restorative Practices integration path. Behavior data team review and action planning.
- Behavioral data 2025-2026:

Number of Administrator-Managed Referrals by Month										
Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
0	12									

- LPC Grant 2025-2026 -The LPC Grant was awarded, and activity planning will start this month. Regional Prevention Team meeting 10/2.
- Primary Mental Health Grant 10/22 informational kickoff meeting.
- **Faculty & Staff (Strategic Plan Goal 2, 3, 4)**
 - PDEC - 10/3 full PD day-Individualized PD for certified and non-certified
 - Health & Safety Meeting 10/15

Sterling Board of Education

Reprint Check Listing

Fiscal Year: 2025-2026

Criteria:

Bank Account: BOE - Bank Hometown 490404101

From Date: 09/01/2025

To Date: 09/30/2025

From Check:

To Check:

From Voucher:

To Voucher:

Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
201375	09/03/2025	ALLSTATE	\$52.84	1011	Printed	Expense	☐		
201376	09/03/2025	AMERIPRISE FINANCIAL SERVICES, INC	\$512.98	1011	Printed	Expense	☐		
201377	09/03/2025	AXA EQUITABLE	\$586.06	1011	Printed	Expense	☐		
201378	09/03/2025	FIDELITY INVESTMENTS	\$400.00	1011	Printed	Expense	☐		
201379	09/03/2025	HORACE MANN LIFE INSURANCE COMPANY	\$1,151.72	1011	Printed	Expense	☐		
201380	09/03/2025	METLIFE	\$158.48	1011	Printed	Expense	☐		
201381	09/03/2025	METLIFE 0837050	\$110.00	1011	Printed	Expense	☐		
201382	09/03/2025	SPECIAL ACCT EXCEL BENE OF CUSTOMERS	\$2,649.38	1011	Printed	Expense	☐		
201383	09/03/2025	UPSEU 05745	\$36.76	1011	Printed	Expense	☐		
201389	09/12/2025	AMAZON	\$255.30	1016	Printed	Expense	☐		
201390	09/12/2025	CONN CASE	\$250.00	1016	Printed	Expense	☐		
201391	09/12/2025	NEURO DEVELOPMENT OF WORDS LLC	\$935.00	1016	Printed	Expense	☐		
201392	09/12/2025	POWERSCHOOL GROUP, LLC	\$1,420.30	1016	Printed	Expense	☐		
201393	09/12/2025	SERVICE MANAGEMENT GROUP LLC	\$14,527.00	1016	Printed	Expense	☐		
201394	09/12/2025	SHARP TRAINING INC	\$23,123.00	1016	Printed	Expense	☐		
201395	09/12/2025	THE AMERICAN SCHOOL FOR THE DEAF	\$37,037.40	1016	Printed	Expense	☐		
201396	09/12/2025	THE HILB GROUP OF NEW ENGLAND LLC	\$8,919.19	1016	Printed	Expense	☐		
201397	09/12/2025	TIFFANY AMATO	\$318.50	1016	Printed	Expense	☐		
201398	09/12/2025	US BANK VOYAGER FLEET SYS	\$1,082.18	1016	Printed	Expense	☐		
201399	09/12/2025	W B MASON CO INC	\$143.38	1016	Printed	Expense	☐		
201400	09/19/2025	AMAZON	\$46.92	1018	Printed	Expense	☐		

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From Check:

To Check:

From Voucher:

To Voucher:

Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
201401	09/19/2025	ANDERSON MOTORS, INC.	\$598.13	1018	Printed	Expense	☐		
201402	09/19/2025	AURORA EDUCATIONAL TECHNOLOGY LLC	\$250.00	1018	Printed	Expense	☐		
201403	09/19/2025	AUTISM LITTLE LEARNERS	\$57.00	1018	Printed	Expense	☐		
201404	09/19/2025	BREEZELINE	\$810.43	1018	Printed	Expense	☐		
201406	09/19/2025	CASELLA WASTE	\$620.55	1018	Printed	Expense	☐		
201407	09/19/2025	CDW GOVERNMENT INC	\$509.50	1018	Printed	Expense	☐		
201408	09/19/2025	CLEAN FOCUS DEVELOPMENT LLC	\$3,011.71	1018	Printed	Expense	☐		
201409	09/19/2025	CORPORATE BILLING LLC	\$985.09	1018	Printed	Expense	☐		
201410	09/19/2025	DIME OIL COMPANY	\$911.40	1018	Printed	Expense	☐		
201411	09/19/2025	EASTCONN	\$3,750.00	1018	Printed	Expense	☐		
201412	09/19/2025	EVERSOURCE	\$6,631.54	1018	Printed	Expense	☐		
201413	09/19/2025	HEATHER NICKERSON	\$499.29	1018	Printed	Expense	☐		
201414	09/19/2025	JENNY DUCHARME	\$110.74	1018	Printed	Expense	☐		
201415	09/19/2025	JOHNSON CONTROLS FIRE PROTECTION LP	\$251.00	1018	Printed	Expense	☐		
201416	09/19/2025	LF POWERS CO INC	\$740.54	1018	Printed	Expense	☐		
201417	09/19/2025	NEW ENGLAND TRANSIT	\$252.91	1018	Printed	Expense	☐		
201418	09/19/2025	PETER VITALE	\$135.00	1018	Printed	Expense	☐		
201419	09/19/2025	PROMETHEAN INC	\$726.00	1018	Printed	Expense	☐		
201420	09/19/2025	RICOH USA, INC	\$743.34	1018	Printed	Expense	☐		
201421	09/19/2025	SHOPPER-TURNPIKE CORPORATION	\$196.00	1018	Printed	Expense	☐		
201422	09/19/2025	SIEMENS INDUSTRY INC	\$1,169.00	1018	Printed	Expense	☐		
201423	09/19/2025	SULLIVAN TIRE	\$1,554.60	1018	Printed	Expense	☐		

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From Check:

To Check:

From Voucher:

To Voucher:

Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
201424	09/19/2025	VANDI AUTO SUPPLY	\$356.90	1018	Printed	Expense	☐		
201425	09/19/2025	VERIZON WIRELESS	\$401.86	1018	Printed	Expense	☐		
201426	09/19/2025	W B MASON CO INC	\$100.50	1018	Printed	Expense	☐		
201427	09/19/2025	WATERFORD COUNTRY SCHOOL, INC.	\$3,147.48	1018	Printed	Expense	☐		
201428	09/26/2025	AETNA HEALTH MANAGEMENT LLC	\$337.24	1019	Printed	Expense	☐		
201429	09/26/2025	AMAZON	\$180.44	1019	Printed	Expense	☐		
201430	09/26/2025	AMERICAN RED CROSS	\$680.00	1019	Printed	Expense	☐		
201431	09/26/2025	ANTHEM BLUE CROSS/BLUE SHIELD	\$97,879.32	1019	Printed	Expense	☐		
201432	09/26/2025	CHLIC.	\$4,094.28	1019	Printed	Expense	☐		
201433	09/26/2025	CURRICULUM ASSOCIATES LLC	\$141.12	1019	Printed	Expense	☐		
201434	09/26/2025	FRIEND, THEODORE F	\$195.23	1019	Printed	Expense	☐		
201435	09/26/2025	KRISTEN LANZILLO	\$259.00	1019	Printed	Expense	☐		
201436	09/26/2025	NECHEAR	\$2,352.00	1019	Printed	Expense	☐		
201437	09/26/2025	OTIS ELEVATOR COMPANY	\$764.76	1019	Printed	Expense	☐		
201438	09/26/2025	RICOH USA, INC	\$388.18	1019	Printed	Expense	☐		
201439	09/26/2025	THE LIGHTHOUSE	\$35,333.70	1019	Printed	Expense	☐		
201440	09/26/2025	THE STANDARD INSURANCE COMPANY	\$540.68	1019	Printed	Expense	☐		
201441	09/26/2025	THE ZONES OF REGULATION INC	\$240.00	1019	Printed	Expense	☐		
201442	09/26/2025	TIFFANY AMATO	\$441.00	1019	Printed	Expense	☐		
201443	09/26/2025	TYLER TECHNOLOGIES, INC.	\$15,193.90	1019	Printed	Expense	☐		
201444	09/26/2025	W B MASON CO INC	\$22.44	1019	Printed	Expense	☐		
201445	09/30/2025	AFLAC NEW YORK	\$695.90	1020	Printed	Expense	☐		

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From Voucher:

To Voucher:

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201446	09/30/2025	AMERIPRISE FINANCIAL SERVICES, INC	\$512.98	1020	Printed	Expense	☐		
201447	09/30/2025	AXA EQUITABLE	\$1,855.70	1020	Printed	Expense	☐		
201448	09/30/2025	FIDELITY INVESTMENTS	\$800.00	1020	Printed	Expense	☐		
201449	09/30/2025	HORACE MANN LIFE INSURANCE COMPANY	\$1,951.72	1020	Printed	Expense	☐		
201450	09/30/2025	METLIFE	\$158.48	1020	Printed	Expense	☐		
201451	09/30/2025	METLIFE 0837050	\$220.00	1020	Printed	Expense	☐		
201452	09/30/2025	SPECIAL ACCT EXCEL BENE OF CUSTOMERS	\$3,991.68	1020	Printed	Expense	☐		
201453	09/30/2025	STERLING EDUCATION ASSOCIATION	\$2,531.70	1020	Printed	Expense	☐		
201454	09/30/2025	UPSEU 05745	\$787.94	1020	Printed	Expense	☐		
Total Amount:			\$294,786.29						
End of Report									

Financial/Budget Discussions

Wednesday October 15, 2025

1. Fiscal Year 2024-2025

- a. Budget Balance Remaining - **\$100,641.77**
- b. Anticipated 2% account balance - **\$791,967**
- c. Audit on hold until town reconciles General Fund

2. Fiscal Year 2025-2026

- a. Total Approved Budget - **\$8,474,689** (1.75% Increase)
- b. Budget Tracking
 - i. Tuitions as of 10.08.2025 - multiple enrollment change between KHS and PHS, as well as 2 new outplaced students - The table below highlights the unpredictability of tuitions to other schools

		Budget	Expended	Encumbered	Total Exp/Enc	Balance		Projected
Account Name	Account Number	2025-26	2025-26	2025-26	2025-26	2025-26	Adjustments	Ending Balance
Tuition: Plainfield	A.6110.561.01.000.00.73	\$ 1,209,923.00	\$0.00	\$1,018,882.56	\$1,018,882.56	\$191,040.44		\$191,040.44
Adult Education	A.6110.561.02.000.00.70	\$ 9,947.00	\$10,004.00	\$0.00	\$10,004.00	(\$57.00)		(\$57.00)
Tuition: Magnet, QMC, STEM	A.6110.561.05.000.00.73	\$ 128,278.00	\$0.00	\$132,358.00	\$132,358.00	(\$4,080.00)		(\$4,080.00)
Tuition: Killingly, Other	A.6110.561.07.000.00.73	\$ 71,226.00	\$0.00	\$259,705.00	\$259,705.00	(\$188,479.00)		(\$188,479.00)
S/E Tuition CT Public (Plfd, Killingly)	A.6110.562.00.000.00.72	\$ 429,108.00	\$0.00	\$355,222.04	\$355,222.04	\$73,885.96		\$73,885.96
S/E Tuition Non-Public	A.6130.563.00.000.00.72	\$ 825,345.00	\$127,681.03	\$828,637.45	\$956,318.48	(\$130,973.48)		(\$130,973.48)
SEDAC-Excess Cost Reimbursement	A.6130.563.04.000.00.72	\$ (300,512.00)	\$0.00	-\$330,000.00	-\$330,000.00	\$29,488.00		\$29,488.00
Tuitions		\$2,373,315.00	\$ 137,685.03	\$2,264,805.05	\$2,402,490.08	\$(29,175.08)	\$ -	(\$29,175.08)

- ii. Many updates to the budget since September's meeting. Continuing to monitor any big changes. Currently the school's financial position is stable, with total expenses on track to remain within the approved budget
- c. Eastconn Area Business Officials Breakfast 10/07/25
 - i. Key takeaways:

- Working on LGP/Early Start discussion with SME, Diane Gozemba to discuss changes to what was School Readiness Grant. This will become a competitive grant after 2 years. Eastconn is hoping to facilitate a meeting with business officials and superintendents in the near future
- Magnet schools (ACT/QMC) facing shortfalls - Eastconn assured there will be no mid-year rate changes but they are considering closing ACT or consolidating some programs to QMC (2027-2028). They should know by December 2026. All magnet school tuition is final as of October 1st count - no pro-rated tuitions for students leaving/entering mid-year
- SEED UPDATE- \$35,574 cannot be used to supplant anything already included in the approved budget - pending additional FAQs on spending parameters. Grant should be loaded into eGMS by the end of the month and payments will be issued as follows: October 25%, January 25%, April 50%
- DRIP UPDATE- \$46,666 can be used for “minor capital improvements” in Maintenance - funds likely not distributed until the end of June and most districts are rolling these funds into next year due to the timing

3. 2% Non-Lapsing Account

- a. Current Balance \$691,326

4. Special Education Reserve

- a. Current Balance \$500,000

Sterling Board of Education

Budget and Expenses - BOE

Fiscal Year: 2025-2026

☐ Subtotal by Collapse Mask☐ Include pre encumbrance☐ Print accounts with zero balance

From Date: 7/1/2025 To Date: 10/31/2025

☒ Filter Encumbrance Detail by Date Range☐ Exclude Inactive Accounts with zero balance

Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud
A.1000.111.01.000.00.71	Certified Personnel	\$1,645,825.00	\$241,053.24	\$241,053.24	\$1,404,771.76	\$1,395,801.70	\$8,970.06	0.55%
A.1000.111.03.000.00.71	Certified Substitutes	\$50,000.00	\$7,225.00	\$7,225.00	\$42,775.00	\$42,775.00	\$0.00	0.00%
A.1000.112.01.000.00.71	Non Certified Personnel	\$93,156.00	\$9,614.98	\$9,614.98	\$83,541.02	\$83,541.02	\$0.00	0.00%
A.1000.210.00.000.00.71	E/B Insurance	\$394,921.00	\$218,471.08	\$218,471.08	\$176,449.92	\$236,743.58	(\$60,293.66)	-15.27%
A.1000.220.00.000.00.70	E/B FICA/Medicare	\$34,815.00	\$4,424.76	\$4,424.76	\$30,390.24	\$0.00	\$30,390.24	87.29%
A.1000.240.00.000.00.71	E/B Other (Course Reim)	\$6,000.00	\$1,000.00	\$1,000.00	\$5,000.00	\$0.00	\$5,000.00	83.33%
A.1000.320.01.000.00.71	Professional Development - Cer	\$15,000.00	\$3,849.00	\$3,849.00	\$11,151.00	\$0.00	\$11,151.00	74.34%
A.1000.330.01.106.00.71	Music Professional Services	\$500.00	\$0.00	\$0.00	\$500.00	\$0.00	\$500.00	100.00%
A.1000.590.00.000.00.71	Printing	\$500.00	\$0.00	\$0.00	\$500.00	\$0.00	\$500.00	100.00%
A.1000.611.00.101.00.71	Language Arts Instructional Su	\$200.00	\$0.00	\$0.00	\$200.00	\$0.00	\$200.00	100.00%
A.1000.611.01.000.00.71	Instructional Supplies	\$10,000.00	\$256.95	\$256.95	\$9,743.05	\$8,620.00	\$1,123.05	11.23%
A.1000.611.01.102.00.71	Math Instructional Supplies	\$1,000.00	\$316.80	\$316.80	\$683.20	\$0.00	\$683.20	68.32%
A.1000.611.01.103.00.71	Science Instructional Supplies	\$2,700.00	\$0.00	\$0.00	\$2,700.00	\$0.00	\$2,700.00	100.00%
A.1000.611.01.105.00.71	Art Instructional Supplies	\$2,000.00	\$0.00	\$0.00	\$2,000.00	\$0.00	\$2,000.00	100.00%
A.1000.611.01.106.00.71	Music Instructional Supplies	\$1,200.00	\$0.00	\$0.00	\$1,200.00	\$0.00	\$1,200.00	100.00%
A.1000.611.01.107.00.71	Health Instructional Supplies	\$200.00	\$0.00	\$0.00	\$200.00	\$0.00	\$200.00	100.00%
A.1000.611.01.108.00.71	PE Instructional Supplies	\$500.00	\$0.00	\$0.00	\$500.00	\$0.00	\$500.00	100.00%
A.1000.611.01.109.00.71	World Language Instructional S	\$500.00	\$329.00	\$329.00	\$171.00	\$0.00	\$171.00	34.20%
A.1000.641.01.000.00.71	Textbooks	\$1,000.00	\$0.00	\$0.00	\$1,000.00	\$0.00	\$1,000.00	100.00%
A.1000.642.01.000.00.71	Consumable Workbooks	\$500.00	\$0.00	\$0.00	\$500.00	\$0.00	\$500.00	100.00%
A.1000.650.00.000.00.71	Educational Software Licenses/	\$27,000.00	\$1,715.00	\$1,715.00	\$25,285.00	\$24,397.35	\$887.65	3.29%
A.1000.730.00.000.00.71	Instructional Equipment	\$3,000.00	\$0.00	\$0.00	\$3,000.00	\$0.00	\$3,000.00	100.00%
A.1000.739.00.000.00.71	Copier Leases, Fees, Supplies	\$18,540.00	\$2,714.01	\$2,714.01	\$15,825.99	\$13,142.23	\$2,683.76	14.48%
A.1000.739.01.106.00.71	Music Equipment	\$1,000.00	\$0.00	\$0.00	\$1,000.00	\$0.00	\$1,000.00	100.00%
A.1000.890.00.000.00.71	Dues & Fees	\$500.00	(\$650.00)	(\$650.00)	\$1,150.00	\$0.00	\$1,150.00	230.00%
	Func: Regular Program - 1000	\$2,310,557.00	\$490,319.82	\$490,319.82	\$1,820,237.18	\$1,805,020.88	\$15,216.30	0.66%
A.1200.111.00.000.00.71	Special Education Director	\$76,200.00	\$14,546.76	\$14,546.76	\$61,653.24	\$61,653.24	\$0.00	0.00%
A.1200.111.01.000.00.71	Certified Personnel	\$534,565.00	\$64,331.91	\$64,331.91	\$470,233.09	\$471,897.37	(\$1,664.28)	-0.31%
A.1200.112.01.000.00.71	Non Certified Personnel	\$208,303.00	\$30,158.25	\$30,158.25	\$178,144.75	\$178,472.01	(\$327.26)	-0.16%
A.1200.112.02.000.00.71	Non Certified Substitutes	\$5,000.00	\$0.00	\$0.00	\$5,000.00	\$5,000.00	\$0.00	0.00%
A.1200.210.00.000.00.71	E/B Insurance	\$276,385.00	\$115,644.79	\$115,644.79	\$160,740.21	\$139,652.45	\$21,087.76	7.63%
A.1200.220.00.000.00.70	E/B FICA/Medicare	\$25,174.00	\$3,012.95	\$3,012.95	\$22,161.05	\$0.00	\$22,161.05	88.03%
A.1200.240.00.000.00.71	E/B Other	\$14,376.00	\$4,920.98	\$4,920.98	\$9,455.02	\$4,037.94	\$5,417.08	37.68%
A.1200.320.00.000.00.71	Professional Development - Cer	\$2,000.00	\$1,356.00	\$1,356.00	\$644.00	\$0.00	\$644.00	32.20%
A.1200.322.01.000.00.71	Professional Dev - Non Cert	\$1,800.00	\$0.00	\$0.00	\$1,800.00	\$0.00	\$1,800.00	100.00%
A.1200.330.00.000.00.71	Professional & Technical Svcs	\$26,825.00	\$3,730.00	\$3,730.00	\$23,095.00	\$20,130.00	\$2,965.00	11.05%
A.1200.330.01.000.00.71	Evaluation Services	\$10,000.00	\$0.00	\$0.00	\$10,000.00	\$0.00	\$10,000.00	100.00%
A.1200.330.02.000.00.71	Assistive Technology	\$3,000.00	\$0.00	\$0.00	\$3,000.00	\$0.00	\$3,000.00	100.00%
A.1200.580.00.000.00.71	Travel	\$500.00	\$0.00	\$0.00	\$500.00	\$0.00	\$500.00	100.00%
A.1200.611.01.000.00.71	Instructional Supplies	\$2,000.00	\$174.10	\$174.10	\$1,825.90	\$574.94	\$1,250.96	62.55%
A.1200.611.02.000.00.71	Testing Supplies	\$3,000.00	\$3.80	\$3.80	\$2,996.20	\$2,953.60	\$42.60	1.42%
A.1200.630.00.000.00.71	Special Ed Incentive	\$1,200.00	\$0.00	\$0.00	\$1,200.00	\$0.00	\$1,200.00	100.00%
A.1200.641.02.000.00.71	Consumable Workbooks	\$500.00	\$0.00	\$0.00	\$500.00	\$0.00	\$500.00	100.00%
A.1200.650.00.000.00.71	Educational Software Licenses/	\$2,425.00	\$240.00	\$240.00	\$2,185.00	\$1,875.00	\$310.00	12.78%
A.1200.690.00.000.00.72	Other Supplies & Materials	\$1,000.00	\$251.57	\$251.57	\$748.43	\$0.00	\$748.43	74.84%
A.1200.700.00.000.00.71	Equipment	\$2,000.00	\$832.00	\$832.00	\$1,168.00	\$1,168.00	\$0.00	0.00%
A.1200.890.00.000.00.71	Dues & Fees	\$500.00	\$250.00	\$250.00	\$250.00	\$0.00	\$250.00	50.00%
	Func: Special Education Program - 1200	\$1,196,753.00	\$239,453.11	\$239,453.11	\$957,299.89	\$887,414.55	\$69,885.34	5.84%
A.2130.111.01.000.00.71	School Nurse	\$56,264.00	\$15,090.16	\$15,090.16	\$41,173.84	\$41,173.84	\$0.00	0.00%

