

**GROTON PUBLIC SCHOOLS  
GROTON, CONNECTICUT**

(\*Attachments are available upon request from the Superintendent's Office.)

**Regular Meeting**

**January 28, 2019**

The regular meeting of the Groton Board of Education was held on January 28, 2019, in CR 1 of the Town Hall Annex.

**1. CALL TO ORDER**

The meeting was called to order by Mrs. Kim Watson, Board Chairperson, at 6:00 p.m.

The first order of business was the Pledge of Allegiance to the flag.

**PRESENT**

**ABSENT**

Mrs. Kim Shepardson Watson  
Dr. Andrea Ackerman  
Mrs. Katrina Fitzgerald  
Mrs. Jane Giuliani  
Mrs. Gretchen Newsome  
Mrs. Rosemary Robertson  
Mrs. Rita Volkmann  
Mr. Jay Weitlauf  
Mrs. Lee White

Ms. Susan Austin, Assistant Superintendent of Schools  
Mrs. Denise Doolittle, Director of Pupil Personnel Services  
Mr. Samuel Kilpatrick, Director of Buildings and Grounds  
Mr. Ken Knight, Business Manager  
Miss Addie Clark, Student Representative  
Mr. Daniel Gaiewski, Student Representative

**B. RECOGNITION AND PARTICIPATION AND DELEGATIONS**

➤ **Martin Luther King Scholarship Winners**

The Martin Luther King Scholars introduced each other and gave an overview of the individual's accomplishments. Dr. Ackerman noted aspirations of each scholar: Lizzette Perez would like to be a Supreme Court Justice, Jaiden Lehman would like to be a Medical Examiner, and Britany Toussaint would like to be a Doctor.

➤ **FHS Music Program regarding their participation in the London New Years' Day Celebration**

Jared Picco, Legislative Assistant, on behalf of Senator Somers presented the Music Department with a citation on being selected to perform in the London New Years' Day Celebration.

**B. RECOGNITION AND PARTICIPATION AND DELEGATIONS – cont.**

Andrew Lefebvre gave an overview of the preparation for the London New Years' Day Celebration trip as well as highlighting the activities for each day of the trip. [ATTACHMENT #1]

**C. COMMENTS FROM CITIZENS**

NONE

**II. RESPONSE TO COMMENTS FROM CITIZENS**

NONE

**III. STUDENT REPRESENTATIVE REPORT**

The Student Representatives reported:

- Updates from the last meeting:
  - The Fitch band, orchestra, and choral students completed a successful trip to London over Christmas and New Year.
  - The Fitch Drama Club put on a great show of *Beyond the Horizon*.
  - Midterms were completed this past week and marked the end of the second quarter and the closing of semester two.
- Class Council Update:
  - Seniors: Seniors are selling Fitch socks; they are \$10 for one pair. They are also starting *Mr. Falcon* rehearsals as the show is on Friday, March 8, 2019, from 6:00 p.m. to 9:00 p.m., in the Fitch High School auditorium.
  - Juniors: Juniors are planning for Junior Prom and will be selling chocolate during the month of February.
  - Sophomores: Sophomores are continuing to plan and brainstorm fundraisers.
  - Freshmen: Freshmen are planning a Dominos fundraiser.
- Keyettes:
  - The Keyettes Club is helping to raise money for the Unified Sports Team, and are asking for students to bring in old or used sneakers to be recycled for the community. This drive will continue until March 30, 2019.
- National Honors Society:
  - The National Honors Society will sponsor a Unified ECE friendship banquet on February 26, 2019 with Fitch, Ledyard, and Stonington.
- More Than Words:
  - The More Than Words club is teaming up with Amphora and the Fitch Black Student Union to create a diversity dinner on February 15, 2019, in the Fitch cafeteria. There will be cultural music, talent, and food.

### III. STUDENT REPRESENTATIVE REPORT – cont.

- Poet Laureate Contest:
  - Amphora is sponsoring a poetry contest during the month of February. The deadline for submitting is March 1, 2019 and the winner will receive a \$100 check, the opportunity to read his or her work to an audience, and the opportunity to attend a Poetry Writing Workshop.

### IV. SUPERINTENDENT AND ADMINISTRATION REPORTS

#### **1. Naming of New Consolidated Middle School**

Members of the committee for naming the new consolidate middle school, Jim Streeter, John-Claude Ambroise, Pam Porter, and Jack Zuliani, gave an overview of the process used in naming of the new middle school. Mr. Streeter noted that they also used a survey of students, with approximately 800 returned. The overall consensus was for a name that unified the community. The committee chose Groton Middle School as the name for the new middle school because it represents unity.

Mr. Ambroise also shared that the FHS Wrestling Team is hosting an ECC match in the next two weeks.

#### **A. REPORTS AND INFORMATION FROM THE STAFF**

##### **1. Assistant Superintendent Report**

Ms. Austin noted that the Title IV grant has been approved. Ms. Austin stated that the grant is ear marked to provide enrichment opportunities, technology, and student support services. Ms. Austin also noted that she met with the Data Team this afternoon and they reviewed student and staff attendance. Ms. Austin stated that a Social Worker would be hired for the remainder of the year for FHS through the grant.

##### **2. Business Office Report [ATTACHMENT #2, 3]**

- **Object Code Summary**  
Mr. Knight gave an overview of the Object Code Summary dated January 23, 2019 showing an unexpended balance of \$63,432.
- **Health Insurance Report**  
Mr. Knight reviewed the Health Insurance report for the month of November.

##### **3. Director of Buildings and Grounds Report**

- **Groton 2020:** Mr. Kilpatrick noted that the district has received a letter allowing them to go out to bid. Mr. Kilpatrick noted that a pre-bid meeting will be held on February 6, 2019 and that bids are due by February 19, 2019 for concrete, steel and site work. On February 26, 2019 all other trades will be addressed.

**A. REPORTS AND INFORMATION FROM THE STAFF – cont.**

Mr. Kilpatrick noted that the WSM kitchen will be taken off line. Meals for WSM will be prepared mainly at CK. Also, the school will lose a couple of parking spaces.

**IV. COMMITTEE REPORTS**

1. Finance/Facilities Committee:  
There was no report
2. Policy Committee:  
Mrs. White noted that the Policy Committee met and noted the policies on the agenda for approval. Mrs. White stated that the Policy Committee will meet again next week.
3. Curriculum Committee:  
Dr. Ackerman noted that the Curriculum Committee met last week and she noted the curriculums reviewed.
4. Negotiations Committee:  
There was no report.
5. LEARN:  
Mrs. Volkmann noted that the LEARN Board met on January 10, 2019 at the new Ocean Avenue Learning Center. Mrs. Volkmann commended the Marine Science High School for being one of 1800 school to implement the AP Capstone Diploma program. Currently, only 22 high schools have been approve to offer this program. The LEARN UCONN Cohort Affiliation offers teacher who wish to earn Masters in Special Education are eligible for employment upon completion at LEARN in Special Education. Mrs. Volkmann noted that there will be no tuition increases from LEARN to local Towns in fees for the 2019-2020 school year.
6. Town & City Councils/RTM/Board Liaison Committee:  
There was no report.
7. GEA/AGSA/BOE Liaison Committee:  
Mrs. Watson noted that the GEA/AGSA/BOE Liaison Committee met three weeks ago. Mrs. Watson stated that the committee noted that substitutes were hard to come by. Mrs. Watson suggested that as we get into 2020, teacher input should be involved in getting substitutes as well as having community reach-out in obtaining paraprofessionals.
8. Groton Scholarship:  
There was no report.
9. Trails Liaison:  
There was no report.

Mrs. Watson noted that Legislative Breakfast was held last week.

V. ACTION ITEMS

A. CONSENT CALENDAR

1. RESOLUTION ACCEPTING BOARD MINUTES

RESOLVED, that the regular meeting minutes of December 17, 2018, is hereby accepted and approved.

