Board of Education Policy Committee Members Present:

Edward Ford

Also Present:

Michele DiMauro, Manager of Human Resources
Kathleen Bengtson, Administrative Assistant
Meg Susi, Policy Community Member
Amy Clarke, Director of Pupil Services
Mary Emerling, Heath Supervisor
Janet Calabro, Director of Food Services
Pat Alston, Community Member

Meeting was called to order at 8:30 A.M.

The following policies and bylaws were reviewed:

#5145.71 – Surrogate Parent Program – As this policy was referenced in the special education policies, Kathy checked with CABE and received the most up-to-date policy. Amy Clarke also reviewed this policy. Ed Ford question rights of surrogate and parent. Legal updates for homeless and foster children. There were legal changes that were required as follows:

**Surrogate Parent Program**

Any child considered by this school district to require special education and whose natural parents are unavailable as defined by law, or who is a ward of the state, **or such child is an unaccompanied and homeless youth, as defined in 42 USC 11434a**, may be provided a surrogate parent appointed by the Commissioner of Education in the manner provided by law.

The function of the surrogate parent will be to act as the child's advocate in the educational decision-making process, which includes all special education identification, evaluation, placement, hearing, mediation and appeal procedures conducted for the student. **In the case of a foster child, the surrogate parent shall represent the foster child in the educational decision-making process provided the foster child’s parent or guardian (1) agrees or fails to object to the appointment of a surrogate parent; (2) receives identical notices as the surrogate parent; and (3) may revoke the appointment of a surrogate parent at any time.**

In addition, the surrogate parent will also act as the child’s advocate in the evaluation and planning procedures available to children under section 504 of the Rehabilitation Act.
Surrogate parents will be informed, by the Board as are regular parents, annually of Board policies regarding student conduct and discipline and if the student of a surrogate parent is suspended or expelled if the Board suspends or expels a child for conduct that violates Board policy and seriously disrupts the educational process, for carrying a weapon or for selling or distributing drugs.

There was also an addition in the legal reference:
10-94g. Commissioner of Education to appoint a surrogate parent; Procedure for objection to or extension of said appointment, (as amended by PA 00-48 & PA 06-18).

17a-110 Permanency plans for children. Contracts with private child-placing agencies. Funding. Sections 243-244 of June Special Session PA 15-5

The Policy Committee requested this Revised Policy #5145.71 be brought forward to the next BOE meeting for its first and final reading.

#6159 – Individualized Education Program/Special Education Program—Amy Clarke presented this policy which had many updates. Amy gave explanations and timelines for procedures on Special Education. She also said that the five-days notice is never waived. Amy stated the wording of “educational performance” was changed to “academic achievement and functional performance” She explained all the legal changes made as follows:

REVISED POLICY 6159(a)

Instruction

Individualized Education Program/Special Education Program

Any child, whether a student of the school district, of pre-school age, or between the ages of three and 21 years of age, inclusive, but not attending district schools, who is identified as possibly requiring specialized instruction shall be referred to a "special education planning and placement team" (PPT) This team may determine that an evaluation is necessary to determine whether the child is a student with a disability as defined in state and federal statutes and if special education is required and to establish the scope of the specialized programming, which shall make an evaluative study to determine whether the child is a child with a disability as defined in state and federal statutes, if special education is required and to establish the scope of the special education program.

A parent of a child, the State Department of Education, other state agencies available to the District may initiate a request for an initial evaluation to determine if the child is a student with a disability. Initial evaluations, using a variety of assessment tools and measures to gather relevant background information functional, developmental and academic information, must be completed within 60 days of the receipt of parental consent, or per a timeline determined by the State. Department of Education. Exceptions to this timeframe are those that are determined acceptable by the Bureau of
Special Education. Exceptions to this timeline include children moving between school districts and parental refusal to make a child available for evaluation, as provided by law. Assessments for disabled children who are transfer students shall be coordinated between the sending or receiving district in an expeditious manner.

The 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. Upon request by a parent, guardian, pupil or surrogate parent, the responsible local or regional board of education shall provide such parent, guardian, pupil or surrogate parent an opportunity to meet with a member of the planning and placement team designated by such board prior to the referral planning and placement team meeting at which the assessments and evaluations of the child or pupil who requires or may require special education is presented to such parent, guardian, pupil or surrogate parent for the first time. Such meeting shall be for the sole purpose of discussing the planning and placement team process and any concerns such parent, guardian, pupil or surrogate parent has regarding the child or pupil who requires or may require special education.