Sterling Board of Education

Budget and Expenses - BOE

Fiscal Year: 2025-2026

☐ Subtotal by Collapse Mask☐ Include pre encumbrance☐ Print accounts with zero balance

From Date: 7/1/2025 To Date: 10/31/2025

☒ Filter Encumbrance Detail by Date Range☐ Exclude Inactive Accounts with zero balance

Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud
A.2130.111.03.000.00.71	School Nurse Substitutes	\$2,625.00	\$0.00	\$0.00	\$2,625.00	\$2,625.00	\$0.00	0.00%
A.2130.210.00.000.00.71	E/B Insurance	\$854.00	\$366.90	\$366.90	\$487.10	\$490.86	(\$3.76)	-0.44%
A.2130.220.00.000.00.70	E/B FICA/Medicare	\$4,304.00	\$1,152.66	\$1,152.66	\$3,151.34	\$0.00	\$3,151.34	73.22%
A.2130.240.00.000.00.71	E/B Other	\$1,688.00	\$421.98	\$421.98	\$1,266.02	\$1,265.94	\$0.08	0.00%
A.2130.322.01.000.00.71	Professional Dev - Non Cert	\$500.00	\$0.00	\$0.00	\$500.00	\$0.00	\$500.00	100.00%
A.2130.330.00.000.00.71	Professional & Technical Svcs	\$3,200.00	\$2,680.00	\$2,680.00	\$520.00	\$705.00	(\$185.00)	-5.78%
A.2130.690.00.000.00.71	Health Office Supplies	\$3,000.00	\$169.91	\$169.91	\$2,830.09	\$203.01	\$2,627.08	87.57%
A.2130.739.00.000.00.71	Health Office Equipment	\$500.00	\$0.00	\$0.00	\$500.00	\$0.00	\$500.00	100.00%
	Func: Health Office - 2130	\$72,935.00	\$19,881.61	\$19,881.61	\$53,053.39	\$46,463.65	\$6,589.74	9.04%
A.2190.111.01.000.00.71	Certified Personnel	\$40,376.00	\$3,105.84	\$3,105.84	\$37,270.16	\$37,270.16	\$0.00	0.00%
A.2190.220.00.000.00.70	E/B FICA/Medicare	\$3,090.00	\$237.60	\$237.60	\$2,852.40	\$0.00	\$2,852.40	92.31%
A.2190.320.00.000.00.71	Professional Development	\$500.00	\$0.00	\$0.00	\$500.00	\$0.00	\$500.00	100.00%
A.2190.323.00.000.00.71	PT Contracted Services	\$30,000.00	\$0.00	\$0.00	\$30,000.00	\$30,000.00	\$0.00	0.00%
A.2190.611.00.000.00.71	PT/OT Supplies	\$500.00	\$0.00	\$0.00	\$500.00	\$0.00	\$500.00	100.00%
A.2190.730.00.000.00.71	PT/OT Equipment	\$500.00	\$0.00	\$0.00	\$500.00	\$0.00	\$500.00	100.00%
	Func: Physical/Occupational Therapy - 2190	\$74,966.00	\$3,343.44	\$3,343.44	\$71,622.56	\$67,270.16	\$4,352.40	5.81%
A.2220.112.00.000.00.71	Non-Certified Personnel	\$21,462.00	\$1,956.08	\$1,956.08	\$19,505.92	\$19,505.92	\$0.00	0.00%
A.2220.220.00.000.00.70	E/B FICA/Medicare	\$1,642.00	\$149.64	\$149.64	\$1,492.36	\$0.00	\$1,492.36	90.89%
A.2220.330.00.000.00.71	Professional & Technical Servi	\$250.00	\$0.00	\$0.00	\$250.00	\$0.00	\$250.00	100.00%
A.2220.642.00.000.00.71	Books/Periodicals	\$3,000.00	\$0.00	\$0.00	\$3,000.00	\$0.00	\$3,000.00	100.00%
A.2220.690.00.000.00.71	Other Supplies & Materials	\$500.00	\$0.00	\$0.00	\$500.00	\$58.56	\$441.44	88.29%
	Func: Educational Media - 2220	\$26,854.00	\$2,105.72	\$2,105.72	\$24,748.28	\$19,564.48	\$5,183.80	19.30%
A.2230.112.00.000.00.71	IT Personnel	\$69,726.00	\$19,575.24	\$19,575.24	\$50,150.76	\$50,150.76	\$0.00	0.00%
A.2230.112.01.000.00.71	IT Aide	\$37,814.00	\$12,187.98	\$12,187.98	\$25,626.02	\$25,626.02	\$0.00	0.00%
A.2230.210.00.000.00.71	E/B Insurance	\$12,473.00	\$1,305.04	\$1,305.04	\$11,167.96	\$7,927.89	\$3,240.07	25.98%
A.2230.220.00.000.00.70	E/B FICA/Medicare	\$8,227.00	\$2,407.10	\$2,407.10	\$5,819.90	\$0.00	\$5,819.90	70.74%
A.2230.240.00.000.00.70	E/B Other	\$2,030.00	\$636.18	\$636.18	\$1,393.82	\$1,908.54	(\$514.72)	-25.36%
A.2230.320.00.000.00.71	Professional Development	\$1,000.00	\$50.00	\$50.00	\$950.00	\$0.00	\$950.00	95.00%
A.2230.330.00.000.00.71	Professional & Technical Servi	\$5,000.00	\$0.00	\$0.00	\$5,000.00	\$4,356.00	\$644.00	12.88%
A.2230.430.00.000.00.71	Repairs & Maintenance - Hardwa	\$2,200.00	\$0.00	\$0.00	\$2,200.00	\$125.99	\$2,074.01	94.27%
A.2230.431.00.000.00.71	Maintenance Agreement	\$2,000.00	\$0.00	\$0.00	\$2,000.00	\$801.12	\$1,198.88	59.94%
A.2230.690.00.000.00.71	Other Supplies & Materials	\$2,500.00	\$730.54	\$730.54	\$1,769.46	\$0.00	\$1,769.46	70.78%
A.2230.730.00.000.00.71	Computer Hardware & Peripheral	\$16,000.00	\$9,309.58	\$9,309.58	\$6,690.42	\$0.00	\$6,690.42	41.82%
A.2230.731.00.000.00.71	Computer Software	\$5,500.00	\$976.00	\$976.00	\$4,524.00	\$2,709.00	\$1,815.00	33.00%
	Func: Information Technology - 2230	\$164,470.00	\$47,177.66	\$47,177.66	\$117,292.34	\$93,605.32	\$23,687.02	14.40%
A.2310.112.01.000.00.71	BOE Administrative Assistant	\$59,727.00	\$13,783.14	\$13,783.14	\$45,943.86	\$45,943.86	\$0.00	0.00%
A.2310.112.02.000.00.71	Board of Education Clerk	\$1,200.00	\$0.00	\$0.00	\$1,200.00	\$1,200.00	\$0.00	0.00%
A.2310.210.00.000.00.71	E/B Insurance	\$26,148.00	\$11,040.44	\$11,040.44	\$15,107.56	\$14,327.83	\$779.73	2.98%
A.2310.220.00.000.00.70	E/B FICA/Medicare	\$4,661.00	\$993.34	\$993.34	\$3,667.66	\$0.00	\$3,667.66	78.69%
A.2310.230.00.000.00.71	Workers Compensation Ins	\$40,000.00	\$9,657.70	\$9,657.70	\$30,342.30	\$28,976.30	\$1,366.00	3.42%
A.2310.240.00.000.00.71	E/B Other	\$1,792.00	\$938.94	\$938.94	\$853.06	\$2,816.82	(\$1,963.76)	-109.58%
A.2310.250.00.000.00.71	Unemployment Compensation	\$5,000.00	\$34.00	\$34.00	\$4,966.00	\$4,966.00	\$0.00	0.00%
A.2310.330.01.000.00.71	Legal Services	\$10,000.00	\$0.00	\$0.00	\$10,000.00	\$15,000.00	(\$5,000.00)	-50.00%
A.2310.330.03.000.00.71	Other Professional & Tech Svcs	\$16,500.00	\$0.00	\$0.00	\$16,500.00	\$13,091.00	\$3,409.00	20.66%
A.2310.520.01.000.00.71	Fidelity Bond	\$100.00	\$0.00	\$0.00	\$100.00	\$100.00	\$0.00	0.00%
A.2310.520.02.000.00.71	Errors and Omissions Insurance	\$8,843.00	\$8,583.00	\$8,583.00	\$260.00	\$0.00	\$260.00	2.94%
A.2310.580.00.000.00.71	Travel	\$100.00	\$0.00	\$0.00	\$100.00	\$0.00	\$100.00	100.00%

Sterling Board of Education

Budget and Expenses - BOE

From Date: 7/1/2025

To Date: 10/31/2025

Fiscal Year: 2025-2026

☐ Subtotal by Collapse Mask☐ Include pre encumbrance☐ Print accounts with zero balance☒ Filter Encumbrance Detail by Date Range☐ Exclude Inactive Accounts with zero balance

Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud
A.2310.590.01.000.00.71	Communications/Postage	\$5,000.00	\$531.49	\$531.49	\$4,468.51	\$732.60	\$3,735.91	74.72%
A.2310.590.02.000.00.71	Advertising	\$2,230.00	\$1,420.30	\$1,420.30	\$809.70	\$757.00	\$52.70	2.36%
A.2310.590.04.000.00.71	Community Engagement	\$2,000.00	\$0.00	\$0.00	\$2,000.00	\$20.00	\$1,980.00	99.00%
A.2310.650.00.000.00.71	Software Licenses & Support	\$28,210.00	\$17,193.90	\$17,193.90	\$11,016.10	\$4,414.84	\$6,601.26	23.40%
A.2310.690.00.000.00.71	BOE Other Supplies & Materials	\$1,000.00	\$480.53	\$480.53	\$519.47	\$105.00	\$414.47	41.45%
A.2310.890.00.000.00.71	Dues & Fees	\$1,500.00	\$100.00	\$100.00	\$1,400.00	\$1,525.00	(\$125.00)	-8.33%
	Func: Board of Education - 2310	\$214,011.00	\$64,756.78	\$64,756.78	\$149,254.22	\$133,976.25	\$15,277.97	7.14%
A.2320.111.00.000.00.71	Superintendent	\$104,545.00	\$27,587.28	\$27,587.28	\$76,957.72	\$74,957.72	\$2,000.00	1.91%
A.2320.220.00.000.00.70	E/B FICA/Medicare	\$1,450.00	\$400.02	\$400.02	\$1,049.98	\$0.00	\$1,049.98	72.41%
A.2320.320.00.000.00.71	Professional Development - Cer	\$500.00	\$0.00	\$0.00	\$500.00	\$0.00	\$500.00	100.00%
A.2320.580.00.000.00.71	Travel	\$250.00	\$195.23	\$195.23	\$54.77	\$0.00	\$54.77	21.91%
A.2320.690.00.000.00.71	Superintendent Off Supplies	\$750.00	\$0.00	\$0.00	\$750.00	\$0.00	\$750.00	100.00%
A.2320.739.00.000.00.71	Other Equipment	\$750.00	\$0.00	\$0.00	\$750.00	\$0.00	\$750.00	100.00%
A.2320.890.00.000.00.71	Dues & Fees	\$4,500.00	\$301.00	\$301.00	\$4,199.00	\$3,624.00	\$575.00	12.78%
	Func: Superintendent's Office - 2320	\$112,745.00	\$28,483.53	\$28,483.53	\$84,261.47	\$78,581.72	\$5,679.75	5.04%
A.2400.111.00.000.00.71	Principal	\$140,689.00	\$32,466.72	\$32,466.72	\$108,222.28	\$108,222.28	\$0.00	0.00%
A.2400.111.01.000.00.71	Clinical Supervisor	\$58,144.00	\$13,417.74	\$13,417.74	\$44,726.26	\$44,726.26	\$0.00	0.00%
A.2400.112.00.000.00.71	Non Certified Personnel	\$104,875.00	\$24,124.02	\$24,124.02	\$80,750.98	\$80,750.98	\$0.00	0.00%
A.2400.210.00.000.00.71	E/B Insurance	\$70,720.00	\$29,774.00	\$29,774.00	\$40,946.00	\$39,254.29	\$1,691.71	2.39%
A.2400.220.00.000.00.70	E/B FICA/Medicare	\$10,906.00	\$2,395.04	\$2,395.04	\$8,510.96	\$0.00	\$8,510.96	78.04%
A.2400.240.00.000.00.71	E/B Other	\$5,965.00	\$1,491.24	\$1,491.24	\$4,473.76	\$4,473.72	\$0.04	0.00%
A.2400.320.00.000.00.71	Professional Development - Cer	\$1,500.00	\$575.00	\$575.00	\$925.00	\$0.00	\$925.00	61.67%
A.2400.330.00.000.00.71	Professional & Technical Svcs	\$250.00	\$0.00	\$0.00	\$250.00	\$0.00	\$250.00	100.00%
A.2400.580.00.000.00.71	Travel	\$300.00	\$0.00	\$0.00	\$300.00	\$0.00	\$300.00	100.00%
A.2400.590.01.000.00.71	Principal's Engagement	\$1,500.00	\$499.29	\$499.29	\$1,000.71	\$0.00	\$1,000.71	66.71%
A.2400.650.00.000.00.71	Educational Software Licenses/	\$12,000.00	\$0.00	\$0.00	\$12,000.00	\$9,749.33	\$2,250.67	18.76%
A.2400.690.00.000.00.71	Other Supplies & Materials	\$3,000.00	\$154.99	\$154.99	\$2,845.01	\$1,097.38	\$1,747.63	58.25%
A.2400.890.00.000.00.71	Dues & Fees	\$1,000.00	\$0.00	\$0.00	\$1,000.00	\$385.56	\$614.44	61.44%
	Func: Building Administrators - 2400	\$410,849.00	\$104,898.04	\$104,898.04	\$305,950.96	\$288,659.80	\$17,291.16	4.21%
A.2510.112.01.000.00.71	Business Manager	\$100,000.00	\$23,076.90	\$23,076.90	\$76,923.10	\$76,923.10	\$0.00	0.00%
A.2510.210.00.000.00.71	E/B Insurance	\$32,695.00	\$54.00	\$54.00	\$32,641.00	\$108.00	\$32,533.00	99.50%
A.2510.220.00.000.00.70	E/B FICA/Medicare	\$7,650.00	\$1,765.38	\$1,765.38	\$5,884.62	\$0.00	\$5,884.62	76.92%
A.2510.240.00.000.00.71	E/B Other	\$5,000.00	\$750.00	\$750.00	\$4,250.00	\$2,250.00	\$2,000.00	40.00%
A.2510.330.02.000.00.71	Professional & Technical Svcs	\$14,500.00	\$1,960.60	\$1,960.60	\$12,539.40	\$10,195.75	\$2,343.65	16.16%
A.2510.580.00.000.00.71	Travel	\$750.00	\$0.00	\$0.00	\$750.00	\$0.00	\$750.00	100.00%
A.2510.690.00.000.00.71	Fiscal Office Supplies	\$500.00	\$55.41	\$55.41	\$444.59	\$120.42	\$324.17	64.83%
A.2510.739.00.000.00.71	Fiscal Office Equipment	\$100.00	\$0.00	\$0.00	\$100.00	\$0.00	\$100.00	100.00%
A.2510.890.00.000.00.71	Dues & Fees	\$1,350.00	\$39.00	\$39.00	\$1,311.00	\$1,674.00	(\$363.00)	-26.89%
	Func: Fiscal & Business Office - 2510	\$162,545.00	\$27,701.29	\$27,701.29	\$134,843.71	\$91,271.27	\$43,572.44	26.81%
A.2600.112.01.000.00.71	Facilities Director	\$68,958.00	\$15,913.38	\$15,913.38	\$53,044.62	\$53,044.62	\$0.00	0.00%
A.2600.177.01.000.00.71	Security Officer	\$29,668.00	\$0.00	\$0.00	\$29,668.00	\$0.00	\$29,668.00	100.00%
A.2600.210.00.000.00.71	E/B Insurance	\$150.00	\$49.68	\$49.68	\$100.32	\$99.36	\$0.96	0.64%
A.2600.220.00.000.00.70	E/B FICA/Medicare	\$7,545.00	\$1,217.40	\$1,217.40	\$6,327.60	\$0.00	\$6,327.60	83.86%
A.2600.240.00.000.00.71	E/B Other	\$2,069.00	\$517.20	\$517.20	\$1,551.80	\$1,551.60	\$0.20	0.01%
A.2600.410.01.000.00.71	Electricity	\$120,000.00	\$18,237.06	\$18,237.06	\$101,762.94	\$95,342.94	\$6,420.00	5.35%
A.2600.410.02.000.00.71	Rubbish Removal/Recycling	\$9,000.00	\$1,861.65	\$1,861.65	\$7,138.35	\$5,584.95	\$1,553.40	17.26%
A.2600.410.03.000.00.71	Water	\$2,500.00	\$0.00	\$0.00	\$2,500.00	\$2,015.00	\$485.00	19.40%