**Approval of Gifts:**

- Noank Baptist Church members have donated \$262.00 to the Claude Chester School for their Breakfast Program.
- The Chelsea Groton Foundation on behalf of Marien Valdez, as part of the 2018 Acts of Kindness initiative, has made a donation of \$100.00 to the school lunch programs.
- The Chelsea Groton Foundation on behalf of Tammy Williams, as part of the 2018 Acts of Kindness initiative, has made a donation of \$100.00 to the school lunch programs for students in need.
- Peter Fairbank, an employee of Pfizer, has made a donation of \$74.06 to the FHS Fencing Team.
- Pfizer has made a match donation of \$74.06 to the FHS Fencing Team.
- Noank Baptist Church members have donated \$150.00 to the Claude Chester School for student breakfasts over the Christmas break.

**MOTION:** Volkmann, Robertson: To approve the Consent Calendar.  
**PASSED - UNANIMOUSLY**

A. **Old Business**

1. Discussion and possible action regarding a second reading of policy P 6171.2 Pre-School Special Education. (Attachment #4)

**MOTION:** Fitzgerald, White: To approve as a second reading of policy P 6171.2 Pre-School Special Education.  
**PASSED - UNANIMOUSLY**

2. Discussion and possible action regarding a second reading of policy P 5125.11 Health/Medical Records. (Attachment #5)

**MOTION:** Newsome, White: To approve as a second reading of policy P 5125.11 Health/Medical Records.  
**PASSED - UNANIMOUSLY**

**A. Old Business – cont.**

3. Discussion and possible action regarding a second reading of policy P 5144.1 Physical Restraint/Seclusion and regulations R 5144.1 Physical Restraint/Seclusion. (Attachment #6)

MOTION: Giulini, White: To approve as a second reading policy P 5144.1 Physical Restraint/Seclusion and regulations R 5144.1 Physical Restraint/Seclusion.  
**PASSED - UNANIMOUSLY**

4. Discussion and possible action regarding a second reading of replacement policy P 5223 Physical Restraint/Seclusion/Exclusionary Time Out with P 5144.1. (Attachment #7)

MOTION: Weitlauf, Giulini: To approve as a second reading of replacement policy P 5223 Physical Restraint/Seclusion/Exclusionary Time Out with P 5144.1.  
**PASSED - UNANIMOUSLY**

**B. New Business**

1. Discussion and possible action regarding a first reading of policy P 6171.4 Independent Education Evaluation. (Attachment #8)

MOTION: Robertson, White: To approve as a first reading of policy P 6171.4 Independent Education Evaluation.  
**PASSED - UNANIMOUSLY**

2. Discussion and possible action reading a first reading of policy P 1250.1 School Classroom Observations. (Attachment #9)

MOTION: White, Newsome: To approve as a first reading of policy P 1250.1 School Classroom Observation.  
**PASSED - UNANIMOUSLY**

**A. New Business – cont.**

3. Discussion and possible action regarding naming the new consolidated middle school Groton Middle School.

MOTION: Volkman, Robertson: To approve the recommendation of the Middle School Naming Committee to name the new consolidated middle school Groton Middle School.  
**YES – Weitlauf, Robertson, White, Volkman, Watson, Ackerman, Giuliani, Fitzgerald**  
**ABSTAINED – Newsome**  
**PASSED**

4. Discussion and possible action regarding the Feed Their Bodies-Fuel Their Minds Scholarship.

MOTION: Weitlauf, Robertson: To approve the Feed Their Bodies-Fuel Their Minds Scholarship.  
**PASSED - UNANIMOUSLY**

5. Discussion regarding budget deliberations.

Mr. Knight noted that pages were overlooked at the last budget worksession, 5-62 & 5-63 Student Activities. He suggested that they be reviewed at the February 4, 2019 budget worksession. He also suggested that pages 5-76 to 5-79 and 5-82 to 5-89 be moved to the February 4, 2019 meeting. The board concurred.

**A. LETTERS, COMMUNICATIONS, AND COMMENTS**

1. Mrs. Fitzgerald noted:
  - a. That she attend the normal Board meetings.
2. Mrs. Newsome noted a thank you note from Susan De Stephenous.
3. Mrs. Giuliani noted:
  - a. That she attended the Policy, Curriculum, Budget, and Finance Committee meeting.
4. Mr. Weitlauf noted:
  - a. That he attended the Emerald Ball hosted by GASP at the invitation of Mrs. Robertson;
  - b. The passing of former FHS teacher Lorraine Santangelo on December 20, 2018. He noted that he and his mother were fortunate to have her as a teacher.

**A. LETTERS, COMMUNICATIONS, AND COMMENTS**

5. Mrs. Robertson noted:
  - a. That she had a table at the first Annual Emerald Ball and had invited Mr. Weitlauf and Dr. Ackerman to attend. She noted that it was put on by 3 groups: the Community of Hope, Community Speaks Out, and GASP.
  - b. That she attended the Sandy Hook Promise where it was noted the success they are having at FHS.
6. Mrs. White noted an e-mail from a parent asking whether parents could send e-mails when their child is sick. Ms. Austin responded that there is a policy whereby only a PDF of a note can be sent when a child is sick.
7. Mrs. Volkmann noted a group at LEARN is organizing a study around transportation. She suggested that a similar study could be used in Groton for special education. Mrs. Watson asked Mrs. Volkmann to share the information with the Central Office to be included in the Board Notes for all to review.
8. Mr. Weitlauf noted the vaping epidemic and asked for an update on what schools are doing.
9. Mrs. Watson noted e-mails and letters regarding the upcoming RTM meeting as well as conversations with the RTM Moderator. Mrs. Watson also noted that she attended the FHS Drama Club production. She also noted her attendance at the CAFE legislative breakfast.

**VII. ADVANCE PLANNING**

**A. Future Meeting Dates and Calendar Items**

As noted in the agenda.

**B. Suggested Agenda Items**

NONE

**VIII. ADJOURNMENT**

MOTION: Ackerman, White:

To adjourn at 7:40 p.m.  
**PASSED - UNANIMOUSLY**

## Robert E. Fitch High School Music Department

ATTACHMENT #1

Robert E. Fitch High School  
101 Groton Long Point Road  
Groton, Connecticut 06340

Andrew Lefebvre - Band Director  
alefevre@groton.k12.ct.us  
John Frascarelli – Choir/Orchestra Director  
jfrascarelli@groton.k12.ct.us



### Robert E. Fitch High School Music Department London Trip 12/27/18 – 1/3/19

#### 2017 – 2018 School Year Preparations

- Falcon Music Booster Fundraisers
  - Royal Run at Bluff Point
  - Comedy for a Cause
  - A Royal Night Wine Tasting
  - Fitch Faculty Variety Show
  - Yankee Candle sales
  - Cookie dough sales
- Students in all ensembles participated in evening and weekend rehearsals in preparation for the events.
- Administrative tasks included passports, minor consent forms with notarization, instrument shipping, parent meetings, gathering personal information, organizing flights, hotel rooms, ticketing, and chaperone groups.

#### Thursday December 27<sup>th</sup>

- Attendees met at Fitch High School
- Students met with London chaperones and airport chaperones.
- Three busses departed for Logan Airport in Boston Massachusetts
- The group departed on two evening flights

#### Friday December 28<sup>th</sup>

- Groups arrived in London early in the morning
- Day consisted of orientations at the hotel with our tour assistants.
- Chaperones took students on an audio tour of the historic sites along the parade route.
- Dinner was provided at the hotel.