In addition the following website


POLICY 6159(b)

Instruction

Individualized Education Program/Special Education Program (continued)

Prior to the Planning and Placement Team to determine eligibility, upon request by a parent, guardian, pupil or surrogate parent, the responsible local or regional board of education shall provide the results of the assessments and evaluations used in the determination of eligibility of special education for a child or pupil to such parent, guardian, surrogate parent or pupil at least three school days before the referral planning and placement team meeting at which such results of the assessments and evaluation will be discussed for the first time.

Planning and Placement Team or Individualized Education Program Team

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

(i) the parents of a child with a disability
(ii) not less than one regular education teacher of such child (if the child is, or may be, participating in the regular education environment);
(iii) not less than one special education teacher, or where appropriate, not less than one special education provider of such child;

(iv) a representative of the local educational agency who -

(I) is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of children with disabilities;

(II) is knowledgeable about the general education curriculum; and

(III) is knowledgeable about the availability of resources of the local educational agency;

(v) an individual who can interpret the instructional implications of evaluation results, who may be a member of the team described in clauses (ii) through (vi);

(vi) at the discretion of the parent 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 requested by the parent, and

(viii) whenever appropriate, the child with a disability.

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

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

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

Upon request of a parent/guardian, the District will provide the results of the assessments and evaluations used in the determination of eligibility for special education of a student at least three (3) school days before the referral PPT meeting at which such results of the assessment and evaluations will be discussed for the first time.

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

An IEP is an Individualized Education Program (IEP): A written education program for a child with a disability that is developed by a team of professionals (administrators, teachers, therapists, etc.) and the child’s parents; it is reviewed and updated at least yearly and describes the child’s present performance, what the child’s learning needs are, what services the child will need, when and for how long, and identifies who will provide the services.

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

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

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

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

   **POLICY 6159(d)**

**Instruction**

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

(2) A statement of measurable annual academic and functional goals, and objectives related to— 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; and

   (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

(i) 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

a. 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.

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

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) (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 -

POLICY 6159(e)

Instruction

Individualized Education Program/Special Education Program (continued)

(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

(iv) To be educated and participate with other children with disabilities and non-disabled children in the activities described in this paragraph.
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 in light of his/her circumstances and every child should have the chance to meet challenging objectives. The IEP Team in determining whether an IEP is reasonably calculated to enable a child to make progress should consider the child’s:

- Previous rate of 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, and not whether it would be considered ideal. (137S.CT at 99)

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;

A statement of any individual modifications in the administration of State or district-wide assessments of student achievement that are needed in order for the child to participate in the assessment; and

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

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

**Policy 6159(f)**

**Instruction**

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

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

(b) **Transition services.**

(1) The IEP must include
(i) For each student beginning not later than the first IEP to be in effect when the child is sixteen, and younger if 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

(ii) For each student beginning not later than the first IEP to be in effect when the child is sixteen, (or younger, if determined appropriate by the IEP Team), a statement of needed transition services for the student, including courses of study, needed to assist the child in reaching these goals:

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

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

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

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

(e) **Students with disabilities identified as deaf or hearing impaired.** For a child identified as deaf or hearing impaired, the PPT shall develop and IEP which includes a language and communication plan which shall address;

(i) the child’s primary language or mode of communication;

(ii) opportunities for direct communication between the child and his/her peers and professional personnel in the primary child’s language or mode of communication;

**POLICY 6159(g)**

**Instruction**

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

(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;
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.

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.

Independent Educational Assessment

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

Legal Reference: Connecticut General Statutes

10-76a Definitions (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.

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.

PA 06-18 An Act Concerning Special Education

POLICY 6159(h)

Instruction

Individualized Education Program/Special Education Program (continued)

Legal Reference: Connecticut General Statutes (continued)
PA 12-173 An Act Concerning Individualized Education Programs and Other Issues Relating to Special Education

State Board of Education Regulations

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

300.14 Special education definitions.

300.340-349 Individualized education programs.

300.503 Independent educational assessment.

300.533 Placement procedures.

300.550-556 Least restrictive environment.

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

Public Act No. 12-173 (B);

Public Act No. 12-173 (G);


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

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

The Policy Committee requested this Revised Policy #6159 be brought forward to the next BOE meeting for its first and final reading.