Sterling Board of Education

Budget and Expenses - BOE

From Date: 7/1/2025

To Date: 10/31/2025

Fiscal Year: 2025-2026

☐ Subtotal by Collapse Mask☐ Include pre encumbrance☐ Print accounts with zero balance☒ Filter Encumbrance Detail by Date Range☐ Exclude Inactive Accounts with zero balance

Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud
A.2600.410.04.000.00.71	Sewer	\$18,450.00	\$26,650.00	\$26,650.00	(\$8,200.00)	\$0.00	(\$8,200.00)	-44.44%
A.2600.430.01.000.00.71	Maintenance Contracts	\$175,000.00	\$50,868.52	\$50,868.52	\$124,131.48	\$135,215.52	(\$11,084.04)	-6.33%
A.2600.430.02.000.00.71	Plant Operation & Maintenance	\$15,000.00	\$7,705.70	\$7,705.70	\$7,294.30	\$1,915.00	\$5,379.30	35.86%
A.2600.520.00.000.00.71	Plant Insurance	\$43,906.00	\$42,626.00	\$42,626.00	\$1,280.00	\$0.00	\$1,280.00	2.92%
A.2600.590.01.000.00.71	Telephone	\$12,000.00	\$4,790.13	\$4,790.13	\$7,209.87	\$8,751.34	(\$1,541.47)	-12.85%
A.2600.613.00.000.00.71	Maintenance Supplies	\$12,500.00	\$8,838.84	\$8,838.84	\$3,661.16	\$1,079.83	\$2,581.33	20.65%
A.2600.620.00.000.00.71	Heating Oil	\$51,461.00	\$0.00	\$0.00	\$51,461.00	\$51,461.00	\$0.00	0.00%
A.2600.739.00.000.00.71	Maintenance Equipment	\$500.00	\$114.99	\$114.99	\$385.01	\$0.00	\$385.01	77.00%
	Func: Plant Operation & Maintenance - 2600	\$568,707.00	\$179,390.55	\$179,390.55	\$389,316.45	\$356,061.16	\$33,255.29	5.85%
A.2700.112.01.000.00.71	Bus Drivers	\$245,372.00	\$28,117.67	\$28,117.67	\$217,254.33	\$238,344.63	(\$21,090.30)	-8.60%
A.2700.112.02.000.00.71	Bus Coordinator	\$63,391.00	\$14,628.72	\$14,628.72	\$48,762.28	\$48,762.28	\$0.00	0.00%
A.2700.112.03.000.00.71	Van Drivers	\$152,007.00	\$24,817.02	\$24,817.02	\$127,189.98	\$137,509.58	(\$10,319.60)	-6.79%
A.2700.210.00.000.00.71	E/B Insurance	\$64,515.00	\$33,037.80	\$33,037.80	\$31,477.20	\$42,816.44	(\$11,339.24)	-17.58%
A.2700.220.00.000.00.70	E/B FICA/Medicare	\$35,249.00	\$4,995.22	\$4,995.22	\$30,253.78	\$0.00	\$30,253.78	85.83%
A.2700.240.00.000.00.71	E/B Other	\$1,902.00	\$475.44	\$475.44	\$1,426.56	\$1,426.32	\$0.24	0.01%
A.2700.330.00.000.00.71	Professional & Technical Svcs	\$2,000.00	\$660.00	\$660.00	\$1,340.00	\$0.00	\$1,340.00	67.00%
A.2700.430.00.000.00.71	Transportation Maintenance	\$43,000.00	\$9,000.52	\$9,000.52	\$33,999.48	\$0.00	\$33,999.48	79.07%
A.2700.510.00.000.00.72	Contracted Spec Ed Transportat	\$0.00	\$1,562.00	\$1,562.00	(\$1,562.00)	\$0.00	(\$1,562.00)	0.00%
A.2700.520.00.000.00.71	Vehicle Insurance	\$18,687.00	\$20,988.00	\$20,988.00	(\$2,301.00)	\$0.00	(\$2,301.00)	-12.31%
A.2700.625.00.000.00.71	Supplies - Oil, Washer Fluid,	\$9,000.00	\$3,919.31	\$3,919.31	\$5,080.69	\$0.00	\$5,080.69	56.45%
A.2700.626.00.000.00.71	Regular Fuel - Vans	\$24,000.00	\$4,303.57	\$4,303.57	\$19,696.43	\$19,646.43	\$50.00	0.21%
A.2700.627.00.000.00.71	Diesel Fuel - Buses	\$48,225.00	\$2,866.45	\$2,866.45	\$45,358.55	\$45,358.55	\$0.00	0.00%
A.2700.690.00.000.00.71	Other Supplies & Materials	\$1,000.00	\$430.74	\$430.74	\$569.26	\$0.00	\$569.26	56.93%
A.2700.739.00.000.00.71	Transportation Equipment	\$1,000.00	\$251.00	\$251.00	\$749.00	\$0.00	\$749.00	74.90%
A.2700.890.00.000.00.71	Dues & Fees	\$1,500.00	\$512.00	\$512.00	\$988.00	\$0.00	\$988.00	65.87%
	Func: Transportation - 2700	\$710,848.00	\$150,565.46	\$150,565.46	\$560,282.54	\$533,864.23	\$26,418.31	3.72%
A.3100.435.00.000.00.71	Repairs	\$2,500.00	\$0.00	\$0.00	\$2,500.00	\$0.00	\$2,500.00	100.00%
A.3100.570.00.000.00.71	Food Service Management	\$24,000.00	\$0.00	\$0.00	\$24,000.00	\$24,000.00	\$0.00	0.00%
A.3100.621.00.000.00.71	Propane	\$1,500.00	\$0.00	\$0.00	\$1,500.00	\$0.00	\$1,500.00	100.00%
A.3100.690.00.000.00.71	Supplies	\$250.00	\$0.00	\$0.00	\$250.00	\$0.00	\$250.00	100.00%
A.3100.700.00.000.00.71	Equipment	\$250.00	\$0.00	\$0.00	\$250.00	\$0.00	\$250.00	100.00%
	Func: Food Service Operations - 3100	\$28,500.00	\$0.00	\$0.00	\$28,500.00	\$24,000.00	\$4,500.00	15.79%
A.3200.111.00.000.00.71	Stipend Positions	\$17,480.00	\$0.00	\$0.00	\$17,480.00	\$17,480.00	\$0.00	0.00%
A.3200.111.01.000.00.71	Coaches Salaries	\$17,480.00	\$0.00	\$0.00	\$17,480.00	\$17,480.00	\$0.00	0.00%
A.3200.220.00.000.00.70	E/B FICA/Medicare	\$2,674.00	\$0.00	\$0.00	\$2,674.00	\$0.00	\$2,674.00	100.00%
A.3200.329.00.000.00.71	Officials	\$3,000.00	\$135.00	\$135.00	\$2,865.00	\$0.00	\$2,865.00	95.50%
A.3200.690.00.000.00.71	Activity Supplies & Materials	\$3,000.00	\$385.00	\$385.00	\$2,615.00	\$0.00	\$2,615.00	87.17%
A.3200.739.00.000.00.71	Activity Equipment	\$2,500.00	\$0.00	\$0.00	\$2,500.00	\$0.00	\$2,500.00	100.00%
A.3200.890.00.000.00.71	Dues & Fees	\$500.00	\$0.00	\$0.00	\$500.00	\$0.00	\$500.00	100.00%
	Func: Student Activities - 3200	\$46,634.00	\$520.00	\$520.00	\$46,114.00	\$34,960.00	\$11,154.00	23.92%
A.6110.561.01.000.00.73	Tuition: Plainfield	\$1,209,923.00	\$0.00	\$0.00	\$1,209,923.00	\$1,018,882.56	\$191,040.44	15.79%
A.6110.561.02.000.00.70	Adult Education	\$9,947.00	\$10,004.00	\$10,004.00	(\$57.00)	\$0.00	(\$57.00)	-0.57%
A.6110.561.05.000.00.73	Tuition: Magnet, QMC, STEM	\$128,278.00	\$0.00	\$0.00	\$128,278.00	\$132,358.00	(\$4,080.00)	-3.18%
A.6110.561.07.000.00.73	Tuition: Killingly, Other	\$71,226.00	\$0.00	\$0.00	\$71,226.00	\$259,705.00	(\$188,479.00)	-264.62%
A.6110.562.00.000.00.72	S/E Tuition CT Public	\$429,108.00	\$0.00	\$0.00	\$429,108.00	\$355,222.04	\$73,885.96	17.22%
	Func: Tuition CT PUBLIC - 6110	\$1,848,482.00	\$10,004.00	\$10,004.00	\$1,838,478.00	\$1,766,167.60	\$72,310.40	3.91%

Sterling Board of Education

Budget and Expenses - BOE

Fiscal Year: 2025-2026
 ☐ Subtotal by Collapse Mask
 ☐ Include pre encumbrance
 ☐ Print accounts with zero balance
 ☒ Filter Encumbrance Detail by Date Range
☐ Exclude Inactive Accounts with zero balance

Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud
A.6130.563.00.000.00.72	S/E Tuition Non-Public	\$825,345.00	\$127,681.03	\$127,681.03	\$697,663.97	\$934,885.45	(\$237,221.48)	-28.74%
A.6130.563.04.000.00.72	SEDAC - Excess Cost Reimbursem	(\$300,512.00)	\$0.00	\$0.00	(\$300,512.00)	\$0.00	(\$300,512.00)	100.00%
	Func: Tuition NON-PUBLIC - 6130	\$524,833.00	\$127,681.03	\$127,681.03	\$397,151.97	\$934,885.45	(\$537,733.48)	-102.46%
Grand Total:		\$8,474,689.00	\$1,496,282.04	\$1,496,282.04	\$6,978,406.96	\$7,161,766.52	(\$183,359.56)	-2.16%

End of Report

CABE's mandated newest version of this policy. Revised definition of "bullying" to align with Connecticut School Climate Policy and provides details related to hearings and due process adding a section on expunging of records.

Students

Suspension and Expulsion/Due Process

The _____ Board of Education is committed to creating a safe, orderly, and supportive learning environment for all students, staff, and visitors. This policy aims to balance the necessity of maintaining safety and order within our schools while adhering to progressive discipline and restorative practices, which seek to address and correct inappropriate behavior while promoting accountability, personal growth, and the repair of harm.

Students are expected to comply with school rules and Board policies and may be disciplined for conduct on school grounds or at any school-sponsored activity that endangers persons or property, is seriously disruptive of the educational process, or violates a publicized policy of the Board. Students may be disciplined for conduct off school grounds if such conduct is seriously disruptive to the educational process and violates Board policy.

Policy Objectives

1. **Ensure Safety and Order:** Maintain a secure and disciplined school environment conducive to learning and free from violence, threats, and disruptive behaviors.
2. **Promote Equity and Fairness:** Apply disciplinary measures in an equitable, consistent, and unbiased manner, ensuring that all students are treated with dignity and respect.
3. **Support Progressive Discipline:** Implement a progressive discipline model that focuses on intervention and prevention strategies to address and correct student behavior before it escalates.
4. **Implement Restorative Practices:** Incorporate restorative practices that emphasize accountability, reparation of harm, and the restoration of relationships within the school community.
5. **Encourage Personal Responsibility:** Foster a sense of personal responsibility and self-discipline in students, helping them to understand the consequences of their actions and to make better choices in the future.
6. **Engage Families and Communities:** Involve parents, guardians, and community members in the disciplinary process to support students in their behavioral and academic growth.

Policy Guidelines

1. Clear Expectations and Communication:

- Establish and communicate clear behavioral expectations and the consequences of violating them.
- Ensure that all students, staff, and parents/guardians are aware of the discipline policy and procedures.

Students

Suspension and Expulsion/Due Process

Policy Guidelines (continued)

2. Progressive Discipline Framework:

- Utilize a tiered approach to discipline that escalates in response to the severity and frequency of the behavior.
- Implement early intervention strategies such as counseling, mentoring, and behavior modification plans to address minor infractions.

3. Restorative Practices:

- Employ restorative practices such as mediation, peer counseling, and restorative circles to address conflicts and repair harm.
- Encourage students to take responsibility for their actions and to actively participate in the resolution process.

4. Consistent and Fair Application:

- Ensure that disciplinary measures are applied consistently and fairly across all student populations.
- Monitor and address any disparities in the application of disciplinary actions to prevent discrimination or bias.

5. Supportive Interventions:

- Provide support services such as counseling, social work, and mental health resources to help students address underlying issues contributing to behavioral problems.
- Develop individualized behavior plans for students with recurring or severe behavioral issues.

6. Engagement and Collaboration:

- Engage families in the disciplinary process through regular communication and involvement in restorative practices.
- Collaborate with community organizations and resources to support students and families in addressing behavioral and social-emotional needs.

7. Training and Professional Development:

- Provide ongoing training for staff on progressive discipline, restorative practices, and culturally responsive approaches to student behavior.
- Encourage staff to develop skills in conflict resolution, de-escalation techniques, and positive behavior support.

Students

Suspension and Expulsion/Due Process

Policy Guidelines (continued)

Review and Accountability

The _____ Board of Education will regularly review the effectiveness of its discipline policy, incorporating feedback from students, staff, parents, and the community. Data on disciplinary actions and their outcomes will be collected and analyzed to ensure continuous improvement and the achievement of policy objectives.

By adopting this balanced approach to discipline, the _____ Public School District aims to create a school environment where all students can learn, grow, and succeed while feeling safe and supported.

A. Definitions

1. **"Exclusion"** shall be defined as any denial of public-school privileges to a student for disciplinary purposes.
2. **"Removal"** shall be defined as an exclusion from a classroom for all or a part of a single class period, provided such exclusion shall not extend beyond ninety (90) minutes.
3. **"In-School Suspension"** means an exclusion from regular classroom activity for no more than five consecutive days, but not exclusion from school, provided such exclusion shall not extend beyond the end of the school year in which such in-school suspension was imposed. Such suspensions shall be served in any school building under the jurisdiction of the Board of Education.
4. **"Suspension"** means an exclusion from school privileges or from transportation services, provided such exclusion shall not extend beyond the end of the school year in which suspension was imposed. An out-of-school suspension for students in grades 3-12 shall not exceed ten days. An out-of-school suspension imposed for children in preschool to second grade shall not exceed five days.

All suspensions shall be in-school unless the administration determines for any student in grades three through twelve that (1) the student being suspended poses such anger to persons or property or such disruption of the educational process that the student (grades three to twelve) shall be excluded from school during the period of the suspension, or (2) that an out-of-school suspension is appropriate based on evidence of previous disciplinary issues that have led to suspensions or expulsion of the student and efforts by the administration to address such disciplinary issues through means other than out-of-school suspension or expulsion, including positive support strategies.

Students

Suspension and Expulsion/Due Process

A. Definitions (continued)

4. Suspension (continued)

A student in grades preschool to two, inclusive, may be given an out-of-school suspension if it is determined by the administration that such suspension is appropriate based on evidence that the student's conduct on school grounds is of a violent or sexual nature that endangers persons. In addition, a person's duty as a mandated reporter to report suspected child abuse or neglect is not limited by this provision.

5. **"Expulsion"** shall be defined as an exclusion from school privileges for any student in grades three to twelve, inclusive, for more than ten (10) consecutive school days and shall be deemed to include but not be limited to, exclusion from the school to which such student was assigned at the time such disciplinary action was taken, provided that assignment to a regular classroom program in a different school in the district shall not constitute a suspension or an expulsion. Such period of exclusion may extend to the school year following the school year in which the exclusion was imposed, up to one calendar year. To be expelled, the student's conduct must be found to be both violative of a Board policy and either seriously disruptive of the educational process or endangering persons or property.