#### Saturday December 29<sup>th</sup>

- The group attends a bus tour of London with a professional guide.
- The choir gives an afternoon performance at Southwark Cathedral.
- Wind Ensemble, Jazz Ensemble, and Orchestra rehearse at St. John's Smith Square
- Dinner is served with everyone at the hotel.
- The Jazz Ensemble, Orchestra, and Wind Ensemble perform at St. John's Smith Square as part of the London Gala Concert Series

## Robert E. Fitch High School Music Department

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Robert E. Fitch High School  
101 Groton Long Point Road  
Groton, Connecticut 06340

Andrew Lefebvre - Band Director  
alefebvre@groton.k12.ct.us  
John Frascarelli -- Choir/Orchestra Director  
jfrascarelli@groton.k12.ct.us



### Sunday December 30<sup>th</sup>

- The group travels to Greenwich via a cruise up the river Thames and visit the Royal Observatory and Maritime Museum.
- The afternoon is spent exploring the Tower of London and seeing the Crown Jewels.
- The students spent their evening having a workshop with Dr. Tim Lautzenheiser who is currently the President of Bands of America. He is most known for his work in the field of leadership development and the growth of music programs.

### Monday December 31<sup>st</sup>

- The group visits Oxford in the morning where they have a guided tour of Oxford University and experience places such as the famous dining hall at Oxford used in the filming of Harry Potter.
- The afternoon is at Windsor where tour guides take the group around the grounds and inside of Windsor Castle.
- Choir members have their first rehearsal at Westminster Cathedral Choir School in preparation for the International Choral Festival.
- Students had an evening New Year's Eve party at the hotel that included food, party favors, and a live DJ.

### Tuesday January 1<sup>st</sup>

- All of the music students depart in the morning for Berkley Square, which is the assembly area for the parade.
- The marching band is brought to a staging area, while the orchestra and choir prepare to be balloon holders for one of the parade's balloons.
- The marching band plays for large crowds along the parade route and performs a 2 minute show for everyone at the premier grandstands.
- Choir members have their second rehearsal at Westminster Cathedral Choir School.
- Band members work throughout the afternoon packing instruments to be shipped home.

### Wednesday January 2<sup>nd</sup>

- This day was free for chaperones to take students out to experience London.
- Some things that students experience include Winston Churchill's bunker/war room, Sherlock Holmes museum, the London Eye, Tate Modern museum, and the National Gallery.
- During the evening the choir took part in London's International Choral Festival where they performed with the Young Musicians Symphony Orchestra at Westminster Central Hall.

### Thursday January 3<sup>rd</sup>

- Three flights were scheduled for the return home.
- Coach buses greeted each flight at Logan Airport to take them back to Fitch High School.

ATTACHMENT #2

Groton Public Schools

Date prep:		FY19 Budget Summary Review								
1/23/19 3:42 PM										
Account	Object #s	FY19 Budget 2018-2019	Expenditures	Encumbered	FY19 Actual Total	Remaining Balance	%	FY19 Estimate 01/24/2019	Under/(Over)	
<b>Salaries</b>										
1	Administrators	105,106,107,108	4,178,984	2,401,042	1,758,899	4,159,941	19,043	0.5%	4,178,984	0
2	Teachers	101-104,109,123-127	34,212,338	14,464,287	19,008,289	33,472,576	739,762	2.2%	34,067,144	145,194
3	Non-Cert Aides	110,111,119,129,130,131	3,349,488	1,207,849	0	1,207,849	2,141,639	63.9%	3,315,064	34,424
4	Substitute - Cert & Non-Cert	120,121	944,000	360,007	0	360,007	583,993	61.9%	951,260	(7,260)
5	Clerical	112-114,132-134,144	1,818,156	1,012,845	404,251	1,417,097	401,059	22.1%	1,817,223	933
6	Custodial/Maintenance/Techs	117,118,129,137,138,147,148	3,404,842	1,865,143	167,026	2,032,170	1,372,672	40.3%	3,424,131	(19,289)
7	Campus Security/Supervision	128	88,287	67,175	0	67,175	21,113	23.9%	98,246	(9,959)
8	<b>Total Salaries</b>	<b>100</b>	<b>47,996,095</b>	<b>21,378,348</b>	<b>21,338,465</b>	<b>42,716,813</b>	<b>5,279,282</b>	<b>11.0%</b>	<b>47,852,050</b>	<b>144,045</b>
<b>Benefits</b>										
9	Health Insurance	201-202	9,195,553	6,380,476	0	6,380,476	2,815,077	30.6%	9,195,553	0
10	Workers Comp & Town Pension	211,213	969,595	969,529	0	969,529	66	0.0%	969,529	66
11	Social Security & Medicare	212,214	1,380,226	702,570	0	702,570	677,656	49.1%	1,379,657	569
12	Other Benefits	222-227	233,678	120,062	0	120,062	113,616	48.6%	212,846	20,832
13	<b>Total Benefits</b>	<b>200</b>	<b>11,779,052</b>	<b>8,172,637</b>	<b>0</b>	<b>8,172,637</b>	<b>3,606,416</b>	<b>30.6%</b>	<b>11,767,585</b>	<b>21,467</b>
<b>Purchased Services</b>										
14	Instructional Services	321-324	138,991	106,281	900	107,181	31,810	22.9%	151,088	(12,097)
15	Professional Services	331	193,839	130,126	563	130,689	63,151	32.6%	180,833	13,006
16	Other Prof Services	332	584,400	133,504	145,813	279,316	305,084	52.2%	588,605	(4,205)
17	OT & PT Services	333	631,500	70,533	459,877	530,410	101,090	16.0%	631,500	0
18	Legal	334	85,000	29,780	0	29,780	55,220	65.0%	85,000	0
19	Athletic Officials & Other Athletic Serv	341-342	74,055	47,543	0	47,543	26,512	35.8%	74,437	(382)
20	Computer Network Services	343	105,447	63,415	23,475	86,890	18,557	17.6%	91,890	13,557
21	<b>Total Purchased Services</b>	<b>300</b>	<b>1,813,232</b>	<b>581,181</b>	<b>630,628</b>	<b>1,211,809</b>	<b>601,423</b>	<b>33.2%</b>	<b>1,803,354</b>	<b>9,878</b>
<b>Property Services</b>										
22	Water & Sewer	410 & 411	88,880	45,433	2,794	48,227	40,653	45.7%	96,985	(8,105)
23	Trash & Snow Removal	421 & 422	182,310	41,654	42,025	83,680	98,630	54.1%	175,090	7,220
24	Repair/Maintenance	430-435,490,491,499	473,914	276,174	71,755	347,929	125,984	26.6%	440,471	33,443
25	Rental	441	69,997	47,014	22,788	69,803	194	0.3%	78,688	(8,671)
26	<b>Total Property Services</b>	<b>400</b>	<b>815,101</b>	<b>410,276</b>	<b>139,363</b>	<b>549,639</b>	<b>265,462</b>	<b>32.6%</b>	<b>791,213</b>	<b>23,888</b>
<b>Transportation, Insurance, Communications, Tuition</b>										
27	Transportation: Schools	510-513	4,727,227	2,018,565	0	2,018,565	2,708,661	57.3%	4,673,093	54,134
28	Transportation: Student Activities	587-588	147,567	59,756	25,475	85,231	62,336	42.2%	153,224	(5,657)
29	Transportation: Staff	590-584	97,369	45,057	458	45,515	51,854	53.3%	95,979	1,390
30	Insurance	522,525	284,052	282,757	0	282,757	1,295	0.5%	282,757	1,295
31	Communications	530-552	96,408	62,630	819	63,349	33,059	34.3%	108,841	(12,432)
32	Tuition: Special Education	561-563,568	4,355,000	1,968,854	2,029,521	3,998,376	358,624	8.2%	4,577,565	(222,565)
33	Tuition: Other	564-567	1,480,575	1,228,101	0	1,228,101	252,474	17.1%	1,228,101	252,474
34	<b>Total Trans, Ins, Comm, Tuition</b>	<b>500</b>	<b>11,188,198</b>	<b>5,665,622</b>	<b>2,056,273</b>	<b>7,721,895</b>	<b>3,466,303</b>	<b>31.0%</b>	<b>11,119,560</b>	<b>68,638</b>
<b>Supplies</b>										
35	Instructional Supplies	601-609,613-619,622,623,628	388,864	188,318	22,855	211,173	177,691	45.7%	373,816	15,048
36	Computer Supplies	610-612	403,827	483,091	40,085	523,177	(119,350)	(29.6%)	545,326	(141,499)
37	Electricity & Heating	631-633	1,241,140	613,833	2,190	616,023	625,117	50.4%	1,317,720	(76,580)
38	Transportation Supplies	634 & 656	277,204	137,479	0	137,479	139,725	50.4%	302,226	(25,022)
39	Textbooks & Library Books	640-642,645,647	73,715	24,745	2,868	27,613	46,102	62.5%	75,630	(1,915)
40	Facility/Maintenance Supplies	650,652-655, 657 & 659	353,424	179,111	12,866	191,977	161,447	45.7%	329,739	23,665
41	Other Supplies (staff dev., etc.)	621, 624-627, 690	71,892	24,326	1,445	25,771	46,120	64.2%	60,500	11,392
42	<b>Total Supplies</b>	<b>600</b>	<b>2,810,065</b>	<b>1,650,904</b>	<b>82,309</b>	<b>1,733,213</b>	<b>1,076,863</b>	<b>38.3%</b>	<b>3,004,956</b>	<b>(194,891)</b>
<b>Equipment</b>										
43	Instructional Equipment	730 & 735	19,835	9,118	1,820	10,937	8,897	44.9%	24,438	(4,603)
44	Non-Instructional Equip	731 & 736	24,348	11,359	0	11,359	12,989	53.3%	11,359	12,989
45	<b>Total Equipment</b>	<b>700</b>	<b>44,183</b>	<b>20,477</b>	<b>1,820</b>	<b>22,297</b>	<b>21,886</b>	<b>49.5%</b>	<b>35,797</b>	<b>8,386</b>
46	<b>Total Dues &amp; Fees</b>	<b>800</b>	<b>39,996</b>	<b>51,924</b>	<b>1,745</b>	<b>53,669</b>	<b>(13,673)</b>	<b>(34.2%)</b>	<b>57,975</b>	<b>(17,979)</b>
47	<b>GRAND TOTAL</b>		<b>76,485,922</b>	<b>37,931,369</b>	<b>24,260,602</b>	<b>62,181,971</b>	<b>14,303,951</b>	<b>18.70%</b>	<b>76,422,490</b>	<b>63,432</b>