#6171 – Special Education—Amy Clarke presented this policy. Amy reviewed this policy and recommended we replace it with the CABE policy which incorporates all the legal changes. The replacement is as follows:

**Instruction**

**Special Education**

The District shall provide a free, appropriate, public education and necessary related services to all children with disabilities residing within the district, required under the Individuals with Disabilities Education Act (“IDEA”), Section 504 of the Rehabilitation act of 1973, and the Americans with Disabilities Act.
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 which 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 evaluation and educational placement. This system shall include notice, an opportunity for the student’s parent(s)/guardian(s), and representation by counsel, and a review procedure.

The Board of Education in fulfilling its legal duties and responsibilities for providing special education programs for the students of the school district, shall be assisted through membership in the Regional Service Center and through cooperative associations with other districts.

If necessary, students may also be placed in private school educational facilities.

The Policy Committee requested this Replacement Policy #6171 be brought forward to the next BOE meeting for its first and final reading.

#6142.101 – Student Nutrition and Physical Activity – Janet Calabro, Food & Nutrition Manager, requested this mandated policy be reviewed. After an extensive audit from the State, the auditors and Stage found one legal aspect lacking in our current policy – it did not have the required Goals for School-Based Wellness Activities.

Janet requested the following language be added to our current policy:

**Goals for School-Based Wellness Activities**

- **Employee wellness:** Central Office and schools will work toward integrating Wellness opportunities at the district and individual school levels.
- **Family engagement:** schools will work to include family members whenever possible in activities that foster wellness.
- **Community partnerships:** Central Office and schools will work toward building working relationships with community-based programs that foster wellness among students, staff and families.

Kathy stated she had contacted CABE to see if any new additions will be required for this policy. They responded there would be an update in April. She requested a draft of the changes and they supplied one. She noted the only draft changes to the policy were in the legal references and will be added as follows:
The Policy Committee requested this Revised Policy #6142.101 be brought forward to the next BOE meeting for its first and final reading.

#3542.411 School Nutrition Programs Civil Rights Complaint Procedures – Janet Calabro brought forward this new policy which is required by the United States Department of Agriculture. It pertains to School Nutrition Programs Civil Rights Complaint Procedures.

As this is a new policy, Kathy contacted CABE to see if they had any policies for this. They did not know about this policy and appreciated us bringing it to their attention. They said they would research it and get it out, hopefully, in the next quarterly packet.

The new policy is as follows:

NEW POLICY 3542.411(a)

Non-Instructional Operations
School Nutrition Programs Civil Rights Complaint Procedures

Middletown Public Schools is a sponsor of the United States Department of Agriculture (USDA) Food and Nutrition Services’ (FNS) Child Nutrition Programs, including the National School Lunch Program (NSLP), School Breakfast Program (SBP), and Fresh Fruit and Vegetable Program (FFVP). The Middletown Public Schools provides benefits to all eligible individuals without discrimination in accordance with Federal civil rights laws and USDA policy, as governed by FNS Instruction 113-1. The USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, age, sex, and disability.

Program participants who feel they have been discriminated against while participating in the Child Nutrition Programs, including during the serving of meals, will be instructed to contact Marco Gaylord, Director of Operations, at (860) 638-1485 for procedures to voice their complaint. All complaints alleging discrimination on the basis of race, color, national origin, age, sex, or disability, either written or verbal, must be processed within the established time frames.

Right to File
Any person or representative alleging discrimination based on a prohibited basis has the right to file a complaint within 180 days of the alleged discriminatory action. Only the Secretary of Agriculture may extend this time under special circumstances. The complainant must be advised of confidentiality and Privacy Act applications. The Director of Operations, Marco Gaylord, will
not attempt to resolve the complaint himself, without first providing the complainant with information on how they can file a complaint.

Forms
The Director of Operations will provide, all persons wishing to file a complaint, instructions on where to obtain the USDA Program Discrimination Complaint Form online or where they can obtain a hard copy. However, use of this form will not be a prerequisite for acceptance of the complaint.

Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339; or (800) 845-6136 (Spanish) for assistance in filing a complaint.

Filing a Complaint
The Director of Operations will provide instructions to the complainant on where to forward the completed USDA Program Discrimination Complaint Form by:

- mail: 1400 Independence Avenue, S.W., Washington, D.C. 20250-9410;
- fax: (202) 690-7442; or
- e-mail: program.intake@usda.gov.