Unless an emergency exists, no student shall be expelled without a formal hearing. Whenever such student is a minor, the notice shall also be given to the parents or guardians of the student at least five business days before such hearing, not including the day of such hearing. If an emergency exists, such hearing shall be held as soon after the expulsion as possible. The notice shall include information concerning the parent's or guardian's and the student's legal rights and concerning legal services provided free of charge or at a reduced rate that are available locally and how to access such services. An attorney or other advocate may represent any student subject to expulsion proceedings. The parent or guardian of the student shall have the right to have the expulsion hearing postponed for up to one week to allow time to obtain representation, except that if an emergency exists, such hearing shall be held as soon after the expulsion as possible.

6. **"Emergency"** shall be defined as a situation under which the continued presence of the student in the school imposes such danger to persons or property or such disruption of the educational process that a hearing may be delayed until a time as soon after the exclusion of such student as possible.
7. **"Days"** is defined as days when school is in session.
8. **"School-sponsored activity"** is defined as any activity sponsored, recognized, or authorized by the Board of Education and includes activities conducted on or off school property.

9. **"Possess"** means to have physical possession or otherwise to exercise dominion or control over tangible property.

Students

Suspension and Expulsion/Due Process

A. Definitions (continued)

10. **"Deadly weapon"** means any weapon, whether loaded or unloaded, from which a shot may be discharged, or a switchblade knife, gravity knife, billy, blackjack, bludgeon, or metal knuckles. A weapon such as a pellet gun and/or airsoft pistol may constitute a deadly weapon if such weapon is designed for violence and is capable of inflicting death or serious bodily harm.
11. **"Firearm"** as defined in 18 U.S.C. §921, means 1) any weapon (including a starter gun) which will or is designed to or readily be converted to expel a projectile by the action of an explosive; 2) the frame or receiver of any such weapon; 3) any firearm muffler or firearm silencer; or 4) any destructive device. Firearm does not include any antique firearms. For purposes of this definition, "destructive device" means any explosive, incendiary, or poison gas, bomb, grenade, rocket having a propellant charge of more than 4 ounces, missile having an explosive or incendiary charge of more than ¼ ounce, mine, or device similar to any of the weapons described herein. A "destructive device" does not include an antique firearm; a rifle intended to be used by the owner solely for sporting, recreational, or cultural purposes; or any device which is neither designed nor redesigned for use as a weapon.
12. **"Vehicle"** means a **"motor vehicle"** as defined in Section 14-1 of the Connecticut General Statutes, snowmobile, any aircraft, or any vessel equipped for propulsion by mechanical means or sail.
13. **"Martial arts weapon"** means a nunchaku kama, Kesari-fundo, octagon sai, tonfa, or Chinese star.
14. **"Dangerous Drugs and Narcotics"** is defined as any controlled drug in accordance with Connecticut General Statutes §219-240.
15. **"Alternate education"** means a school or program maintained and operated by the Board of Education that is offered to students in a nontraditional setting and addresses their social, emotional, behavioral, and academic needs. Such program must conform to SBE guidelines and conform to C.G.S. 10-15 and 16 (180 days/900 hours).
16. **"Dangerous Instrument"** means any instrument, article, or substance which, under the circumstances in which it is used or attempted or threatened to be used, is capable of causing death or serious physical injury, and includes a "vehicle" or a dog that has been commanded to attack.
17. **"Seriously disruptive of the educational process"** means, as applied to off-campus conduct, any conduct that markedly interrupts or severely impedes the day-to-day operation of a school.

Students

Suspension and Expulsion/Due Process (continued)

B. Removal from Class

1. All teachers are hereby authorized to remove a student from class when such student causes a serious disruption of the educational process within the classroom.
2. Such teacher shall send the student to a designated area and shall immediately inform the building Principal or his/her designee as to the name of the student and the reason for the removal.
3. No student shall be removed from class more than six (6) times in any year nor more than twice in one week, unless such student is referred to the Building Principal or his/her designee and granted an informal hearing in accordance with the provisions of this policy.
4. A school principal or other school administrator shall notify a parent or guardian of a student whose behavior has caused a serious disruption to the instruction of other students, caused self-harm, or caused physical harm to a teacher, another student, or other school employee not later than twenty-four hours after such behavior occurs. Such notice shall include, but not be limited to, informing such parent or guardian that the teacher of record in the classroom in which such behavior occurred may request a behavior intervention meeting.

Any teacher of record in a classroom may request a behavior intervention meeting with the crisis intervention team for the school, for any student whose behavior has caused a serious disruption to the instruction of other students or caused self-harm or physical harm to such teacher or another student or staff member in such teacher's classroom. The crisis intervention team shall, upon the request of such teacher and notifying such student's parent or guardian, convene a behavior intervention meeting regarding such student. The participants of such behavior intervention meeting shall identify resources and support to address such student's social, emotional and instructional needs. Not later than seven days after the behavior intervention meeting, the crisis intervention team shall submit to the parent or guardian of such student, in the dominant language of such parent or guardian, a written summary of such meeting, including, but not limited to, the resources and supports identified.

C. Exclusion from Co-Curricular and Extra-Curricular Activities

Participation in co-curricular and extra-curricular activities is a privilege and not an entitlement. Students involved in such programs are expected to follow all school rules and demonstrate good citizenship. Failure to do so may result in partial or complete exclusion from said activities and programs. Activities include, but are not limited to, athletic programs, musical or drama productions, clubs, field trips, and school trips out-of-state and abroad.

Students

Suspension and Expulsion/Due Process

D. Actions Leading to Disciplinary Action, including Removal from Class, Suspension and/or Expulsion

Conduct which may lead to disciplinary action (including, but not limited to, removal from class, suspension and/or expulsion in accordance with this policy) includes conduct on school grounds or at a school-sponsored activity (including on a school bus), and conduct off school grounds, as set forth above. Such conduct includes, but is not limited to, the following:

1. Striking or assaulting a student, members of the school staff or other persons.
2. Theft.
3. The use of obscene or profane language or gestures, the possession and/or display of obscenity or pornographic images or the unauthorized or inappropriate possession and/or display of images, pictures or photographs depicting nudity.
4. Violation of smoking, dress, transportation regulations, or other regulations and/or policies governing student conduct.
5. Refusal to obey a member of the school staff, law enforcement authorities, or school volunteers, or disruptive classroom behavior.
6. Any act of harassment based on an individual's sex, sexual orientation, race, color, religion, disability, national origin or ancestry.
7. Refusal by a student to identify himself/herself to a staff member when asked, misidentification of oneself to such person(s), lying to school officials or otherwise engaging in dishonest behavior.
8. Inappropriate displays of public affection of a sexual nature and/or sexual activity on school grounds or at a school-sponsored activity.
9. A walk-out from or sit-in within a classroom or school building or school grounds.
10. Blackmailing, threatening or intimidating school staff or students (or acting in a manner that could be construed to constitute blackmail, a threat, or intimidation, regardless of whether intended as a joke).
11. Possession of any weapon, weapon facsimile, deadly weapon, martial arts weapon, electronic defense weapon, pistol, knife, blackjack, bludgeon, box cutter, metal knuckles, pellet gun, air pistol, explosive device, firearm, whether loaded or unloaded, whether functional or not, or any other dangerous object or instrument. The possession and/or use of any object or device that has been converted or modified for use as a weapon.
12. Possession of any ammunition for any weapon described above in paragraph 11.
13. Unauthorized entrance into any school facility or portion of a school facility or aiding or abetting an unauthorized entrance.

14. Possession or ignition of any fireworks, combustible or other explosive materials, or ignition of any material causing a fire. Possession of any materials designed to be used in the ignition of combustible materials, including matches and lighters.

Students

Suspension and Expulsion/Due Process

D. Actions Leading to Disciplinary Action, including Removal from Class, Suspension and/or Expulsion (continued)

15. Unlawful possession, sale, distribution, use, or consumption of tobacco, electronic nicotine delivery systems (e.g. e-cigarettes), vapor products, drugs, narcotics or alcoholic beverages (or any facsimile of tobacco, drugs, narcotics or alcoholic beverages), including being under the influence of any such substances or aiding in the procurement of any such substances. For the purposes of this Paragraph 15, the term "electronic nicotine delivery system" shall mean an electronic device that may be used to simulate smoking in the delivery of nicotine or other substance to a person inhaling from the device and includes, but is not limited to, an electronic cigarette, electronic cigar, electronic cigarillo, electronic pipe or electronic hookah and any related device and any cartridge or other component of such device. For the purposes of Paragraph 15, the term "vapor product" shall mean any product that employs a heating element, power source, electronic circuit or other electronic, chemical or mechanical means, regardless of shape or size, to produce a vapor that may or may not include nicotine that is inhaled by the user of such product. For the purposes of this Paragraph 15, the term "drugs" shall include, but shall not be limited to, any medicinal preparation (prescription and non-prescription) and any controlled substance whose possession, sale, distribution, use or consumption is illegal under state and/or federal law.
16. Sale, distribution, or consumption of substances contained in household items; including, but not limited to glue, paint, accelerants/propellants for aerosol canisters, and/or items such as the aerators for whipped cream; if sold, distributed or consumed for the purpose of inducing a stimulant, depressant, hallucinogenic or mind-altering effect.
17. Unlawful possession of paraphernalia used or designed to be used in the consumption, sale or distribution of drugs, alcohol or tobacco, as described in subparagraph (15) above. For purposes of this policy, drug paraphernalia includes any equipment, products and materials of any kind which are used, intended for use or designed for use in growing, harvesting, manufacturing, producing, preparing, packaging, storing, containing or concealing, or injecting, ingesting, inhaling or otherwise introducing controlled drugs or controlled substances into the human body, including but not limited to items such as "bongs," pipes, "roach clips," vials, tobacco rolling papers, and any object or container used, intended or designed for use in storing, concealing, possessing, distributing or selling controlled drugs or controlled substances.
18. The destruction of real, personal or school property, such as, cutting, defacing or otherwise damaging property in any way.
19. Accumulation of offenses such as school and class tardiness, class or study hall cutting, or failure to attend detention.

Students

Suspension and Expulsion/Due Process

D. Actions Leading to Disciplinary Action, including Removal from Class, Suspension and/or Expulsion (continued)

20. Trespassing on school grounds while on out-of-school suspension or expulsion.
21. Making false bomb threats or other threats to the safety of students, staff members, and/or other persons.
22. Defiance of school rules and the valid authority of teachers, supervisors, administrators, other staff members, and/or law enforcement authorities.
23. Throwing snowballs, rocks, sticks, and/or similar objects, except as specifically authorized by school staff.
24. Unauthorized and/or reckless and/or improper operation of a motor vehicle on school grounds or at any school-sponsored activity.
25. Leaving school grounds, school transportation, or a school-sponsored activity without authorization.
26. Use of or copying of the academic work of another individual and presenting it as the student's own work, without proper attribution; or any other form of academic dishonesty, cheating, or plagiarism.
27. Possession and/or use of a cellular telephone, Smartphone, mobile or handheld device, or similar electronic device, on school grounds or at a school-sponsored activity in violation of Board policy and/or administrative regulations regulating the use of such devices.
28. Possession and/or use of a beeper or paging device on school grounds or at a school-sponsored activity without the written permission of the principal or his/her designee.
29. Unauthorized use of any school computer, computer system, computer software, Internet connection, or similar school property or system, or the use of such property or system for inappropriate purposes.
30. Possession and/or use of a laser pointer, unless the student possesses the laser pointer temporarily for an educational purpose while under the direct supervision of a responsible adult.
31. Hazing.
32. **"Bullying"** means is defined as unwanted and aggressive behavior among children in grades kindergarten to twelve, inclusive, that involves a real or perceived power imbalance.
33. Cyberbullying, defined as any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone, or other mobile electronic devices, or any electronic communications.

Students

Suspension and Expulsion/Due Process

D. Actions Leading to Disciplinary Action, including Removal from Class, Suspension and/or Expulsion (continued)

34. Acting in any manner that creates a health and/or safety hazard for staff members, students, or the public, regardless of whether the conduct is intended as a joke.
35. Engaging in a plan to stage or create a violent situation for the purposes of recording it by electronic means; or recording by electronic means acts of violence for purposes of later publication.
36. Engaging in a plan to stage sexual activity for the purposes of recording it by electronic means; or recording by electronic means sexual acts for purposes of later publication.
37. Using computer systems, including email, instant messaging, text messaging, blogging or the use of social networking websites, or other forms of electronic communications, to engage in any conduct prohibited by this policy.
38. Use of a privately owned electronic or technological device in violation of school rules, including the unauthorized recording (photographic or audio) of another individual without permission of the individual or a school staff member.

E. Scope of the Student Discipline Policy

a. Conduct on School Grounds or at a School-Sponsored Activity

Students may be disciplined for conduct on school grounds or at any school-sponsored activity that endangers persons or property, is seriously disruptive of the educational process, or violates a publicized policy of the Board.

b. Conduct off School Grounds

Students may be disciplined for conduct off school grounds if such conduct is seriously disruptive of the educational process and **violates** ~~violative of~~ a publicized policy of the Board.

In determining whether such conduct is seriously disruptive of the educational process, the Administration and the Board of Education may consider, but such consideration shall not be limited to the following factors:

1. whether the incident occurred within close proximity of a school;
2. whether other students from the school were involved or whether there was any gang involvement;
3. whether the conduct involved violence, threats of violence, or the unlawful use of a weapon, as defined in section Conn. Gen. Stat. § 29-38, and whether any injuries occurred; and
4. whether the conduct involved the use of alcohol.

In making a determination as to whether such conduct is seriously disruptive of the educational process, the Administration and/or the Board of Education may also consider whether such off-campus conduct involved the illegal use of drugs.

Students

Suspension and Expulsion/Due Process (continued)

F. Mandatory Expulsion

It shall be the policy of the Board to expel a student, grades preschool, and kindergarten to twelve, inclusive, for one full calendar year if:

1. The student, on grounds or at a school-sponsored activity, was in possession of a firearm, as defined in 18 U.S.C. 921*, as amended from time to time, or deadly weapon, dangerous instrument or martial arts weapon, as defined in C.G.S. 53A-3; or the student, off school grounds, did possess such firearm in violation of C.G.S. 29-35 or did possess and use such firearm, instrument or weapon in the commission of a crime; or the student, on or off school grounds offered for sale or distribution a controlled substance, as defined in subdivision (9) of C.G.S. 21a-240, whose manufacture, distribution, sale, prescription, dispensing, transporting or possessing with intent to sell or dispense, offering or administering is subject to criminal penalties under C.G.S. 21-277 and 21a-278.
2. Such student shall be expelled for one calendar year if the Board of Education or impartial hearing officer finds that the student did so possess or so possess and use, as appropriate, such weapon or firearm, instrument or weapon or did so offer for sale or distribution such controlled substance.
3. The Board may modify the period of a mandatory expulsion on a case-by-case basis.
4. A firearm, as defined by C.G.S. 53a-3, includes any sawed-off shotgun, machine gun, rifle, shotgun, pistol, revolver, or other weapon, whether loaded or unloaded, from which a shot may be discharged, or a switchblade knife, a gravity knife, billy, blackjack, bludgeon, or metal knuckles.
5. A student enrolled in a preschool program provided by the Board of Education, state or local charter school or interdistrict magnet school shall not be expelled from such school except that a student shall be expelled for one calendar year from such preschool program pursuant to the mandatory expulsion requirement in compliance with the Gun-Free School Act, as described in this section.

G. Suspension Procedure ~~(as modified in Public Act 24-45, Sections 13 and 14)~~

~~Except in the case of an emergency, as defined in paragraph A, above, a student shall be afforded the opportunity to meet with the administration and to respond to the stated charges prior to the effectuation of any period of suspension or in-school suspension. If, at such a meeting the student denies the stated charges, he/she may at that time present his/her version of the incident(s) upon which the proposed suspension is based.~~

**A firearm; currently defined by 18 U.S.C. 921, is any weapon that can expel a projectile by an explosive action and includes explosive devices, incendiaries, poison gases, and firearm frames, receivers, mufflers or silencers.*

Students

Suspension and Expulsion/Due Process

G. Suspension Procedure ~~(as modified in Public Act 24-45, Sections 13 and 14)~~ (continued)

Unless an emergency exists, as that term is defined in paragraph A, no student shall be suspended without an informal hearing by the administration, at which such student shall be informed of the reasons for the disciplinary action and given an opportunity to explain the situation, provided nothing herein shall be construed to prevent a more formal hearing from being held if the circumstances surrounding the incident so require. The administration shall then determine whether suspension or in-school suspension is warranted.

If an emergency situation exists, the hearing outlined ~~in paragraph G (3)~~ above shall be held as soon as possible after the exclusion of the student.

Prior to conducting any hearing regarding the suspension of a student, an administrator, school counselor or school social worker at the school in which the student is enrolled, shall contact the local homeless education liaison designated by the local or regional board of education for the school district, pursuant to Subtitle B of Title VII of the McKinney-Vento Homeless Assistance Act, 42 USC 11431 et seq., as amended from time to time, to determine whether such student is a homeless child or youth, as defined in 42 USC 11343a, as amended from time to time. If it is determined that such student is a homeless child or youth, the administration shall consider the impact of homelessness on the behavior of the student during the hearing.

In the case of suspension, the administration shall notify the student's parents and the Superintendent of Schools not later than twenty-four (24) hours of the suspension as to the name of the student who has been suspended and the reason therefore. Any student who is suspended shall be given an opportunity to complete any class work, including, but not limited to, examinations that such student missed during the period of his/her suspension.

The administration shall also have the authority to suspend a student from transportation services whose conduct while awaiting or receiving transportation violates the standards set forth in paragraph D, above. The administration shall have the authority to immediately suspend any student from school when an emergency exists, as that term is defined in paragraph A, above.