**Groton Public Schools**

Date prep:		FY19 Budget Summary Review							
1/23/19 3:42 PM									
Account	Object #s	FY19 Budget 2018-2019	Expenditures	Encumbered	FY19 Actual Total	Remaining Balance	%	FY19 Estimate 01/24/2019	Under/(Over)
<b>Salaries</b>									
<b>Administrators</b>									
48 Admin	105	997,382	569,468	414,116	983,584	13,798	1.4%	997,382	0
49 Principals	106	1,364,331	783,073	575,938	1,359,011	5,320	0.4%	1,364,331	-
50 Asst. Principals	107	1,696,331	978,728	717,679	1,696,406	(75)	(0.0%)	1,696,331	-
51 Dean	108	120,940	69,773	51,167	120,940	0	0.0%	120,940	-
52		4,178,984	2,401,042	1,758,899	4,159,941	19,043	0.5%	4,178,984	0
<b>Teachers</b>									
53 Classroom Teachers	101	24,240,539	10,284,721	13,901,001	24,185,723	54,816	0.2%	24,251,260	(10,721)
54 Sp.Ed Certified	102	7,346,040	3,048,983	4,152,213	7,201,196	144,844	2.0%	7,238,443	107,597
55 Media Specialist	103	708,113	293,338	399,815	693,153	14,960	2.1%	694,112	14,001
56 Guidance	104	1,000,974	414,546	548,471	963,016	37,958	3.8%	960,711	40,263
57 Athletic Director	109	11,769	5,432	6,790	12,222	(453)	(3.8%)	12,222	(453)
58 Summer School	123	4,672	7,981	0	7,981	(3,309)	(70.8%)	7,981	(3,309)
59 Adult Ed	124	37,121	18,127	0	18,127	18,994	51.2%	37,121	-
60 Tutors	125	462,147	270,037	0	270,037	192,110	41.6%	462,147	-
61 Coach Stipends	126	328,971	109,649	0	109,649	219,322	66.7%	331,155	(2,184)
62 Other Student Activities	127	71,992	11,474	0	11,474	60,518	84.1%	71,992	-
63		34,212,338	14,464,287	19,008,289	33,472,576	739,762	2.2%	34,067,144	145,194
<b>Non-Cert Aides</b>									
64 Reg.Ed Teacher Aides - Kindergarten	110 & 130	450,640	162,274	0	162,274	288,366	64.0%	375,899	74,741
65 Sp Ed Aides - Para I	111	870,759	500,369	0	500,369	370,390	42.5%	909,880	(39,121)
66 Sp.Ed Aides - Para II	131	1,706,809	309,552	0	309,552	1,397,257	81.9%	1,628,064	78,745
67 School Bus Aides	136	321,280	230,454	0	230,454	90,826	28.3%	396,021	(74,741)
68 Other Aides	139	0	5,200	0	5,200	(5,200)		5,200	(5,200)
69		3,349,488	1,207,849	0	1,207,849	2,141,639	63.9%	3,315,064	34,424
<b>Substitute</b>									
70 Substitute Sp.Ed Certified	121	80,000	51,331	0	51,331	28,669	35.8%	80,000	-
71 Substitute Reg.Ed Certified	120	864,000	308,676	0	308,676	555,324	64.3%	871,260	(7,260)
72		944,000	360,007	0	360,007	583,993	61.9%	951,260	(7,260)
<b>Clerical</b>									
73 Clerical	112*113*114*132*133*134*143*144	1,818,156	1,012,845	404,251	1,417,097	401,059	22.1%	1,817,223	933
<b>Custodial/Maintenance/Techs</b>									
74 Custodial	117 & 137	1,856,393	1,014,551	30,112	1,044,663	811,730	43.7%	1,856,393	-
75 Maintenance	118 & 138	790,635	427,513	30,531	458,044	332,591	42.1%	790,635	-
76 Technicians	129 & 149	654,514	382,900	106,384	489,283	165,231	25.2%	673,803	(19,289)
77 Custodial Overtime	147	84,600	34,262	0	34,262	50,338	59.5%	84,600	-
78 Maintenance Overtime	148	18,700	5,918	0	5,918	12,782	68.4%	18,700	-
79		3,404,842	1,865,143	167,026	2,032,170	1,372,672	40.3%	3,424,131	(19,289)
<b>Security</b>									
80 Security/Supervision	128	88,287	67,175	0	67,175	21,113	23.9%	98,246	(9,959)
81 Total Salaries		47,996,095	21,378,348	21,338,465	42,716,813	5,279,282	11.0%	47,852,050	144,045
<b>Benefits</b>									
<b>Health Insurance</b>									
82 Group Ins. Prof	201	6,998,481	5,382,555	0	5,382,555	1,615,926	23.1%	6,998,481	-
83 Group Ins. Other	202	2,197,072	997,921	0	997,921	1,199,151	54.6%	2,197,072	-
84		9,195,553	6,380,476	0	6,380,476	2,815,077	30.6%	9,195,553	0
<b>Workers Comp &amp; Town Pension</b>									
85 Worker's Compensation	211	619,995	619,929	0	619,929	66	0.0%	619,929	66
86 Town Pension	213	349,600	349,600	0	349,600	0	0.0%	349,600	-
87		969,595	969,529	0	969,529	66	0.0%	969,529	66
<b>Social Security &amp; Medicare</b>									
88 Social Security	212	683,232	332,072	0	332,072	351,160	51.4%	685,807	(2,575)
89 Medicare	214	696,994	370,498	0	370,498	326,496	46.8%	693,850	3,144
90		1,380,226	702,570	0	702,570	677,656	49.1%	1,379,657	569
<b>Other Employee Benefits</b>									
91 Retirement Awards	222	76,678	39,846	0	39,846	36,832	48.0%	55,846	20,832
92 Unemployment	223	50,000	23,106	0	23,106	26,894	53.8%	50,000	-
93 Tuition Reimb Certified	224	106,000	57,110	0	57,110	48,890	46.1%	106,000	-
94 EAP	226	0	0	0	0	0		-	-
95 Mentor Stipend	227	1,000	0	0	0	1,000	100.0%	1,000	-
96		233,678	120,062	0	120,062	113,616	48.6%	212,846	20,832
97 Total Benefits		11,779,052	8,172,637	0	8,172,637	3,606,415	30.6%	11,757,585	21,467