POLICY 3542.411(b)

Non-Instructional Operations
School Nutrition Programs Civil Rights Complaint Procedures

Verbal Complaints
In the event a complainant wishes to make the allegations verbally or in person and refuses or is not inclined to place such allegations in writing, the Director of Operations will write up the elements of the complaint for the complainant utilizing the USDA Program Discrimination Complaint Form.

Acceptance of Written or Verbal
All complaints received by Director of Operations, written or verbal, will be forwarded to the U.S. Department of Agriculture, Office of the Assistant Secretary for Civil Rights (OCR). Anonymous complaints will be handled as any other complaints, to the extent feasible, based on available information. Complaints will be forwarded to OCR via:

- mail: 1400 Independence Avenue, S.W., Washington, D.C. 20250-9410;
- fax: (202) 690-7442; or
- e-mail: program.intake@usda.gov.

State Agency Notification
If the Director of Operations is notified that a program participant has filed a Civil Rights complaint or they have filed a complaint on behalf of a program participant, they will notify their county consultant at the Connecticut State Department of Education (CSDE). The Director of Operations will provide information as requested by the CSDE during the OCR investigation of the complaint.

For more information, see the Connecticut State Department of Education’s (CSDE) Civil Rights for Child Nutrition Programs webpage or contact the school nutrition programs staff in the CSDE’s Bureau of Health/Nutrition, Family Services and Adult Education, 450 Columbus Boulevard, Suite 504, Hartford, CT 06103-1841.

This document is available at https://portal.ct.gov/-/media/SDE/Nutrition/CivilRights/SNPCivilRightsComplaint.doc.

POLICY 3542.411(c)

Non-Instructional Operations
School Nutrition Programs Civil Rights Complaint Procedures

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotape, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, (AD-3027) found online at: http://www.ascr.usda.gov/complaint_filing_cust.html, and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by:

(1) mail: U.S. Department of Agriculture
   Office of the Assistant Secretary for Civil Rights
   1400 Independence Avenue, SW
   Washington, D.C. 20250-9410;
(2) fax: (202) 690-7442; or
(3) email: program.intake@usda.gov.

This institution is an equal opportunity provider.
The Connecticut State Department of Education is committed to a policy of equal opportunity/affirmative action for all qualified persons. The Connecticut Department of Education does not discriminate in any employment practice, education program, or educational activity on the basis of age, ancestry, color, criminal record (in state employment and licensing), gender identity or expression, genetic information, intellectual disability, learning disability, marital status, mental disability (past or present), national origin, physical disability (including blindness), race, religious creed, retaliation for previously opposed discrimination or coercion, sex (pregnancy or sexual harassment), sexual orientation, veteran status or workplace hazards to reproductive systems, unless there is a bona fide occupational qualification excluding persons in any of the aforementioned protected classes.

POLICY 3542.411(d)

Non-Instructional Operations
School Nutrition Programs Civil Rights Complaint Procedures

Inquiries regarding the Connecticut State Department of Education’s nondiscrimination policies should be directed to: Levy Gillespie, Equal Employment Opportunity Director/Americans with Disabilities Coordinator (ADA), Connecticut State Department of Education, 450 Columbus Boulevard, Suite 607, Hartford, CT 06103, 860-807-2071, levy.gillespie@ct.gov

The Policy Committee requested this NEW Policy #3542.411 be brought forward to the next BOE meeting for its first and final reading.

#6172.4 – Parent and Family Engagement Policy for Title I and Non Title I Students – Our current policy is dated June 20, 2006 and requires updating. Donna Marino brought this mandated policy forward at the last Policy Committee meeting and was instructed to “distribute this proposed Replacement Policy #6172.4 to our administrators for their thoughts and comments. It will be revisited when the policy has been updated with the administrators’ suggestions.”.

Unfortunately, Donna Marino was unavailable for today’s Policy Committee meeting.

The Policy Committee decided to table this Revised Policy #6172.4 and have it brought forward to its next Policy meeting for further review.

Meeting was adjourned at 9:30 A.M.

The next Policy Committee meeting is scheduled for Tuesday, March 19, 2019 at 8:30 A.M.

Respectfully submitted,
Kathy Bengtson
Administrative Assistant