Out-of-School Suspensions

All suspensions shall be in-school suspensions, except the Board of Education may authorize the administration of schools under its direction to impose an out-of-school suspension on any student ~~in~~:

1. Grades preschool to two, if during the informal hearing outlined above, the administration:
 - a. Determines that an out-of-school suspension is appropriate for such students based on evidence that such student's conduct on school grounds is behavior that causes physical harm;

Students

Suspension and Expulsion/Due Process

G. Suspension Procedure ~~(as modified in Public Act 24-45, Sections 13 and 14)~~ (continued)

Out-of-School Suspensions (continued)

- b. Requires that such students receive services that are trauma-informed and developmentally appropriate and align with any behavioral intervention plan, individualized education program, or plan pursuant to Section 504 of the Rehabilitation Act of 1973, as amended from time to time, for such student upon such student's return to school immediately following the out-of-school suspension; and
 - c. Considers whether to convene a planning and placement team meeting for the purposes of conducting an evaluation to determine whether such student may require special education or related services.
 - 2. Grades three to twelve, inclusive, if, resulting from a due process hearing:
 - a. The administration determines that the student being suspended poses such danger to persons or property or such disruption of the educational process **(as defined above in section E)** that the student shall be excluded from school during the period of suspension.
 - b. The administration determines that an out-of-school suspension is appropriate for such student based on evidence of:
 - i. previous disciplinary problems that have led to suspensions or expulsion of such student; and
 - ii. efforts by the administration to address such disciplinary problems through means other than out-of-school suspension or expulsion, including positive behavioral support strategies. An in-school suspension may be served in the student's school or any school building under the jurisdiction of the local or regional board of education, as determined by such board.

Length of Suspension Period:

In determining the length of a suspension period, the administration may receive and consider evidence of past disciplinary problems which have led to removal from a classroom, in-school suspension, or expulsion.

An out-of-school suspension shall not exceed ten school days for students in grades 3-12.

An out-of-school suspension shall not exceed five school days for children in preschool through grade 2.

For any student who is suspended for the first time and who has never been expelled, the school administration may shorten the length of or waive the suspension period if the student successfully completes an administration-specified program and meets any other administration-required conditions. Such program shall be at no expense to the student or his/her parents/guardians.

Students

Suspension and Expulsion/Due Process

G. Suspension Procedure (as modified in Public Act 24-45, Sections 13 and 14 (continued))

General provisions:

No student shall be suspended more than ten times or a total of fifty (50) days in one school year, whichever results in fewer days of exclusion, unless **such student is granted a formal hearing pursuant to sub sections 4-176e to 4-180a, inclusive, section 4-181a, and as outlined in section I below is first granted.**

No student shall be placed on in-school suspension more than fifteen times or a total of fifty (50) days in one school year, whichever results in fewer days of exclusion, unless **such student is granted a formal hearing pursuant to sub sections 4-176e to 4-180a, inclusive, section 4-181a, and as outlined in in section I below is first granted.**

H. Expulsion Procedures

The Board of Education may, upon the recommendation of the Superintendent of Schools, expel any student for one or more of the reasons stated in this policy if, **after holding a formal hearing, it is** in the judgment of the Board of Education **that** such disciplinary action is in the best interest of the school system.

A special education student's handicapping conditions shall be considered before making a decision to expel. A Planning and Placement Team (PPT) meeting must be held to determine whether the behavior or student actions violative of Board of Education standards set forth in policy governing suspension and expulsion are the result of the student's handicapping condition.

For any student expelled for the first time and who has never been suspended, except for a student who has been expelled based on possession of a firearm or deadly weapon, the Board of Education may shorten the length of or waive the expulsion period if the student successfully completes a Board specified program and meets any other conditions required by the Board. Such Board specified program shall not require the student or the parent/guardian of such student to pay for participation in the program.

Prior to conducting formal hearing, as required by PA 25-93 Section 38 subsection 3, an administrator, school counselor or school social worker at the school in which the student is enrolled shall contact the local homeless education liaison designated by the local or regional board of education for the school district, pursuant to Subtitle B of Title VII of the McKinney-Vento Homeless Assistance Act, 42 USC 11431 et seq., as amended from time to time, to make a determination whether such student is a homeless child or youth, as defined in 42 USC 11433a, as amended from time to time.

If it is determined that such student is a homeless child or youth:

- i. The local or regional board of education, or the impartial hearing board established pursuant to subsection (b) of this section, shall consider the impact of homelessness on the behavior of the student during the hearing.

Students

Suspension and Expulsion/Due Process

H. Expulsion Procedures (continued)

- ii. No such student may be expelled without a plan of interventions and supports to mitigate the impact of homelessness on the behavior of the student.
- iii. If such child or youth has been expelled for a second time, a meeting with the local homeless education liaison shall be provided by the local or regional board of education.

Upon receipt of a recommendation for expulsion from the Superintendent of Schools the Board shall, after giving written notice **as detailed below in section K Notification**, conduct a hearing prior to taking any action on the expulsion of said student, provided however, that in the event of an emergency as defined in this policy, the student may be expelled prior to the hearing but in such case even a hearing shall be held as soon after the expulsion as possible.

An attorney or other advocate may represent any student subject to expulsion proceedings. The parent/guardian of the student has the right to have the expulsion hearing postponed for up to one week to allow time to obtain representation, except that if an emergency exists, such hearing shall be held as soon after the expulsion as possible.

Expulsion hearings (**formal hearings**) conducted by the Board will be heard by any three or more Board members. A decision to expel a student must be supported by a majority of the Board members present, provided that no less than three (3) affirmative votes to expel are cast.

Alternatively, the Board may appoint an impartial hearing officer composed of one or more persons to hear and decide the expulsion matter, provided that no member of the Board may serve on such panel.

An attorney or other advocate may represent any student subject to expulsion proceedings. The parent/guardian of the student has the right to have the expulsion hearing postponed for up to one week to allow time to obtain representation, except that if an emergency exists, such hearing shall be held as soon after the expulsion as possible.

I. Formal Hearings/Due Process

1. Any hearing conducted under this paragraph shall at least include the right to:

- a. Notice prior to the date of the proposed hearing which shall include a statement of the time, place and nature of the hearing and a statement of the legal jurisdiction under which the hearing is to be held and a statement that students under sixteen years old who are expelled and students between sixteen and eighteen who have been expelled for the first time and who comply with conditions set by the Board of Education, must be offered an alternative educational opportunity;

Students

Suspension and Expulsion/Due Process

I. Formal Hearings/Due Process (continued)

- b. A short and plain statement of the matters asserted, if such matters have not already been provided in a statement of reasons requested by the student;
- c. The opportunity to be heard in the student's own defense;
- d. The opportunity to present witnesses and evidence in the student's defense;
- e. The opportunity to cross-examine adverse witnesses;
- f. The opportunity to be represented by counsel at the parents'/student's own expense; and
- g. Information concerning legal services provided free of charge or at a reduced rate that are available locally and how to access such services;
- h. The opportunity to have the services of a translator, to be provided by the Board of Education whenever the student or his/her parent or legal guardian do not speak the English language;
- i. The prompt notification of the decision of the Board of Education, which decision shall be in writing if adverse to the student concerned.

2. Record keeping:

The record of the hearing held in any expulsion case shall include the following:

- a. All evidence received and considered by the Board of Education;
- b. Questions and offers of proof, objections, and ruling on such objections;
- c. The decision of the Board of Education rendered after such hearing; and
- d. A copy of the initial letter of notice of proposed expulsion, a copy of any statement of reasons provided upon request, a statement of the notice of hearing, and the official transcript, if any, or if not transcribed, any recording or stenographic record of the hearing.

3. Rules of evidence at hearings:

Rules of evidence at expulsion hearings shall ensure fairness, but shall not be controlled by the formal rules of evidence, and shall include the following:

- a. Any oral or documentary evidence may be received by the Board of Education, but, as a matter of policy, irrelevant, immaterial, or unduly repetitious evidence may be excluded. In addition, other evidence of past disciplinary problems which have led to removal from a classroom, in-school suspension, suspension, or expulsion may be received for considering the length of an expulsion and the nature of the alternative educational opportunity, if any, to be offered;

Students

Suspension and Expulsion/Due Process

I. Formal Hearings/Due Process (continued)

3. Rules of evidence at hearings: (continued)

- b. The Board of Education shall give effect to the rules of privilege by law;
- c. In order to expedite a hearing, evidence may be received in written form, provided the interest of any party is not substantially prejudiced thereby;
- d. Documentary evidence may be received in the form of copies or excerpts;
- e. A party to an expulsion hearing may conduct cross-examination of witnesses where examination is required for a full and accurate disclosure of the facts;
- f. The Board of Education may take notice of judicially cognizable facts in addition to facts within the Board's specialized knowledge provided, however, the parties shall be notified either before or during the hearing of the material noticed, including any staff memoranda or data, and an opportunity shall be afforded to any party to contest the material so noticed;
- g. A stenographic record or tape-recording of any oral proceedings before the Board of Education at an expulsion hearing shall be made, provided, however, that a transcript of such proceedings shall be furnished upon request of a party, with the cost of such transcript to be paid by the requesting party. Findings of fact made by the Board after an expulsion hearing shall be based exclusively upon the evidence adduced at the hearing.

J. Expunging Records

Suspension:

Whenever a student is suspended pursuant to the provisions of this section, notice of the suspension and the conduct for which the student was suspended shall be included on the student's cumulative educational record.

Such notice shall be expunged from the cumulative educational record by the local or regional Board of Education if a student graduates from high school, or in the case of a suspension of a student for which the length of the suspension period is shortened or the suspension period is waived pursuant to subsection (e) of this section, such notice shall be expunged from the cumulative educational record by the local or regional board of education (1) if the student graduates from high school, or (2) if the administration so chooses, at the time the student completes the administration-specified program and meets any other conditions required by the administration pursuant to subsection (e) of Section 10-233d., whichever is earlier.

Students

Suspension and Expulsion/Due Process

J. Expunging Records (continued)

Expulsion:

Whenever a student is expelled, notice of the expulsion and the conduct for which the student was expelled shall be included in the student's cumulative educational record. Such notice, except for notice of an expulsion of a student in grades nine to twelve, inclusive, based on possession of a firearm or deadly weapon as described in Section 29-38 of the general statutes.

1. shall be expunged from the cumulative educational record by the Board of Education if a student graduates from high school, or
2. may be expunged from the cumulative educational record by the Board of Education before a student graduates from high school if:
 1. in the case of a student for which the length of the expulsion period is shortened or the expulsion period is waived pursuant to subdivision (2) of subsection (c) Section 10-233d., such Board determines that an expungement is warranted at the time such student completes the board-specified program and meets any other conditions required by such Board pursuant to subdivision (2) of subsection (c) of Section 10-233d. , or
 2. such student has demonstrated to such Board that the conduct and behavior of such student in the years following such expulsion warrants an expungement. The Board of Education, in determining whether to expunge such notice, may receive and consider evidence of any subsequent disciplinary problems that have led to removal from a classroom, suspension or expulsion of such student.

K. Notification

1. All students and parents within the jurisdiction of the Board of Education shall be informed, annually, of Board Policy governing student conduct by delivery to each said student of a written copy of said Board Policy.
2. The parents or guardian of any minor student either expelled or suspended shall be given notice of such disciplinary action no later than 24 hours of the time of the institution of the period of expulsion or suspension.
3. The notice of an expulsion hearing shall be given at least five (5) business days before such hearing to the student and his/her parents or guardians, if said student is less than 18 years of age shall include information concerning the parent's/guardian's and the student's legal rights and concerning legal services that are provided free of charge or at a reduced rate that are available (CT legal services as a source of such services) and how to access such services. The notification shall reference the maximum number of suspension days before the expulsion days proceed. 5 consecutive days for students in pre-school to second grade, 10 consecutive days for students in grades 3-12, a statement that an attorney or other advocate may represent any student subject to expulsion proceedings. The parent/guardian of the student shall be notified of the right to have the expulsion hearing postponed for up to one week to allow time to obtain representation, except that if an emergency exists, such hearing shall be held as

soon after the expulsion as possible.

Students

Suspension and Expulsion/Due Process (continued)

L. Stipulated Agreements

In lieu of the procedures used in this section, the Administration and the parents (or legal guardians) of a student facing expulsion may choose to enter into a Joint Stipulation of the Facts and a Joint Recommendation to the Board concerning the length and conditions of expulsion. Such Joint Stipulation and Recommendation shall include language indicating that the parents (or legal guardians) understand their right to have an expulsion hearing held pursuant to these procedures, and language indicating that the Board, in its discretion, has the right to accept or reject the Joint Stipulation of Facts and Recommendation.

If the Board rejects either the Joint Stipulation of Facts or the Recommendation, an expulsion hearing shall be held pursuant to the procedures outlined herein. If the Student is eighteen years of age or older, the student shall have the authority to enter into a Joint Stipulation and Recommendation on his or her own behalf.

If the parties agree on the facts, but not on the disciplinary recommendation, the Administration and the parents (or legal guardians) of a student facing expulsion may also choose to enter into a Joint Stipulation of the Facts and submit only the Stipulation of the Facts to the Board in lieu of holding the first part of the hearing, as described above. Such Joint Stipulation shall include language indicating that the parents understand their right to have a hearing to determine whether the student engaged in the alleged misconduct and that the Board, in its discretion, has the right to accept or reject the Joint Stipulation of Facts. If the Board rejects the Joint Stipulation of Facts, a full expulsion hearing shall be held pursuant to the procedures outlined herein.

M. Students identified as eligible for services under the Individuals with Disabilities Education Act ("IDEA")

If the Board of Education expels a student who has been identified as eligible for services under the Individuals with Disabilities Education Act ("IDEA"), it shall off an alternative educational opportunity to such student in accordance with the requirements of IDEA, as it may be amended from time to time.

N. Procedures Governing Suspension and Expulsion of Students Identified as Eligible for Services under the Individuals with Disabilities Education Act ("IDEA")

A. Suspension of IDEA students

Notwithstanding the foregoing, if the Administration suspends a student identified as eligible for services under the IDEA (an "IDEA student") who has violated any rule or code of conduct of the school district that applies to all students, the following procedures shall apply:

1. The administration shall make reasonable attempts to immediately notify the parents of the student of the decision to suspend on the date on which the decision to suspend was made, and a copy of the special education procedural safeguards must either be hand-delivered or sent by mail to the parents on the date that the decision to suspend was made.

2. During the period of suspension, the school district is not required to provide any educational services to the IDEA student beyond that which is provided to all students suspended by the school district.

Students

Suspension and Expulsion/Due Process (continued)

N. Procedures Governing Suspension and Expulsion of Students Identified as Eligible for Services under the Individuals with Disabilities Education Act ("IDEA") (cont.)

B. Expulsion and Suspensions that Constitute Changes in Placement for IDEA Students

Notwithstanding any provision to the contrary, if the administration recommends for expulsion an IDEA student who has violated any rule or code of conduct of the school district that applies to all students, the procedures described in this section shall apply. The procedures described in this section shall also apply to students whom the administration has suspended in a manner that is considered under the IDEA, as it may be amended from time to time, to be a change in placement:

1. The parents of the student must be notified of the decision to recommend for expulsion (or to suspend if a change in placement) on the date on which the decision to suspend was made, and a copy of the special education procedural safeguards must either be hand-delivered or sent by mail to the parents on the date that the decision to recommend for expulsion (or to suspend if a change in placement) was made.
2. The school district shall immediately convene the student's planning and placement team ("PPT"), but in no case later than ten (10) school days after the recommendation for expulsion or the suspension that constitutes a change in placement was made.

The student's PPT shall consider the relationship between the student's disability and the behavior that led to the recommendation for expulsion or suspension, which constitutes a change in placement, in order to determine whether the student's behavior was a manifestation of his/her disability.

3. If the student's PPT finds that the behavior was a manifestation of the student's disability, the Administration shall not proceed with the recommendation for expulsion or the suspension that constitutes a change in placement.
4. If the student's PPT finds that the behavior was not a manifestation of the student's disability, the Administration may proceed with the recommended expulsion or suspension that constitutes a change in placement.
5. During any period of expulsion or suspension of greater than ten (10) days per school year, the Administration shall provide the student with an alternative education program in accordance with the provisions of the IDEA.
6. When determining whether to recommend an expulsion or a suspension that constitutes a change in placement, the building administrator (or his or her designee) should consider the nature of the misconduct and any relevant educational records of the student.

Students

Suspension and Expulsion/Due Process

N. Procedures Governing Suspension and Expulsion of Students Identified as Eligible for Services under the Individuals with Disabilities Education Act ("IDEA") (continued)

C. Transfer of IDEA Students for Certain Offenses:

School personnel may transfer an IDEA student to an appropriate interim alternative educational setting for not more than forty-five (45) school days if the student:

1. Was in possession of a dangerous weapon, as defined in 18 U.S.C. 930(g)(2), as amended from time to time, on school grounds or at a school-sponsored activity, or
2. Knowingly possessed or used illegal drugs or sold or solicited the sale of a controlled substance while at school or at a school-sponsored activity; or
3. Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function.

The following definitions shall be used for this subsection XII. C.

1. **Dangerous weapon** means a weapon, device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, except that such term does not include a pocketknife with a blade of less than 2.5 inches in length.
2. **Controlled substance** means a drug or other substance identified under schedules I, II, III, IV, or V in section 202(c) of the Controlled Substances Act, 21 U.S.C. 812(c).
3. **Illegal drug** means a controlled substance but does not include a substance that is legally possessed or used under the supervision of a licensed health-care professional or that is legally possessed or used under any other authority under the Controlled Substances Act or under any other provision of federal law.
4. **Serious bodily injury** means a bodily injury which involves: (A) a substantial risk of death; (B) extreme physical pain; (C) protracted and obvious disfigurement; or (D) protracted loss or impairment of the function of a bodily member, organ, or mental faculty.

O. Procedures Governing Expulsions for Students Identified as Eligible under Section 504 of the Rehabilitation Act of 1973 ("Section 504")

- A. Except as provided in subsection B below, notwithstanding any provision to the contrary, if the Administration recommends for expulsion a student identified as eligible for educational accommodations under Section 504 who has violated any rule or code of conduct of the school district that applies to all students, the following procedures shall apply:

1. The parents of the student must be notified of the decision to recommend the student for expulsion.

Students

Suspension and Expulsion/Due Process

O. Procedures Governing Expulsions for Students Identified as Eligible under Section 504 of the Rehabilitation Act of 1973 ("Section 504") (continued)

2. The district shall immediately convene the student's Section 504 team ("504 team") for the purpose of reviewing the relationship between the student's disability and the behavior that led to the recommendation for expulsion. The 504 team will determine whether the student's behavior was a manifestation of his/her disability.
 3. If the 504 team finds that the behavior was a manifestation of the student's disability, the Administration shall not proceed with the recommended expulsion.
 4. If the 504 team finds that the behavior was not a manifestation of the student's disability, the Administration may proceed with the recommended expulsion.
- B. The Board may take disciplinary action for violations pertaining to the use or possession of illegal drugs or alcohol against any student with a disability who currently is engaging in the illegal use of drugs or alcohol to the same extent that such disciplinary action is taken against nondisabled students. Thus, when a student with a disability is recommended for expulsion based solely on the illegal use or possession of drugs or alcohol, the 504 team shall not be required to meet to review the relationship between the student's disability and the behavior that led to the recommendation for expulsion.