**Groton Public Schools**

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Account	Object #s	FY19 Budget 2018-2019	Expenditures	Encumbered	FY19 Actual Total	Remaining Balance	%	FY19 Estimate 01/24/2019	Under/(Over)	
<b>Purchased Services</b>										
<b>Instructional Services</b>										
98	Instructional Services	321 & 323	105,617	66,240	450	66,690	38,926	36.9%	105,480	137
99	Instruct Improvement Services	322 & 324	33,374	40,041	450	40,491	(7,116)	(21.3%)	45,609	(12,234)
100			138,991	106,281	900	107,181	31,810	22.9%	151,088	(12,097)
<b>Professional Services</b>										
101	Professional Services	331	193,839	130,126	563	130,689	63,151	32.6%	180,833	13,006
102	Other Prof Services	332	584,400	133,504	145,813	279,316	305,084	52.2%	588,605	(4,205)
103	OT & PT Services	333	631,500	70,533	459,877	530,410	101,090	16.0%	631,500	-
104	Legal	334	85,000	29,780	0	29,780	55,220	65.0%	85,000	-
105			1,494,739	363,942	606,253	970,195	524,544	35.1%	1,485,938	8,801
<b>Athletic Officials &amp; Other Athletic Services</b>										
106	Athletic Officials	341	60,950	38,137	0	38,137	22,813	37.4%	62,031	(1,081)
107	Other Athletic Services	342	13,105	9,406	0	9,406	3,699	28.2%	12,406	699
108			74,055	47,543	0	47,543	26,512	35.8%	74,437	(382)
<b>Computer Network Services</b>										
109	Computer Network Services	343	105,447	63,415	23,475	86,890	18,557	17.6%	91,890	13,557
110	<b>Total Purchased Services</b>		1,813,232	581,181	630,628	1,211,809	601,423	33.2%	1,803,354	9,878
<b>Property Services</b>										
<b>Water/Sewer</b>										
111	Water	410	60,600	28,382	2,794	31,176	29,424	48.6%	63,476	(2,876)
112	Sewer	411	28,280	17,051	0	17,051	11,229	39.7%	33,509	(5,229)
113			88,880	45,433	2,794	48,227	40,653	45.7%	96,985	(8,105)
<b>Trash &amp; Snow Removal</b>										
114	Trash Removal	421	90,900	41,654	42,025	83,680	7,220	7.9%	83,680	7,220
115	Snow Removal	422	91,410	0	0	0	91,410	100.0%	91,410	-
116			182,310	41,654	42,025	83,680	98,630	54.1%	175,090	7,220
<b>Repair/Maintenance</b>										
117	Equipment Repairs	430	145,824	75,789	180	75,969	69,854	47.9%	112,381	33,443
118	Grounds Repairs	431	76,300	136,544	50,420	186,964	(110,664)	(145.0%)	186,964	(110,664)
119	General Bldg Repairs	432	121,400	1,723	448	2,171	119,229	98.2%	9,601	111,799
120	Painting	433	5,300	0	0	0	5,300	100.0%	5,300	-
121	Heat & Plumbing	434	35,450	23,174	0	23,174	12,276	34.6%	35,450	-
122	Electrical	435	5,250	6,384	0	6,384	(1,134)	(21.6%)	6,384	(1,134)
123	Extermination Services	490	12,630	5,298	5,123	10,422	2,208	17.5%	12,630	-
124	Bldg Fire Protection	491	46,460	20,593	15,584	36,177	10,283	22.1%	46,460	-
125	Other Purch Services	499	25,300	6,666	0	6,666	18,634	73.7%	25,300	-
126			473,914	276,174	71,755	347,929	125,984	26.6%	440,471	33,443
<b>Rental</b>										
127	Rental	441	69,997	47,014	22,788	69,803	194	0.3%	78,668	(8,671)
128	<b>Total Property Services</b>		815,101	410,276	139,363	549,639	265,462	32.6%	791,213	23,888
<b>Transportation, Insurance, Communications, Tuition</b>										
<b>Transportation: Schools</b>										
129	Reg.Ed Pupil Transportation	510 & 516	2,886,452	1,218,288	0	1,218,288	1,668,164	57.8%	2,826,318	60,134
130	Sp.Ed - Trans - STA	511	962,151	441,202	0	441,202	520,948	54.1%	962,151	-
131	Sp.Ed - Trans - Curtin	512	873,624	353,936	0	353,936	519,688	59.5%	873,624	-
132	Pupil Transp Reimbursement	513	5,000	5,139	0	5,139	(139)	(2.8%)	11,000	(6,000)
133			4,727,227	2,018,565	0	2,018,565	2,708,661	57.3%	4,673,093	54,134
<b>Transportation: Other</b>										
134	Transportation - Athletics	587	97,700	33,535	22,814	56,348	41,352	42.3%	97,766	(66)
135	Transportation - Field Trips	588	24,986	9,852	2,661	12,512	12,473	49.9%	23,907	1,079
136	Entry Fees - Athletics	591 & 592	15,716	5,650	0	5,650	10,066	64.0%	15,491	225
137	Admission Fees	595	9,165	10,720	0	10,720	(1,555)	(17.0%)	16,060	(6,895)
138	Misc Fees	590 & 596	0	0	0	0	0	-	-	-
139			147,567	59,756	25,475	85,231	62,336	42.2%	153,224	(5,657)
<b>Transportation: Staff</b>										
140	Travel - Education	580 & 581	11,050	3,277	0	3,277	7,773	70.3%	11,326	(276)
141	Travel - Admin	582 & 583	32,688	14,304	0	14,304	18,384	56.2%	30,087	2,600
142	Travel - Conferences	584	53,632	27,476	458	27,934	25,697	47.9%	54,566	(934)
143			97,369	45,057	458	45,515	51,854	53.3%	95,979	1,390
<b>Liability &amp; Accident Insurance</b>										
144	Liability Insurance	522	266,600	267,347	0	267,347	(747)	(0.3%)	267,347	(747)
145	Accident Insurance	525	17,452	15,410	0	15,410	2,042	11.7%	15,410	2,042
146			284,052	282,757	0	282,757	1,295	0.5%	282,757	1,295

**Groton Public Schools**

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Account	Object #s	FY19 Budget	Expenditures	Encumbered	FY19 Actual	Remaining Balance	%	FY19 Estimate	Under/(Over)
		2018-2019			Total			01/24/2019	
<b>Communications</b>									
147 Telephone, Telephone Repairs	530	50,804	41,812	0	41,812	8,992	17.7%	65,804	(15,000)
148 Postage	531	37,567	10,934	124	11,058	26,509	70.6%	29,583	7,984
149 Advertisement	540	5,000	5,146	695	5,841	(841)	(16.8%)	5,841	(841)
150 Minority Recruitment	541	0	0	0	0	0		-	-
151 Printing Admin	550	38	4,613	0	4,613	(4,576)	(12201%)	4,613	(4,576)
152 School Publications	551 & 552	3,000	25	0	25	2,975	99.2%	3,000	-
153		96,408	62,530	819	63,349	33,059	34.3%	108,841	(12,432)
<b>Tuition: Special Education</b>									
154 Sp Ed Vocational	561	404,751	134,836	100,004	234,841	169,910	42.0%	404,751	-
155 Sp,Ed BoE Placements	562	2,102,065	893,434	1,161,467	2,054,902	47,163	2.2%	2,210,427	(108,362)
156 Sp Ed State Placements	563	597,694	262,444	301,640	564,084	33,610	5.6%	692,837	(95,143)
157 Sp,Ed Magnet Choice	568	1,250,490	678,140	466,410	1,144,550	105,940	8.5%	1,269,550	(19,060)
158		4,355,000	1,988,854	2,029,521	3,998,376	356,624	8.2%	4,577,565	(222,565)
<b>Tuition: Other</b>									
159 Adult Ed	564	210,000	207,000	0	207,000	3,000	1.4%	207,000	3,000
160 Magnet Tuition	566	1,100,000	932,402	0	932,402	167,598	15.2%	932,402	167,598
161 Vo Ag Reg Ed Tuition	567	170,575	88,699	0	88,699	81,876	48.0%	88,699	81,876
162		1,480,575	1,228,101	0	1,228,101	252,474	17.1%	1,228,101	252,474
163 Total Transportation, Insurance, Communication, Tuition		11,188,198	5,665,622	2,056,273	7,721,895	3,466,303	31.0%	11,119,560	68,638
<b>Supplies</b>									
<b>Instructional Supplies</b>									
164 General Classroom	601	32,798	17,258	3,703	20,961	11,837	36.1%	38,825	(6,027)
165 Science	602	33,343	10,875	1,841	12,716	20,627	61.9%	28,724	4,619
166 Arts & Crafts	603	17,813	16,332	349	16,681	1,131	6.3%	23,745	(5,933)
167 Phys. Ed	604	9,544	5,233	553	5,786	3,758	39.4%	11,104	(1,561)
168 Music	605	30,881	11,860	906	12,766	18,115	58.7%	18,625	12,256
169 Kindergarten	606	1,669	600	55	655	1,014	60.8%	1,519	150
170 Pupil Tests	607	59,916	33,759	6,463	40,222	19,694	32.9%	54,436	5,480
171 Tech. Ed	609	7,335	8,423	3,623	12,046	(4,711)	(64.2%)	15,121	(7,786)
172 Home Ec Supplies	613	12,750	7,117	0	7,117	5,633	44.2%	10,250	2,500
173 Sp,Ed Supplies	615	56,300	27,582	3,213	30,795	25,505	45.3%	56,300	-
174 Athletic Supplies	616	69,072	26,980	1,990	28,970	40,102	58.1%	61,866	7,206
175 Math Supplies	617	24,800	7,713	69	7,782	17,018	68.6%	23,410	1,390
176 Health Supplies	618	1,706	0	0	0	1,706	100.0%	1,556	150
177 Other Supplies	619	478	699	0	699	(221)	(46.3%)	1,177	(699)
178 Health Serv Pathogen	622	8,500	1,541	0	1,541	6,959	81.9%	3,759	4,741
179 School Library Supplies	623	3,566	4,191	90	4,281	(715)	(20.0%)	5,233	(1,667)
180 Food, Drink, Snacks	628	18,394	8,155	0	8,155	10,239	55.7%	18,165	229
181		388,864	188,318	22,855	211,173	177,691	45.7%	373,816	15,048
<b>Computer Supplies</b>									
182 Computer Supplies	610 & 611	81,669	64,786	17,812	82,598	(929)	(1.1%)	98,867	(17,198)
183 Software	612	322,158	418,305	22,273	440,579	(118,421)	(36.8%)	446,459	(124,301)
184		403,827	483,091	40,085	523,177	(119,350)	(29.6%)	545,326	(141,499)
<b>Electricity &amp; Heating</b>									
185 Electricity	631	861,500	464,846	2,190	467,036	394,464	45.8%	891,500	(30,000)
186 Propane/Natural Gas	632	100,200	68,371	0	68,371	31,829	31.8%	197,289	(97,089)
187 Heating Oil	633	279,440	80,616	0	80,616	198,824	71.2%	228,931	50,509
188		1,241,140	613,833	2,190	616,023	625,117	50.4%	1,317,720	(76,580)
<b>Transportation Supplies</b>									
189 Diesel for School Buses	634	236,704	127,337	0	127,337	109,367	46.2%	261,726	(25,022)
190 Gas for Maintenance	656	40,500	10,142	0	10,142	30,358	75.0%	40,500	-
191		277,204	137,479	0	137,479	139,725	50.4%	302,226	(25,022)
<b>Textbooks &amp; Library Books</b>									
192 Textbooks	640	49,443	15,337	628	15,965	33,478	67.7%	45,842	3,601
193 Workbooks	641	4,011	8,077	98	8,174	(4,164)	(103.8%)	10,213	(6,203)
194 Textbook Rebind	642	1,125	174	0	174	951	84.5%	174	951
195 Library Books	645	15,300	691	171	862	14,438	94.4%	13,800	1,500
196 Periodicals	647	3,836	467	1,971	2,437	1,399	36.5%	5,600	(1,764)
197		73,715	24,745	2,868	27,613	46,102	62.5%	75,630	(1,915)

**Groton Public Schools**

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Account	Object #s	FY19 Budget 2018-2019	Expenditures	Encumbered	FY19 Actual Total	Remaining Balance	%	FY19 Estimate 01/24/2019	Under/(Over)	
<b>Facility/Maintenance Supplies</b>										
198	Equipment Repair	650	26,560	12,331	0	12,331	14,229	53.6%	26,560	-
199	Grounds Supplies	651	20,200	9,873	1,610	11,483	8,717	43.2%	20,200	-
200	General Bldg Repair	652	70,296	30,818	388	31,206	39,090	55.6%	70,296	-
201	Painting	653	6,464	341	0	341	6,123	94.7%	6,464	-
202	Heat & Plumbing	654	24,240	29,540	154	29,695	(5,455)	(22.5%)	29,695	(5,455)
203	Electrical	655	64,640	17,292	1,554	18,846	45,794	70.8%	34,640	30,000
204	Safety Supplies	657 & 659	10,104	5,906	0	5,906	4,198	41.5%	10,964	(860)
205	Custodial Supplies	658	130,920	73,010	9,159	82,169	48,751	37.2%	130,920	-
			<u>353,424</u>	<u>179,111</u>	<u>12,866</u>	<u>191,977</u>	<u>161,447</u>	<u>45.7%</u>	<u>329,739</u>	<u>23,685</u>
<b>Other Supplies</b>										
207	Sup Serv Guid Imp Ins	621	21,500	9,837	622	10,459	11,041	51.4%	18,140	3,360
208	Audio Visual	624 & 625	7,375	788	0	788	6,587	89.3%	2,042	5,333
209	General Admin Supplies	626	16,310	5,300	228	5,528	10,782	66.1%	13,526	2,784
210	School Admin Supplies	627	12,455	4,106	529	4,635	7,821	62.8%	12,741	(286)
211	Professional Materials	690	14,252	4,295	67	4,362	9,890	69.4%	14,050	201
212			<u>71,892</u>	<u>24,326</u>	<u>1,445</u>	<u>25,771</u>	<u>46,120</u>	<u>64.2%</u>	<u>60,500</u>	<u>11,392</u>
213	<b>Total Supplies</b>		<u>2,810,065</u>	<u>1,650,904</u>	<u>82,309</u>	<u>1,733,213</u>	<u>1,076,853</u>	<u>38.3%</u>	<u>3,004,956</u>	<u>(194,891)</u>
<b>Equipment</b>										
<b>Instructional Equipment</b>										
214	Replace Instr Equip	730	13,750	778	1,820	2,597	11,153	81.1%	12,275	1,475
215	Add Instr Equipment	735	6,085	8,340	0	8,340	(2,255)	(37.1%)	12,163	(6,078)
216			<u>19,835</u>	<u>9,118</u>	<u>1,820</u>	<u>10,937</u>	<u>8,897</u>	<u>44.9%</u>	<u>24,438</u>	<u>(4,603)</u>
<b>Non-Instructional Equipment</b>										
217	Replace Non-Instr Equipment	731	24,098	10,467	0	10,467	13,631	56.6%	10,467	13,631
218	Add Non-Instr Equipment	736	250	892	0	892	(642)	(256.8%)	892	(642)
219			<u>24,348</u>	<u>11,359</u>	<u>0</u>	<u>11,359</u>	<u>12,989</u>	<u>53.3%</u>	<u>11,359</u>	<u>12,989</u>
220	<b>Total Equipment</b>		<u>44,183</u>	<u>20,477</u>	<u>1,820</u>	<u>22,297</u>	<u>21,886</u>	<u>49.5%</u>	<u>35,797</u>	<u>8,386</u>
<b>Dues - Fees</b>										
<b>Dues/Fees</b>										
221	Dues BoE	810	0	0	0	0	0	-	-	-
222	General Admin Dues	811	16,100	14,898	1,745	16,643	(543)	(3.4%)	20,773	(4,673)
223	School Admin Dues	812	21,296	33,635	0	33,635	(12,339)	(57.9%)	33,811	(12,515)
224	Other Dues	819	2,600	3,391	0	3,391	(791)	(30.4%)	3,391	(791)
225	<b>Total Dues/Fees</b>		<u>39,996</u>	<u>51,924</u>	<u>1,745</u>	<u>53,669</u>	<u>(13,673)</u>	<u>(34.2%)</u>	<u>57,975</u>	<u>(17,979)</u>
226	<b>Grand Total</b>		<u>76,485,922</u>	<u>37,931,369</u>	<u>24,250,602</u>	<u>62,181,971</u>	<u>14,303,951</u>	<u>18.7%</u>	<u>76,422,490</u>	<u>63,432</u>