P. Procedures Governing Expulsions for Students Committed to a Juvenile Detention Center

- A. Any student who commits an expellable offense and is subsequently committed to a juvenile detention center, the Connecticut Juvenile Training School or any other residential placement for such offense may be expelled by the Board in accordance with the provisions of this section. The period of expulsion shall run concurrently with the period of commitment to a juvenile detention center, the Connecticut Juvenile Training School or any other residential placement.
- B. If a student who committed an expellable offense seeks to return to a school district after participating in a diversionary program or having been detained in a juvenile detention center, the Connecticut Juvenile Training School or any other residential placement and such student has not been expelled by the board of education for such offense under subdivision (A) of this subsection, the Board shall allow such student to return and may not expel the student for additional time for such offense.

Students

Suspension and Expulsion/Due Process (continued)

Q. Alternative Educational Opportunity

The Board of Education recognizes its obligation to offer any student under the age of sixteen (16) who is expelled, an alternative educational opportunity which shall be equivalent to alternative education, as defined, by C.G.S. 10-74j with an individualized learning plan, (1) if the Board provides such alternative education, or (2) in accordance with the standards adopted by the State Board of Education (by 8/15/17), which includes the kind of instruction to be provided and the number of hours to be provided, during the period of expulsion.

Any parent or guardian of such student who does not choose to have his or her child enrolled in an alternative educational opportunity shall not be subject to the provision of Section 10-184 of the Connecticut General Statutes. Any expelled student who is between the ages of sixteen (16) and eighteen (18), not previously expelled, and who wishes to continue his or her education shall be offered such alternative educational opportunity if he or she complies with conditions established by the Board of Education, other than the one from which the student has been excluded.

Such alternative educational opportunity may include, but shall not be limited to, the assignment of a student (who is seventeen (17) years of age or older) to any such adult education program or placement of such student in a regular classroom program of a school.

Any student participating in an adult education program during a period of expulsion shall not be required to withdraw from school under C.G.S. 10-184. In determining the nature of the alternative education opportunity to be offered under this Section, the Board of Education may receive and consider evidence of past disciplinary issues that have led to removal from a classroom, suspension, or expulsion.

The Board of Education is not obligated to provide such alternative educational opportunity to any student eighteen years of age or older. The Board of Education is also required to offer such alternative educational opportunity, as defined, to any student between the ages of sixteen and eighteen who is expelled because of conduct which endangers persons, and involved the following, on school grounds or at a school-sponsored event:

1. Possession of a firearm, deadly weapon, dangerous instrument or martial arts weapon, or
2. Offering an illegal drug for sale or distribution.
3. If the Board expels a student for the sale or distribution of a controlled substance, the Board shall refer the student to an appropriate state or local agency for rehabilitation, intervention or job training, or any combination thereof, and inform the agency of its action. If a student is expelled for possession of a firearm, deadly weapon, dangerous instruments (those that can be used to cause death or serious injury) or martial arts weapons the Board shall report the violation to the local police department.
4. This provision shall not apply to students requiring special education who are described in subdivision (1) of sub-section (e) of C.G.S. 10-76a. The alternative educational opportunity for any such student shall be established by the IEP team

Students

Suspension and Expulsion/Due Process

R. Other Considerations

1. If a student is expelled, notice of the expulsion and the conduct for which the student was expelled shall be included on the student's cumulative educational record. Such notice, except for the notice of an expulsion of a student in grades nine through twelve, inclusive, based on possession of a firearm or deadly weapon, shall be expunged from the cumulative educational record by the Board if the Board determines that the student's conduct and behavior in the years following such expulsion warrants an expungement or if the student graduates from high school.
2. If a student's expulsion is shortened or the expulsion period waived based upon the fact that the student was expelled for the first time, had never been suspended, and successfully completed a Board specified program and/or met other conditions required by the Board, the notice of expulsion shall be expunged from the cumulative educational record if the student graduates from high school or, if the Board so chooses, at the time the student completes the Board specified program and meets any other conditions required by the Board.
3. If a student in grades preschool to eight, is expelled based on possession of a firearm or deadly weapon, the Board may expunge from the students' cumulative education record the notice of the expulsion and the conduct for which the student was expelled if the Board determines that the conduct and behavior of the student in the years following such expulsion warrants an expungement.
4. The Board may adopt the decision of a student expulsion hearing conducted by another school district, provided such Board of Education held a hearing pursuant to C.G.S.10-233d(a). Adoption of such decision shall be limited to a determination of whether the conduct which was the basis for the expulsion would also warrant expulsion under the policies of this Board. The student shall be excluded from school pending such hearing. The excluded student shall be offered an alternative education opportunity in accordance with item K above.
5. Whenever a student against whom an expulsion hearing is pending withdraws from school and after notification of such hearing but before the hearing is completed and a decision rendered, (1) notice of the pending expulsion hearing shall be included on the student's cumulative educational record and (2) the Board shall complete the expulsion hearing and render a decision.
6. A student expelled for possession of a firearm, deadly weapon, dangerous instrument or martial arts weapon shall have the violation reported to the local police department.
7. The period of expulsion shall not extend beyond a period of one calendar year. A period of exclusion may extend into the next school year.
8. An expelled student may apply for early readmission to school. Such readmission shall be at the discretion of the Board of Education/Superintendent of Schools (choose which). Readmission decisions shall not be subject to appeal to Superior Court. The Board or Superintendent, as appropriate, may condition such

readmission on specified criteria.

Students

Suspension and Expulsion/Due Process

R. Other Considerations (continued)

9. Any student who commits an expellable offense and is subsequently committed to a juvenile detention center, the Connecticut Juvenile Training School, or any other residential placement for such offense may be expelled by the local Board of Education. The period of expulsion shall run concurrently with the period of commitment to a juvenile detention center, the Connecticut Juvenile Training School, or any other residential placement.
10. Prior to placing any student in an out-of-district placement due to the challenging behavior of such student, the Board of Education shall conduct a functional behavior assessment of such student and develop or update a behavioral intervention plan for such student.

A functional behavior assessment and a behavioral intervention plan shall not be required if the time required to conduct such assessment or develop or update such plan would put the safety of such student, any other student, or any staff at such student's school at risk.

Not later than two business days following the decision not to conduct such assessment, or develop, or update such plan for such student, the local or regional board of education shall file a notice with the Department of Education of the reasons that such assessment was not conducted or such plan was not developed or updated.

S. Change of Residence During Expulsion Proceedings

A. Student moving into the school district

1. If a student enrolls in the district while an expulsion hearing is pending in another district, such student shall not be excluded from school pending completion of the expulsion hearing unless an emergency exists, as defined above. The Board shall retain the authority to suspend the student or to conduct its own expulsion hearing.
2. Where a student enrolls in the district during the period of expulsion from another public school district, the Board may adopt the decision of the student expulsion hearing conducted by such other school district. The student shall be excluded from school pending such hearing. The excluded student shall be offered an alternative educational opportunity in accordance with statutory requirements. The Board shall make its determination based upon a hearing held by the Board, which hearing shall be limited to a determination of whether the conduct which was the basis of the previous public school district's expulsion would also warrant expulsion by the Board.

Students

Suspension and Expulsion/Due Process

S. Change of Residence During Expulsion Proceedings (continued)

B. Student moving out of the school district:

Where a student withdraws from school after having been notified that an expulsion hearing is pending, but before a decision has been rendered by the Board, the notice of the pending expulsion hearing shall be included on the student's cumulative record and the Board shall complete the expulsion hearing and render a decision. If the Board subsequently renders a decision to expel the student, a notice of the expulsion shall be included on the student's cumulative record.

T. Compliance with Documentation and Reporting Requirements

- A. The Board of Education shall include in all disciplinary reports the individual student's state-assigned student identifier (SASID).
- B. The Board of Education shall report all suspensions and expulsions to the State Department of Education.
- C. If the Board of Education expels a student for sale or distribution of a controlled substance, the Board shall refer such student to an appropriate state or local agency for rehabilitation, intervention or job training and inform the agency of its action.
- D. If the Board of Education expels a student for possession of a deadly weapon or firearm, as defined in Conn. Gen. Stat. §53a-3, the violation shall be reported to the local police.

Readmission of Student from a Residential Placement

A District student who has committed an expellable offense who seeks to return to a District school, after participating in a diversionary program or having been detained in a juvenile detention center, the Connecticut Juvenile Training School or any other residential placement, for one year or more, in lieu of expulsion from the District, shall be permitted to return to the appropriate school setting within the District. Further, the District shall not expel the student for any additional time for the offense(s).

Students and parents shall be notified of this policy annually.

Legal Reference: Connecticut General Statutes

4-176e through 4-180a. Contested Cases. Notice. Record, as amended
10-74j Alternative education (PA 15-133)

10-222d Safe school climate plans. Definitions. Safe school climate assessments.

Students

Suspension and Expulsion/Due Process

Legal Reference: Connecticut General Statutes
 10-233a through 10-233f Suspension, removal and expulsion of students, as amended by PA 95-304, PA 96-244, PA 98-139, PA 07-66, PA 07-122, PA 08-160, PA 09-82, PA 09-6 (September Special Session), PA 10-111, PA 11-126, PA 14-229, PA 15-96, PA 16-147, PA 17-220, PA 19-91, **PA 25-67 and PA 25-93.**
 10-233l Expulsion and suspension of children in preschool programs
 19a-342a Use of electronic nicotine delivery system or vapor product prohibited.
 29-38 Weapons in vehicles
 53a-3 Definitions.
 53a-217b Possession of Firearms and Deadly Weapons on School Grounds.
 53-344b Sale and delivery of electronic nicotine delivery system or vapor products to minors.
 53-206 Carrying of dangerous weapons prohibited.
 PA 15-96 An Act Prohibiting Out-of-School Suspensions and Expulsions for Students in Preschool and Grades Kindergarten to Two.
 GOALS 2000: Educate America Act, Pub. L. 103-227.
 Title III - Amendments to the Individuals with Disabilities Education Act. Sec. 314 (Local Control Over Violence)
 Elementary and Secondary Act of 1965 as amended by the Gun Free Schools Act of 1994
 P.L. 105-17 The Individuals with Disabilities Act, Amendments of 1997.
Kyle P. Packer PPA Jane Packer v. Thomaston Board of Education.
 P.L. 108-446 The Individuals with Disabilities Education Improvement Act of 2004, 20 U.S.C. 1400 et seq.
 18 U.S.C. §921 – Definitions of “firearms”
 18 U.S.C. §930(g)(2) – Definition of “dangerous weapon”
 18 U.S.C. §1365(h)(3) – Identifying “serious bodily injury”
 21 U.S.C. §812(c) – Identifying “controlled substances”
 Public Act 24-45 An Act Concerning Education Mandate Relief, School Discipline and Disconnected Youth, Sections 13-14
 Public Act 24-93 An Act Concerning Various and Assorted Revisions to the Education Statutes, Section 11 and Section 12
Public Act 25-67 An Act Concerning the Quality and Delivery of Special Education Services in Connecticut (Section 13)
Public Act 25-93 An Act Increasing Resources for Students, Schools and Special Education (Sections 38 & 39)

Policy adopted:

rev 7/19

rev 7/24

rev 4/25

rev 7/25

Instruction

Individualized Education Program/~~Special Education Program~~

~~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.*delete~~

~~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 student 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 free appropriate public education (FAPE) must be provided to any child with a disability beginning on or after the child's third birthday, whether or not that birthday occurs during the regular school year.~~

Individualized Education Programs (IEPs) are essential foundations for providing effective, high-quality special education services. The Board requires that all procedures for implementing an individualized education program be designed to guard the privacy of the student and family.

A parent of a child, the State Department of Education, or other state agencies available to the District may initiate a request for an initial evaluation to determine if the child is a child with a disability. Once the district receives a written referral for special education evaluation, it has 45 school days to complete an initial evaluation. The 45-school-day timeline encompasses the entire eligibility determination process, including reviewing the referral, obtaining written parental consent for evaluation, conducting a comprehensive evaluation, determining eligibility, obtaining written parental consent for the provision of special education services, and implementing an IEP if the student is found eligible. The district will conduct a full and individual evaluation that consists of procedures to determine if the child is a child with a disability under 34 C.F.R. §300.301. Further, the evaluation must be sufficiently comprehensive to identify all of the child's special education and related services needed, whether or not commonly linked to the disability category in which the child has been classified. Assessments for disabled children who are transfer students shall be coordinated expeditiously between the sending or receiving district.

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) through the end of the school year during which they turn 22 years of age or they graduate with a regular high school diploma, whichever comes first.

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

Instruction

Individualized Education Program/~~Special Education Program~~ (IEP) (continued)

Any individualized education program (IEP) developed for a student with disabilities shall specify whether the student shall achieve the District's adopted content standards or whether the student shall achieve individualized standards that would indicate the student has met the requirements of his or her IEP. When a child is identified as requiring special education, the district will provide parents/guardians with information and resources from the State Department of Education relating to IEPs.

Information Provided to Parents Regarding Special Education

At the first PPT, when a child receiving special education services reaches 14, the district shall provide information to the child and parent/guardian regarding the full range of decision-making supports, including alternatives to guardianship and conservatorship and the plain-language online resources developed by CSDE regarding decision-making options available when the student reaches 18.

In addition, information that must be provided to parents/guardians at each PPT meeting shall include plain-language resources developed by CSDE regarding the hearing and appeals process, information regarding free and low-cost legal assistance, and The Parent's Guide to Special Education in Connecticut by CSDE. The district shall annually provide the Guide and rights and resources available to children receiving special education services at the beginning of the school year.

At the beginning of each school year, the district shall provide an informational handout developed by CSDE that explains what it means to have an IEP or Section 504 plan.

Upon request from a parent/guardian, or when there is an apparent need, the district shall provide interpreters and translated documents for students and parents, including translated copies of a child's IEP and any related documents.

The interpreter may be present in person, available by phone, or through an online platform, an Internet website, or other electronic application approved by the State Board of Education.

A parent/guardian of the Board may request mediation through the Mediation Services Coordinator at any time for any matter related to the provision of special education for a child, including, but not limited to, the identification, evaluation, educational placement, or implementation of an IEP. Upon receipt of a request for mediation, the Mediation Services Coordinator shall provide notification to the parties and invite them to participate in voluntary mediation.

Instruction

Individualized Education Program/Special Education Program (IEP) (continued)

Planning and Placement Team or Individualized Education Program Team

The term "Planning and Placement 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 of the agency, other individuals who have knowledge or special expertise regarding the child, including related services personnel as appropriate;
- (vii) the school paraprofessional, if any, assigned to such child, and
- (viii) whenever appropriate, the child with a disability.

NOTE: A Planning and Placement Team (PPT) 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 Planning and Placement Team (PPT) 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, 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.

Instruction

Individualized Education Program/~~Special Education Program~~ (IEP) (continued)

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 based on 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 determining a student's eligibility for special education at least three (3) school days before the referral PPT meeting, at which such results 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, and 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

Instruction

Individualized Education Program/~~Special Education Program~~ (IEP) (continued)

- (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 Planning and Placement Team (PPT) 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 "reasonably 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 considering his/her circumstances, and every child should have the chance to meet challenging objectives. The Planning and Placement Team, in determining whether an IEP is reasonably calculated to enable a child to make progress, should consider the child's:

Instruction

Individualized Education Program/~~Special Education Program~~ (continued)

Alternate Assessments (continued)

- 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 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: 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 make 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."

Instruction

Individualized Education Program/~~Special Education Program~~ (IEP) (continued)

(b) *Transition services.*

The district shall designate a transition coordinator who is responsible for the following:

- Complete a prescribed training program within three years of when the training program commences or within one year of being appointed transition coordinator if appointed after the training program commences;
- Ensure parents receive information about transition resources, services, or public transition programs and know the eligibility requirements and application details; and
- The transition coordinator may be the director of student personnel or another school district employee.

- (1) Beginning in the 2024-25 School year, the Board of Education shall distribute a notice of a link to an online listing of transitional resources, transitional services, and public transition programs provided by the Statewide Transition Services Coordinator. This shall be distributed to parents/guardians of children receiving special education services in grades six through 12 at a PPT meeting.
- (2) At the first PPT meeting after the student turns 14, the Team will provide a listing to the parent/guardian of each public transition and adult education program for which the student may be eligible after graduation. Upon parent/guardian approval, an identified certified professional member of the PPT will notify the state agency that provides such a program about potential eligibility.
- (3) By the PPT meeting, which occurs approximately two years prior to the student's anticipated exit from the district, upon parent/guardian approval, a certified professional member of the PPT shall notify any state agency that provides an adult program for which the student may be eligible about the potential eligibility, invite an agency representative to attend the PPT, and permit and facilitate contract and coordination between the agency and parent. An identified certified professional member of the PPT will assist the parent/guardian in completing an application to any such program.
- (4) 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.

Instruction

Individualized Education Program/~~Special Education Program~~ (IEP) (continued)

- (b) **Transition services.** (continued)
 - (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.
- (5) If the Planning and Placement 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 IEPs for students with disabilities convicted as adults and incarcerated in adult prisons are contained in §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 that 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.

Instruction

Individualized Education Program/~~Special Education Program~~ (IEP) (continued)

(f) *Students who are children of a member of the armed forces*

If, after the start of a school year, a child of a member of the armed forces:

1. enrolls in a school under the jurisdiction of a local or regional Board of Education, as a result of such member having received military orders directing such member to the state or any other documents from the armed forces indicating the transfer of such member to the state, and
2. such child enrolls with an individualized education program or plan pursuant to Section 504 of the Rehabilitation Act of 1973 from such child's prior school.