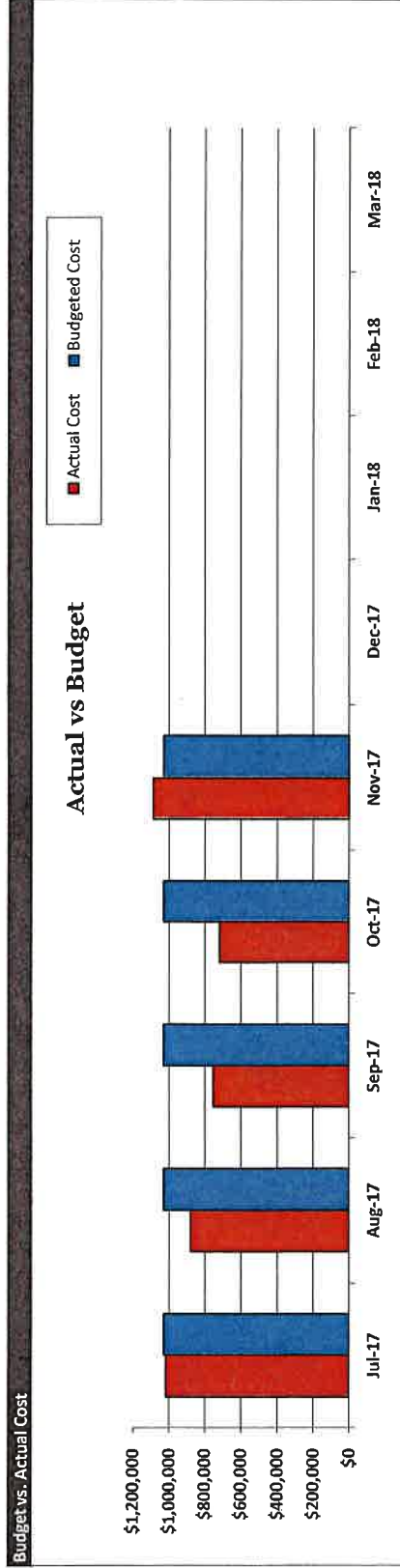
**Groton Public Schools**  
**FY19 Budget Review**  
**Summary at Program Level III**