The Board shall take necessary steps, including, but not limited to, the transfer of any records and prior evaluations, the performance of any reevaluations and, not later than thirty school days after such child's enrollment, the holding of any planning and placement team meeting or meeting to establish a plan pursuant to Section 504 of the Rehabilitation Act of 1973 for such child, to ensure a minimally disruptive transition to the provision of comparable services.

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.

Districts receiving out-of-district students requiring special education shall:

- a) hold the planning and placement team meeting for each out-of-district student who requires special education and related services and invite representatives from the sending district to participate in such meeting, and
- b) ensure that such students receive the services mandated by the student's individualized education program whether such services are provided by the sending district or the receiving district.

Instruction

Individualized Education Program/~~Special Education Program~~ (IEP) (continued)

Transfers (continued)

Furthermore, in the case of a student with a plan pursuant to Section 504 of the Rehabilitation Act of 1973, as amended from time to time, the receiving district shall:

- a) ensure that such student receives the services mandated by the student's plan, and
- b) pay for the costs of providing such services to such student.

If the Board of Education receives an out-of-district placement of a student who receives special education services, through an agreement or contract with a sending local or regional board of education pursuant to subsection (d) of section 10-76d of the general statutes or section 10-91j, as amended by PA 25-67, the Board shall not transfer such student to any other school or facility unless:

1. upon initiation of the sending local or regional Board of Education or upon the request of a parent or guardian of such student, or such student if such student is eighteen years of age or older or an emancipated minor, such sending local or regional Board of Education holds a planning and placement team meeting for the purpose of determining the appropriateness of such transfer, and
2. the planning and placement team determines that such transfer is more appropriate for the educational needs of such student than the current out-of-district placement.

A representative of the Board of Education shall be invited to attend and participate in such planning and placement team meeting but may not request that such planning and placement team meeting be held.

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.

Instruction

Individualized Education Program/~~Special Education Program~~-(IEP) (continued)

Legal Reference: Connecticut General Statutes

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, Sec. 277 and PA 19-49 and PA 21-46 and PA 21-144 and PA 23-137)

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

10-76g State aid for special education.

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)

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

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)

Instruction

Individualized Education Program/~~Special Education Program~~ (IEP) (continued)

Legal References: (continued)

Public Act 23-137 An Act Concerning Resources and Support Services for Persons With an Intellectual or Developmental Disability Sections 26-27, 30-31, 32-37, 39, 45, 47, 51, 52

P.A. 25-67 An Act Concerning the Quality and Delivery of Special Education Services in Connecticut (Section 10)

P.A. 25-143 An Act Implementing the Recommendations of the Office of Early Childhood, Department of Education and the Technical Education and Career System and Concerning the Administration of Epinephrine and Glucagon. (Section 10)

Public Act No. 25-15 An Act Concerning Various Measures Recognizing and Honoring the Military Service of Veterans and Members of the Armed Forces in Connecticut (Section 7)

Policy adopted:

rev 9/23

rev 2/24

rev 7/25



A mandated policy for your consideration.

Students

Educational Opportunities for Military Children

To facilitate the placement, enrollment, graduation, data collection, and provision of special services for students transferring into or out of the District because of their parents being on active duty in the U.S. Armed Services, the District supports and will implement its responsibilities as outlined in the *Interstate Compact on Educational Opportunity for Military Children*. The Board of Education believes it is appropriate to remove barriers to educational success imposed on children of military families because of their parents' frequent moves and deployment.

Definitions

Children of military families means school-aged children, enrolled in kindergarten through 12th grade, in the household of an active-duty member of the uniformed service of the United States, including members of the National Guard and Reserve.

Deployment means the period one month before the service members depart from their home station on military orders, six months after return to their home station.

Education(al) records means official records, files, and data directly related to a student and maintained by the school, including, but not limited to, records encompassing all the material kept in the student's cumulative folder.

The requirements applicable to eligible students, which must be fulfilled, are listed below. Eligible students are those who are children of active-duty personnel, active-duty personnel or veterans who have been severely injured and medically discharged, and active-duty personnel who die on active duty within one year of service. Students are not eligible for the provisions of the *Compact* if they are children of inactive Guard or Reserves, retired personnel, veterans not included above, or U.S. Department of Defense personnel and other federal civil service employees and contract employees.

The District's responsibilities to eligible children include the following:

- Sending schools must send either official or unofficial records with the moving students, and District receiving schools must use those records for immediate enrollment and educational placement.
- Simultaneously, the receiving school must request official records, and the sending schools shall respond within 10 days with the records.
- Immunization requirements of the District may be met within 30 days from the date of enrollment (or be in progress).

Students

Educational Opportunities for Military Children (continued)

- Receiving schools must honor placement of students in all courses from the sending school. These include, but are not limited to, Honors, International Baccalaureate, Advanced Placement, vocational-technical, and career pathway courses if those courses are offered in the receiving school.
- In compliance with federal law, special education students must be placed by the existing IEP with reasonable accommodations in the receiving school.
- If a child of a member of the armed forces is enrolled in a school under the jurisdiction the district, and such member has received military orders directing them from such town, or any other documents from the armed forces indicating a change of residency from such town during the school year, the child may continue to be enrolled in the school until the end of the school year while such member remains a member of the armed forces, except that any such child in grade eleven may continue to be enrolled in the school for an additional school year while such member remains a member of the armed forces
- The District will exercise, as deemed appropriate, the right to waive prerequisites for all courses and programs, while also maintaining its right to re-evaluate the student to ensure continued enrollment, as deemed appropriate.
- Students of active-duty personnel shall have additional excused absences at the discretion of the District for visitations relative to leave or deployment.

Alternate language for above:

- A one-day absence is provided for students when their parent/guardian is deployed into active military service.
- A one-day absence is provided for students when their parent/guardian returns from active military service or deployment.
- A student whose parent or legal guardian has been called to duty for, is on leave from, or immediately returned from deployment to; a combat zone or combat support posting shall be granted additional excused absences at the discretion of the Superintendent or his/her designee.
- Absences related to a student visiting with his/her parent, related to leave or deployment activities, may be excused by the District. ~~The district will permit no more than _____ excused absences per year for this purpose. (Note: The local district may specify in its policy how many excused absences are permitted.)~~

Students

Educational Opportunities for Military Children

Alternate language for above: (continued)

- An eligible student living with a noncustodial parent or other person standing in loco parentis shall be permitted to attend the school in which he or she was enrolled while living without the custodial parent without any tuition fee imposed.
- The District high school will accept exit, or end-of-year exams required from the sending state, national norm-referenced tests, or alternate testing instead of testing requirements for graduation in the District (receiving state). If this is not possible, the alternative provision of the Interstate Compact shall be followed to facilitate the on-time graduation of the student in accordance with Compact provisions.

(cf. 5111 – Admission)

(cf. 5113 – Attendance and Excuses)

(cf. 5123 – Promotion/Retention)

(cf. 5125 – Student Records; Confidentiality)

(cf. 5141.3 – Health Assessments and Immunizations)

(cf. 6146 – Graduation Requirements)

(cf. 6171 – Special Education)

Legal Reference: Connecticut General Statutes

10-15f Interstate Compact on Educational Opportunity for Military Children

Public Act 25-15 An Act Concerning Various Measures Recognizing and Honoring the Military Service of the Armed Forces in Connecticut.
(Section 7)

Policy adopted:

rev 11/11

rev 7/25

Regulation to consider.

Instruction

Individualized Education Program/~~Special Education Program~~ (IEP)

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

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.

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 student 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, the school year is defined as July 1 through June 30.

Prior to referring a student for special education, the pre-referral process should be completed. This process ensures 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 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 and has reviewed academic and/or behavioral support shall be referred to the Planning and Placement Team for consideration of eligibility for special education services.

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~~ (IEP)

Planning and Placement Team or Individualized Education Program Team (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 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 with 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.

A Planning and Placement 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.

Instruction

Individualized Education Program/~~Special Education Program~~ (IEP)

Planning and Placement Team ~~or Individualized Education Program Team~~ (continued)

Transition Services

The district shall designate a transition coordinator who is responsible for the following:

- Complete a prescribed training program within three years of when the training program commences or within one year of being appointed transition coordinator if appointed after the training program commences.
- Ensure parents receive information about transition resources, services, or public transition programs and know the eligibility requirements and application details.
- The transition coordinator may be the director of student personnel or another school district employee.
- Beginning in the 2024-25 School year, the district will distribute a notice of a link to an online listing of transitional resources, services, and public transitional programs provided by the Statewide Transition Services Coordinator. At a PPT meeting, this shall be distributed to parents/guardians of children receiving special education services in grades six through 12.
- At the first PPT meeting after the student turns 14, the Team will provide a listing to the parents/guardians of each public transition and adult education program for which the student may be eligible after graduation. Upon parent/guardian approval, an identified certified professional member of the PPT will notify the state agency that provides such a program about the potential eligibility.
- By the PPT meeting, which occurs approximately two years prior to the student's anticipated exit from the district, upon parent/guardian approval, a certified professional member of the PPT will notify any state agency that provides an adult program for which the student may be eligible about the potential eligibility, invite an agency representative to attend the PPT, and permit and facilitate contact and coordination between the agency and parent. An identified certified professional member of the PPT will assist the parent/guardian in completing an application to any such program.

(Certified professional refers to "certified teacher," which includes a teacher, school psychologist, social worker, or other members of the support staff holding CSDE certification.)

In the event of a meeting to review or revise the individualized education program of a child in an out-of-district or 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.

Instruction

Individualized Education Program/~~Special Education Program~~ (IEP)

Planning and Placement Team or Individualized Education Program Team (continued)

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 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. At the first PPT meeting after a child receiving services reaches age 14, the District will provide information to the child and parent about the full range of decision-making supports, including alternatives to guardianship and conservatorship and the plain-language online resources developed by CSDE regarding decision-making options once the student is 18 years of age.
2. The District will provide interpreters and translated documents for students and parents when necessary or upon request. This includes translated copies of a child's IEP and any related documents. The interpreter may be present in person or available by telephone or through an online technology platform, an Internet website, or other electronic application approved by the State Board of Education.

Instruction**Individualized Education Program/~~Special Education Program~~ (IEP)****Parental Participation (continued)**

3. The District will provide parents/guardians with plain-language resources developed by CSDE regarding the hearing and appeals process, information regarding free and low-cost legal assistance, and the Parent's Guide to Special Education in Connecticut developed by CSDE.
4. At the beginning of each year, the District will provide the student with a handout developed by CSDE explaining what it means to have an IEP or Section 504.
5. The District will provide annually, at the beginning of the school year, the Parent's Guide to Special Education and the rights and resources available to children receiving special education services.
6. The District will inform parents/guardians that the Board or the parent may request mediation through the State's Mediation Services Coordinator at any time for any matter related to the provision of special education for a child, including, but not limited to, the identification, evaluation, educational placement, or implementation of an IEP.
7. 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.
8. The District will place a current copy of the Procedural Safeguards notice on the District Website.
9. 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.
10. If neither parent can attend, reasonable efforts shall be made to secure parental participation by other means such as conference calls or home visits.
11. 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.
12. 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.

Instruction

Individualized Education Program/~~Special Education Program~~-(IEP) (continued)

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. Parents/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.
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.

Instruction

Individualized Education Program/~~Special Education Program~~ (IEP) (continued)

Evaluations (continued)

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 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 skills, reading comprehension, mathematical calculation, or mathematical reasoning.
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.

Instruction

Individualized Education Program/~~Special Education Program~~ (IEP) (continued)

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.

Instruction

Individualized Education Program/~~Special Education Program~~ (IEP) (continued)

Individualized Education Program (IEP) (continued)

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 using quarterly or other periodic reports, concurrent with the issuance of report cards) The child's educational program must be appropriately ambitious, considering 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;
7. 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;
8. A list of the individuals who shall implement the individualized program; and
9. In the case of a residential placement, whether such placement is being recommended because of the need for services other than educational services.

Instruction

Individualized Education Program/~~Special Education Program~~ (IEP)

Individualized Education Program (IEP) (continued)

10. 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 a statement of why the child cannot participate in the regular assessment and why the particular alternate assessment selected is appropriate for the child.
11. 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.
12. For a child identified as 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;
 - (vi) Assistive devices and services for the child; and
 - (vii) Communication and physical environment accommodations for the child.

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.

Instruction

Individualized Education Program/~~Special Education Program~~ (IEP)

Timelines (continued)

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 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.

Interpreting evaluation data and in making placement decisions, 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;

Instruction

Individualized Education Program/~~Special Education Program~~ (IEP)

Placement (continued)

2. Ensure information obtained from all these sources is documented and carefully considered;
3. Ensure that the placement decision is made by a group of persons, including the person's knowledge about the child, the meaning of the evaluation data, and the placement options; and
4. Make the placement decision conforming to the least restrictive environment considerations.

When the PPT meeting determines 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 child's parents. 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 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 the 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.

Instruction

Individualized Education Program/~~Special Education Program~~ (IEP)

Notice (continued)

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 is identified as requiring special education.

Legal Reference: Connecticut General Statutes

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 19-184, 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)

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

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.

Instruction

Individualized Education Program/~~Special Education Program~~-(IEP)

Legal Reference: Connecticut General Statutes (continued)
300.533 Placement procedures.
300.550-556 Least restrictive environment.
P.L. 108-446 The Individuals with Disabilities Education Improvement Act of 2004
SDE Guidance Addressing Timeline for Initial Evaluations, Dec. 21, 2018
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)
Public Act 23-137 An Act Concerning Resources and Support Services for Persons With an Intellectual or Developmental Disability Sections 26-27, 30-31, 32-37, 39, 45, 47, 51, 52

Regulation approved:

rev 7/21

rev 7/23

rev 2/24

reviewed 7/25



A mandated policy for your consideration.

Students

Educational Opportunities for Military Children

To facilitate the placement, enrollment, graduation, data collection, and provision of special services for students transferring into or out of the District because of their parents being on active duty in the U.S. Armed Services, the District supports and will implement its responsibilities as outlined in the *Interstate Compact on Educational Opportunity for Military Children*. The Board of Education believes it is appropriate to remove barriers to educational success imposed on children of military families because of their parents' frequent moves and deployment.

Definitions

Children of military families means school-aged children, enrolled in kindergarten through 12th grade, in the household of an active-duty member of the uniformed service of the United States, including members of the National Guard and Reserve.

Deployment means the period one month before the service members depart from their home station on military orders, six months after return to their home station.

Education(al) records means official records, files, and data directly related to a student and maintained by the school, including, but not limited to, records encompassing all the material kept in the student's cumulative folder.

The requirements applicable to eligible students, which must be fulfilled, are listed below. Eligible students are those who are children of active-duty personnel, active-duty personnel or veterans who have been severely injured and medically discharged, and active-duty personnel who die on active duty within one year of service. Students are not eligible for the provisions of the *Compact* if they are children of inactive Guard or Reserves, retired personnel, veterans not included above, or U.S. Department of Defense personnel and other federal civil service employees and contract employees.

The District's responsibilities to eligible children include the following:

- Sending schools must send either official or unofficial records with the moving students, and District receiving schools must use those records for immediate enrollment and educational placement.
- Simultaneously, the receiving school must request official records, and the sending schools shall respond within 10 days with the records.
- Immunization requirements of the District may be met within 30 days from the date of enrollment (or be in progress).

Students

Educational Opportunities for Military Children (continued)

- Receiving schools must honor placement of students in all courses from the sending school. These include, but are not limited to, Honors, International Baccalaureate, Advanced Placement, vocational-technical, and career pathway courses if those courses are offered in the receiving school.
- In compliance with federal law, special education students must be placed by the existing IEP with reasonable accommodations in the receiving school.
- If a child of a member of the armed forces is enrolled in a school under the jurisdiction the district, and such member has received military orders directing them from such town, or any other documents from the armed forces indicating a change of residency from such town during the school year, the child may continue to be enrolled in the school until the end of the school year while such member remains a member of the armed forces, except that any such child in grade eleven may continue to be enrolled in the school for an additional school year while such member remains a member of the armed forces
- The District will exercise, as deemed appropriate, the right to waive prerequisites for all courses and programs, while also maintaining its right to re-evaluate the student to ensure continued enrollment, as deemed appropriate.
- Students of active-duty personnel shall have additional excused absences at the discretion of the District for visitations relative to leave or deployment.

Alternate language for above:

- A one-day absence is provided for students when their parent/guardian is deployed into active military service.
- A one-day absence is provided for students when their parent/guardian returns from active military service or deployment.
- A student whose parent or legal guardian has been called to duty for, is on leave from, or immediately returned from deployment to; a combat zone or combat support posting shall be granted additional excused absences at the discretion of the Superintendent or his/her designee.
- Absences related to a student visiting with his/her parent, related to leave or deployment activities, may be excused by the District. ~~The district will permit no more than _____ excused absences per year for this purpose. (Note: The local district may specify in its policy how many excused absences are permitted.)~~

Students

Educational Opportunities for Military Children

Alternate language for above: (continued)

- An eligible student living with a noncustodial parent or other person standing in loco parentis shall be permitted to attend the school in which he or she was enrolled while living without the custodial parent without any tuition fee imposed.
- The District high school will accept exit, or end-of-year exams required from the sending state, national norm-referenced tests, or alternate testing instead of testing requirements for graduation in the District (receiving state). If this is not possible, the alternative provision of the Interstate Compact shall be followed to facilitate the on-time graduation of the student in accordance with Compact provisions.

(cf. 5111 – Admission)

(cf. 5113 – Attendance and Excuses)

(cf. 5123 – Promotion/Retention)

(cf. 5125 – Student Records; Confidentiality)

(cf. 5141.3 – Health Assessments and Immunizations)

(cf. 6146 – Graduation Requirements)

(cf. 6171 – Special Education)

Legal Reference: Connecticut General Statutes

10-15f Interstate Compact on Educational Opportunity for Military Children

Public Act 25-15 An Act Concerning Various Measures Recognizing and Honoring the Military Service of the Armed Forces in Connecticut.
(Section 7)

Policy adopted:

rev 11/11

rev 7/25

A mandated policy.

Community Relations/Instruction

Library Material Review and Reconsideration Policy

Statement of Policy:

The **Sterling** Board of Education understands that, on occasion, a member of the public will wish to lodge a complaint against instructional material used in the classroom or available in the school library/media center. Consideration of requests to reconsider and remove material, displays, or student programs is limited to individuals with a vested interest. An individual with vested interest may challenge any library and other educational materials, display or student program by initiating a review of such material via the submission of a request for reconsideration form.

It shall be the policy of the **Sterling** Board of Education that the removal, exclusion or censoring of any book shall not occur on the sole basis that a person with a vested interest finds such book offensive. No library and other educational material, display, or program shall be removed from library media centers, or programs be canceled, because of the origin, background, or viewpoints expressed in such material, display, or program, or because of the origin, background, or viewpoints of the creator of such material, display, or program. Library and other educational materials, displays, and student programs shall only be excluded for legitimate pedagogical purposes or for professionally accepted standards of collection maintenance practices as adopted in the collection development and maintenance policy or the display and program policy.

Until a final decision is made by the review committee, any library and other educational material being challenged shall remain available in the school library media center according to such material's catalog record and be available for a student to reserve, check out, or access.

A school district may consolidate any requests for review and reconsideration of the same challenged library and other educational material. Once a decision has been made by **the review committee** on any library and other educational material, such material cannot be subject to a new request for review and reconsideration for a period of three years.

The **Sterling** Board of Education will review and update this policy as necessary every five years.

Definitions

"Library and other educational material" means any material belonging to, on loan to or otherwise in the custody of a school library media center, including, but not limited to, nonfiction and fiction books, magazines, reference books, supplementary titles, multimedia and digital material, software and other material not required as part of classroom instruction.

Community Relations/Instruction

Library Material Review and Reconsideration Policy

Definitions (continued)

"School library staff member" means a school library media specialist, school librarian, any certified or non-certificated staff member whose assignment is in the school library or any individual carrying out or assisting with the functions of a school library media specialist or school librarian.

"Individual with a vested interest" means any school staff member employed by a local or regional board of education, parent or guardian of a student currently enrolled in a school at the time a reconsideration form is filed, or any student currently enrolled in a school at the time a reconsideration form is filed.

"Remove" means deliberately taking library material out of a library's collection. **"Remove"** does not include the process of clearing such collection of any materials that are no longer useful.

Material Review and Reconsideration Procedure

The Board of Education has established the following procedure for addressing complaints regarding the utilization of library and other educational materials:

1. Individuals with a vested interest may initiate the review or reconsideration of any library and other educational materials, display, or student program by submitting a request for recommendation form to the principal of the school in which the library and other education materials are being challenged.
2. The Principal, or the Principal's designee, shall promptly forward the request for reconsideration to the Superintendent of Schools for the school district.
3. The Superintendent, or the Superintendent's designee, shall appoint a review committee consisting of:
 - a. The Superintendent, or the Superintendent's designee;
 - b. the Principal of the school in which the library and other educational material is being challenged, or the Principal's designee;
 - c. the Director of curriculum, or a person in an equivalent position;
 - d. a representative from the local or regional board of education;
 - e. at least one grade-level-appropriate teacher familiar with the library material provided, the teacher selected is not the individual who submitted the form;
 - f. a parent or guardian of a student *age thirteen years or younger* enrolled in the school district, provided the parent or guardian selected is not the individual who submitted the form;
 - g. a parent or guardian of a student *aged fourteen years or older* enrolled in the school district, provided the parent or guardian selected is not the individual who submitted the form;
 - h. a certified school librarian employed by such board or employed by another board of education in the state.

Community Relations/Instruction

Library Material Review and Reconsideration Policy

~~Material Review and Reconsideration Procedure (continued)~~

~~In cases where such form is submitted by a student enrolled in grades nine to twelve, inclusive, and when appropriate and at the discretion of the superintendent, a student enrolled in grades nine to twelve, inclusive, may serve on the review committee if such student did not submit the reconsideration form, provided the superintendent consults with the principal of the school involved in such reconsideration request prior to making this determination whether to include such student on the review committee.~~

4. The **review committee** shall evaluate the request for reconsideration form by reading the challenged material in its entirety and evaluating the challenged material against the school district's *Collection Development and Maintenance Policy*.
5. The **review committee** shall make a *written decision* on whether to remove the challenged material *within sixty school days* from the date of receiving such request and provide a copy of the committee's decision and report to *the individual with a vested interest who submitted the form and to the principal of the school*.
6. The individual with a vested interest who submitted the *request for reconsideration form* may appeal to the *review committee's decision* to the local or regional board of education for the school district. The Board shall determine whether the reconsideration process was followed and publish the decision on the school district's website.

General Provisions

Any school library media specialist or school library staff member who, in good faith, implements the policies described in this section shall be immune from any liability, civil or criminal, that might otherwise be incurred or imposed and shall have the same immunity with respect to any judicial proceeding that results from such implementation.

Policy adopted:

cps 6/25

Sample policies are distributed for demonstration purposes only. Unless so noted, contents do not necessarily reflect official policies of the Connecticut Association of Boards of Education, Inc.

(Name of District)

Request for Reconsideration of Library Books/Materials

Title _____

Author _____ Publisher _____

This request was initiated by

☐ Parent/Guardian

☐ Student

☐ Other (please specify) _____

The material is best described as a:

☐ Book

☐ Video or Online Content

☐ Periodical/Magazine

☐ Other Media. Please specify _____

Please answer the following questions:

1. Did you read, view, or listen to the entire work? If not, what parts did you examine?

2. In what specific ways do you think this work is inappropriate for students?

3. What have you been told about the educational purpose of this material?

4. What do you believe is the theme or purpose of this material?

5. For what age group would you recommend this material?

6. Are you aware of the judgment of this work by literary critics and/or professional educators/organizations?

7. What are the valuable aspects of this material?

8. What do you feel may be the results of students reading, listening to, or viewing this material?

9. What work/material of equal or superior value would you recommend replacing the one in question?

10. Please explain your reasons for your objection:

Signature of Complainant

Date

PUBLIC SCHOOLS

CONNECTICUT

Request for Appeal of Reconsideration of Library and Other Educational Materials Decision

Full Legal Name: _____ Title _____ of
Material: _____

Address: _____ Telephone Number: _____

Author: _____ Publisher: _____

Date the Reconsideration Decision was communicated to you: _____

Please explain why you are appealing against this decision:

How do you believe the review committee failed to follow the reconsideration process?

Are you submitting any documentation with this appeal? If so, please list/describe supporting documents:

PUBLIC SCHOOLS

CONNECTICUT

Sample Letter to Complainant

Date: _____

Complainant Name

Address Line 1

Address Line 2

Dear [Complainant's Name],

Thank you for bringing your concerns regarding one of our school's library materials to our attention. In accordance with Connecticut state law, our school has a procedure in place to adjudicate concerns and reconsideration requests.

To facilitate this review, we kindly request that you submit a *Request for Reconsideration of Library Books and Materials* form to clearly identify the specific content you find objectionable and describe the nature of your concerns. Once your submission is received, it will be forwarded to the District Library Review Committee for formal consideration. The Committee's review process includes thoroughly reviewing the material, assessing its educational value, and addressing all concerns raised.

If you have any questions or require assistance with this process, please do not hesitate to contact me at [phone number or email address].

Thank you for engaging with us to support a thoughtful and responsible approach to creating libraries that meet the needs of all students.

Sincerely,

[Your Name]

[Your "Vested Interest" Identity]

A mandated policy.

Community Relations/Instruction

Library Collection Development and Maintenance Policy

The **Sterling** Board of Education recognizes that library and other education materials should be provided for the interest, information and enlightenment of all students, and represent a wide range of varied and diverging viewpoints in the collection as a whole.

Students shall have access to the library and other educational material that is relevant to the research, independent reading interests, and educational needs of students based on a student's age, development, or grade level.

The library media center is an important place for voluntary inquiry, the dissemination of information and ideas, and the promotion of free expression and free access to ideas by students.

A school library media specialist **or principal** is professionally trained to curate and develop a collection that shall provide students with access to the widest array of age-appropriate and grade-level-appropriate library and other educational material.

The **Sterling** Board of Education directs the Superintendent to create an administrative regulation that establishes a procedure for a certified school library media specialist **or principal** to continually review library and other educational material within a school library media center using professionally accepted standards which shall include, but need not be limited to: the material's relevance, physical condition of the material, availability of duplicates or copies of the material, availability of more recent age-appropriate or grade-level appropriate material and continued demand for the material.

Policy adopted:

cps 6/25

A mandated policy.

Community Relations/Instruction

Library Display and Program Policy

Library displays and student programs are critical in serving as resources for voluntary inquiry, the dissemination of information and ideas, and promoting free expression and free access to ideas by students.

The **Sterling** Board of Education recognizes that library displays are provided for the interest, information and enlightenment of all students, represent a wide range of varied and diverging viewpoints, and provide access to content that is relevant to the research, independent interests and educational needs of students.

The **Sterling** Board of Education acknowledges that a school library media specialist or **principal** is professionally trained to curate and develop displays and programs that shall provide students with access to the widest array of age-appropriate and grade-level-appropriate library and other educational materials.

Policy adopted:

cps 6/25

A mandated policy.

Instruction

Special Education

The **Sterling** Board of Education accepts its legal duties and responsibilities for providing special education for the students of the school district.

The district shall provide a free appropriate public education and necessary related services to all children requiring special education, as defined in PA 25-67 Section 1, residing within the district, required under the Individuals with Disabilities Education Act ("IDEA"), Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, and Connecticut Statutes.

It is the intent of the District to ensure that students who are disabled within the definition of Section 504 of the Rehabilitation Act of 1973 are identified, evaluated, and provided with appropriate educational services. Students may be disabled within the meaning of Section 504 of the Rehabilitation Act even though they do not require services pursuant to the IDEA.

For students eligible for services under IDEA, the District shall follow procedures for identification, evaluation, placement, and delivery of services to children with disabilities provided in state and federal statutes that govern special education. For those students who are not eligible for services under IDEA, but because of disability as defined by Section 504 of the Rehabilitation Act of 1973, need or are believed to need special instruction or related services, the District shall establish and implement a system of procedural safeguards. The safeguards shall cover students' identification, evaluation, and educational placement. This system shall include notice, an opportunity for the student's parent(s)/guardian(s)/surrogate parent to examine relevant records, an impartial hearing with opportunity for participation by the student's parent(s)/guardians(s), representation by counsel, and a review procedure.

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 student 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 free appropriate public education (FAPE) must be provided to any child requiring special education beginning on or after the child's third birthday, whether that birthday occurs during the regular school year.

In making a determination of eligibility for special education and related services, through use of a variety of assessment tools and strategies designed to gather relevant functional, developmental, and academic information, a student shall not be determined to be a disabled student if the dominant factor for such a determination is a lack of appropriate instruction in reading, including in the essential components of reading instruction, as defined in the Every Student Succeeds Act, lack of instruction in math or limited English proficiency or evidence that a child's behavior repeatedly violated disciplinary policy.

Instruction

Special Education (continued)

Further, the District is not required to take into consideration whether a student has a severe discrepancy between achievement and intellectual ability in oral expression, listening comprehension, written expression, basic reading skills, reading comprehension or mathematical calculation or reasoning. A child shall become eligible for special education services on his or her third birthday.

In determining whether a child has a specific learning disability, the District may use a process that determines if the student responds to scientific, research-based intervention as a part of the evaluation procedures to determine eligibility. The program to which each student with a disability is assigned shall provide an appropriate education, seek to assure success in learning, and offer the least restrictive environment, in accordance with federal and state regulations. No student with a disability shall be denied, because of handicap/disability, participation in activities, programs, or services offered or recognitions rendered to District students, unless participation is not possible because of the handicap/disability.

Each student requiring special education, as defined in PA 25-67 section 1, who is a resident of the district shall be provided quality education programs and services that meet the student's needs for educational, instructional, transitional and related services. The special education program shall be designed to comply with federal and state law; conform to district goals; and integrate programs of special education with the regular instructional programs of the schools, consistent with the interests of the student requiring special education and other students. If necessary, students requiring special education may also be placed in private school education facilities. Students with disabilities are required by federal law to be included in State and District-wide assessments, with appropriate accommodations where necessary.

In accordance with the regulations of the State Board of Education, each local and regional Board of Education shall:

1. Provide special education for children requiring special education, as defined in PA 25-67 section 1.
2. The obligation of the school district under this subsection shall terminate when such child graduates from high school or at the end of the school year during which such child reaches age twenty-two, whichever occurs first.
3. Report to the Department of Education on each placement of a student receiving special education services for which the board is paying a portion of the cost:
 - a. Whether such placement is a result of a decision of a planning and placement team meeting, a settlement agreement, or a special education hearing pursuant to section 10-76h of the general statutes;

Instruction

Special Education (continued)

- b. Whether such placement is with an approved or nonapproved private provider of special education services, regional educational service center, operator of an interdistrict magnet school program, state charter school, a cooperative arrangement pursuant to section 10-158a of the general statutes, a local or regional board of education operating an outplacement program or as part of the statewide interdistrict public school attendance program pursuant to section 10-266aa of the general statutes;
- c. The amount being paid by the Board;
- d. The special education services being provided;
- e. The location of the facility at which such special education services are being provided;
- f. The total number of any agreements such Board enters into with a student, parent, or guardian during the preceding school year that includes provisions for nondisclosure of special education services or a waiver of the rights to which such student, parent, or guardian is entitled pursuant to the Individuals with Disabilities Education Act, 20 USC 1400 et seq;
- g. Any other information requested by the Department.

The District shall also take steps to make the public aware that all children and youth from birth through the end of the school year during which the student turns age 22, and suspected of having a disability, have a right to a formal determination as to whether they have such a condition or disability.

The Board shall determine the facilities, programs, services, and staff that will be provided by the District for the instruction of students requiring special education. To maintain an effective special education plan, the Board may participate in special education programs of other school districts or those offered by a RESC.

Evaluation of Special Education Program

On or after June first, but prior to September thirtieth annually, the superintendent shall provide, at a regularly scheduled meeting of the Board of Education, an annual report concerning the special education programs of the school district with the following information:

- 1. The number and names of all community-based organizations with whom the board of education has executed a formal memorandum of understanding, memorandum of agreement, or contract to provide support services to students in the school district, disaggregated by school and type of support service provided;

Instruction

Special Education

Evaluation of Special Education Program (continued)

2. The workforce development programs offered by the board of education to students in which the board has partnered with an outside entity, including, but not limited to, cooperatives, internships, in-school job training programs provided by businesses, and in-school workforce board presentations, and
3. Attrition data for certified and noncertified staff, disaggregated by school and subject, not including in-district transfers.

The report shall also include recommendations of the Superintendent and staff, and by any advisory groups, for improvement in the program.

In addition to the annual report, the Superintendent shall make interim reports whenever any phase of the program is significantly less satisfactory than was expected so that necessary adjustments may be made.

The Superintendent shall make certain that the individualized education plan of each student is reviewed periodically, or at least annually.

The Superintendent of Schools or his/her designee is directed to develop a comprehensive plan for compliance with all the requirements of federal and state law for the education of students with disabilities residing in or attending school in the school district. The Board of Education requests that the plan be in harmony with the school district's financial abilities, with the availability of special facilities needed, and the availability of trained and certified personnel.

Legal Reference: Connecticut General Statutes
10-76a Definitions. (as amended by PA 00-48 and PA 06-18)
10-76b State supervision of special education programs and services. (as amended by PA 12-173)
10-76c Receipt and use of money and personal property.
10-76d Duties and powers of boards of education to provide special education programs and services. (as amended by PA 97-114, PA 00-48, PA 06-18 and June Special Session PA 15-5, Section 277)
10-76e School construction grant for cooperative regional special education facilities.
10-76f Definition of terms used in formula for state aid for special education.
10-76ff Procedures for determining if a child requires special education (as amended by PA 06-18)
10-76g State aid for special education.
10-76h Special education hearing and review procedure. Mediation of disputes. (as amended by PA 00-48)

A regulation to consider. This is guidance from the Connecticut State Department of Education.

Students

Connecticut School Climate Regulation

Tiered Response

Beyond the above protocols and supports, the new school climate policy defines a specific subset of challenging behavior that requires districts to respond with certain tiered interventions (referred to hereinafter as “tiered response incidents”). Pursuant to C.G.S. Sec. 10-222hh(b)(6), a tiered response (as detailed in the table below) is required for an incident of challenging behavior that meets any of the following criteria:

- requires temporarily clearing a classroom or removing a majority of students to reduce the likelihood of injury;
- indicates a credible intention to cause bodily harm to self or others; or
- results in an injury requiring medical attention beyond first aid (or less severe injuries caused by the same person on more than one occasion, as verified by a school nurse or other medical professional). The law goes on to provide that, if a district determines that conduct meets the above criteria, school climate improvement plans must include the following responses:

Occasion Number – Tiered Response Incident	Tiered Intervention Required
First Offense	Principal must notify the parents/guardians of each student involved in a manner that complies with FERPA.
Second Offense	Principal must invite the parent/guardian of involved students to a meeting (virtual or in person) to discuss supports and interventions applicable to each student – including, but not limited to, restorative practices.
Multiple Subsequent Offenses (or single incident that causes severe harm)	Principal must notify the parents/guardians of involved students of other resources for supports and interventions, including, but not limited to the following: the 2-1-1 Infoline Program; services/programs available through the Behavioral Health Partnership, established through C.G.S. Sec. 17a-22h; or other resources for professional services, support, or crisis intervention.

Students

Connecticut School Climate Regulation

Tiered Response (continued)

In addition, for tiered response incidents, there must be a meeting between an administrator and the school employee who witnessed the incident. The purpose of the meeting, which must occur within two days of the incident, is to determine the supports and interventions required to address the needs of students and school employees, although supports and interventions for special education students must be determined by the student's Planning and Placement Team (PPT).² In addition, protocols and supports must include a process by which a teacher may request a behavior intervention meeting.³

Regulation approved:

eps 4/25

² For special education students, notice of the incident must be submitted to the PPT no more than two days after the incident occurred.

³ C.G.S. Sec. 10-236c(b) permits any teacher of record in a classroom to request a behavior intervention meeting with the school's crisis intervention team "for any student whose behavior has caused a serious disruption to the instruction of other students, or caused self-harm or physical harm to such teacher or another student or staff member in such teacher's classroom."