Function No.	Description	FY19 Budget		FY19 Total	Remaining Balance	%	FY19 Estimated	Increase (Decrease)
		2018-2019	Expended 2018-2019					
<b>Regular Instruction</b>								
1101	FUNCTION-1101 ELEMENTARY	12,739,680	5,976,182	5,798,273	11,774,455	965,225	7.6%	13,001,608 (261,928)
1102	FUNCTION-1102 ART	620,846	297,319	296,420	593,738	27,107	4.4%	649,837 (28,992)
1104	FUNCTION-1104 LANGUAGE ARTS	2,674,275	1,153,627	1,160,864	2,314,492	359,784	13.5%	2,562,737 111,538
1105	FUNCTION-1105 WORLD LANGUAGES	1,085,669	565,032	544,172	1,109,204	(23,535)	(2.2%)	1,178,315 (92,646)
1106	FUNCTION-1106 CONSUMER SCIENCE	162,436	62,054	58,105	120,160	42,276	26.0%	163,088 (652)
1107	FUNCTION-1107 TECHNOLOGY EDUCATION	592,576	321,352	316,120	637,471	(44,895)	(7.6%)	636,571 (43,995)
1108	FUNCTION-1108 MATHEMATICS	2,438,214	1,020,477	1,061,515	2,081,992	356,222	14.6%	2,206,570 231,645
1109	FUNCTION-1109 MUSIC	737,518	320,697	314,742	635,439	102,079	13.8%	683,643 53,875
1110	FUNCTION-1110 PHYSICAL EDUCATION	780,099	475,553	460,953	936,506	(156,407)	(20.0%)	1,033,418 (253,319)
1111	FUNCTION-1111 SCIENCE	2,705,550	1,126,654	1,035,579	2,162,233	543,317	20.1%	2,410,609 294,941
1112	FUNCTION-1112 SOCIAL STUDIES	2,116,237	897,243	968,447	1,865,690	250,547	11.8%	2,133,377 (17,140)
1114	FUNCTION-1114 HEALTH EDUCATION	483,503	127,759	155,505	283,264	200,239	41.4%	290,997 192,506
1115	FUNCTION-1115 MAGNET SCHOOL SUPPORT	30,000	4,939	3,611	8,550	21,450	71.5%	30,000 -
1116	FUNCTION-1116 CO-OPERATIVE WORK EXPER	375	0	0	0	375	100.0%	- 375
1117	FUNCTION-1117 INTERN. BACCALAUREATE	524,546	254,125	243,118	497,243	27,303	5.2%	513,475 11,071
1119	FUNCTION-1119 UNCLASSIFIED	800,500	1,222,584	280	1,222,864	(422,365)	(52.8%)	742,511 57,988
1121	FUNCTION-1121 BUSINESS EDUCATION	305,559	140,760	127,926	268,686	36,873	12.1%	303,049 2,510
1124	FUNCTION-1124 HEALTH OCCUPATIONS	116,675	52,301	54,230	106,531	10,143	8.7%	116,841 (166)
1126	FUNCTION-1126 FOOD SERVICES ED	0	0	0	0	0	0.0%	- -
1260	FUNCTION-1260 ENRICHMENT	39,046	7,111	0	7,111	31,935	81.8%	38,995 151
1270	FUNCTION-1270 REMEDIAL INSTRUCTION	2,523,927	1,220,491	1,319,931	2,540,421	(16,494)	(0.7%)	2,722,093 (198,166)
1412	FUNCTION-1412 SUMMER SCH HIGH SC CREDI	5,091	8,528	0	8,528	(3,437)	(67.5%)	8,528 (3,437)
2220	FUNCTION-2220 EDUCATIONAL MEDIA SERV	1,142,615	525,691	445,725	971,416	171,198	15.0%	1,152,343 (9,728)
<b>Total Regular Instruction</b>		<b>32,624,936</b>	<b>15,780,479</b>	<b>14,365,517</b>	<b>30,145,996</b>	<b>2,478,940</b>	<b>7.6%</b>	<b>32,578,505 46,431</b>
<b>Special Instruction</b>								
1205	FUNCTION-1205 PRESCHOOL 3-5	987,057	547,657	432,584	980,240	6,817	0.7%	988,033 (976)
1210	FUNCTION-1210 SPED Summer School	20,551	20,551	0	20,551	0	0.0%	20,551 -
1220	FUNCTION-1220 OTHER SPECIAL INSTRUCTIO	796,675	374,610	94,019	468,629	328,046	41.2%	783,293 13,382
1230	FUNCTION-1230 SPECIAL EDUCATION	8,346,058	3,296,263	2,386,153	5,682,416	2,663,642	31.9%	8,340,968 5,090
1250	FUNCTION-1250 BLIND	114,050	46,564	52,246	98,809	15,241	13.4%	114,960 (910)
1280	FUNCTION-1280 HEARING IMPAIRED	141,472	51,518	55,904	107,422	34,050	24.1%	144,322 (2,850)
<b>Total Special Instruction</b>		<b>10,405,863</b>	<b>4,337,163</b>	<b>3,020,906</b>	<b>7,358,069</b>	<b>3,047,794</b>	<b>29.3%</b>	<b>10,392,126 13,737</b>
<b>Continuing Education</b>								
1310	FUNCTION-1310 HIGH SCHOOL COMPLETION	77,161	29,295	6,317	35,612	41,549	53.8%	78,841 (1,680)
1320	FUNCTION-1320 ADULT EDUCATION	210,000	207,000	0	207,000	3,000	1.4%	207,000 3,000
<b>Total Continuing Education</b>		<b>287,161</b>	<b>236,295</b>	<b>6,317</b>	<b>242,612</b>	<b>44,549</b>	<b>15.5%</b>	<b>285,841 1,320</b>
<b>Other Instructional Programs</b>								
15**	STUDENT ACTIVITIES 6-12	764,336	301,466	45,986	347,452	416,884	54.5%	772,252 (7,916)
<b>TOTAL INSTRUCTION</b>		<b>44,082,296</b>	<b>20,655,403</b>	<b>17,438,726</b>	<b>38,094,129</b>	<b>5,988,167</b>	<b>13.6%</b>	<b>44,028,724 53,572</b>
<b>Support Services - Pupils</b>								
2101	FUNCTION-2101 SUPPORT SERVICES - SPED CC	849,892	466,236	260,746	726,982	122,910	14.5%	853,564 (3,672)
2110	FUNCTION-2110 SOCIAL WORK SERVICES	440,594	164,315	147,752	312,068	128,526	29.2%	406,939 33,655
2120	FUNCTION-2120 GUIDANCE SERVICES	1,561,491	709,902	551,675	1,261,577	299,914	19.2%	1,467,822 93,669
2130	FUNCTION-2130 HEALTH SERVICES	1,178,808	193,835	591,297	785,132	393,676	33.4%	1,178,957 (149)
2140	FUNCTION-2140 PSYCHOLOGICAL SERVICES	1,326,320	542,877	567,886	1,110,763	215,557	16.3%	1,324,204 2,116
2150	FUNCTION-2150 SPEECH & HEARING SERVICE	1,183,914	487,853	520,878	1,008,731	175,183	14.8%	1,061,643 122,271
<b>Total Support Services - Pupils</b>		<b>6,541,019</b>	<b>2,565,019</b>	<b>2,640,234</b>	<b>5,205,253</b>	<b>1,335,766</b>	<b>20.4%</b>	<b>6,293,128 247,891</b>
<b>Support Services - Staff</b>								
2201	FUNCTION-2201 SUPPORTING SERVICES - CO	90,799	48,354	26,652	75,006	15,793	17.4%	95,468 (4,669)
2210	FUNCTION-2210 IMPROVEMENT OF INSTRUCT	352,030	237,720	2,888	240,608	111,422	31.7%	313,601 38,429
<b>Total Support Services - Staff</b>		<b>442,829</b>	<b>286,074</b>	<b>29,540</b>	<b>315,614</b>	<b>127,215</b>	<b>28.7%</b>	<b>409,069 33,761</b>
<b>General Support Services</b>								
2311	FUNCTION-2311 BOARD OF EDUCATION SERV	4,700	2,110	65	2,175	2,525	53.7%	4,700 -
2312	FUNCTION-2312 SUPERINTENDENT OFFICE SE	1,571,988	894,910	358,835	1,253,744	318,244	20.2%	1,572,542 (554)
2313	FUNCTION-2313 BUSINESS OFFICE	835,143	571,500	174,283	745,784	89,359	10.7%	839,485 (4,343)
2410	FUNCTION-2410 SCHOOL ADMINISTRATION	4,011,259	2,404,935	1,176,502	3,581,437	429,822	10.7%	4,190,594 (179,335)
<b>Total General Support Services</b>		<b>6,423,089</b>	<b>3,873,455</b>	<b>1,709,685</b>	<b>5,583,139</b>	<b>839,950</b>	<b>13.1%</b>	<b>6,607,321 (184,232)</b>
<b>Operational Services</b>								
2510	FUNCTION-2510 OPERATION AND MAINTENAN	6,847,906	3,649,508	258,148	3,907,656	2,940,249	42.9%	6,867,327 (19,421)
2520	FUNCTION-2520 PUPIL TRANSPORTATION	5,463,820	2,482,519	47,688	2,530,208	2,933,612	53.7%	5,518,860 (55,040)
2540	FUNCTION-2540 COMPUTER SUPPORT SERVIC	1,455,639	1,000,135	197,063	1,197,199	258,441	17.8%	1,500,646 (45,007)
2560	FUNCTION-2560 HEALTH SERVICES STAFF	8,500	1,282	0	1,282	7,218	84.9%	3,500 5,000
9999	FUNCTION-9999 EXPENDITURE TRANSFER AC	0	562,856	0	562,856	(562,856)	0.0%	- -
<b>Total Operational Services</b>		<b>13,775,865</b>	<b>7,696,300</b>	<b>502,900</b>	<b>8,199,200</b>	<b>5,576,665</b>	<b>40.5%</b>	<b>13,890,333 (114,469)</b>
<b>TOTAL SUPPORT SERVICES</b>		<b>27,182,802</b>	<b>14,420,847</b>	<b>4,882,359</b>	<b>19,303,206</b>	<b>7,879,596</b>	<b>29.0%</b>	<b>27,199,851 (17,049)</b>
4100	TUITION PAYMENTS	5,220,824	2,855,119	1,929,517	4,784,636	436,188	8.4%	5,193,915 26,909
<b>GRAND TOTAL</b>		<b>76,485,922</b>	<b>37,931,369</b>	<b>24,250,602</b>	<b>62,181,971</b>	<b>14,303,951</b>	<b>18.7%</b>	<b>76,422,490 63,432</b>
								0.08%

BOE Groups Active & Retired

Cost vs Budget Dashboard - data through November 2018

Self Insured - All Coverages All Enrollees		Claim/Admin. Cost										Variance - Total Cost vs BOE	
Date	Lives	Net Medical Paid		Rx Paid Claims		Dental Paid Claims		Total Net Paid Claims		Total Fixed Costs	Total Cost	BOE Monthly Budget*	Actual/Estimated BOE Budget
Jul-18	734	\$729,980	\$138,554	\$42,359	\$910,892	\$108,271	\$1,019,163	\$1,030,783	98.9%				
Aug-18	730	\$573,961	\$148,212	\$49,678	\$771,851	\$107,681	\$879,532	\$1,030,783	85.3%				
Sep-18	731	\$476,773	\$138,817	\$29,068	\$644,657	\$107,828	\$752,486	\$1,030,783	73.0%				
Oct-18	728	\$391,525	\$188,079	\$30,326	\$609,930	\$107,386	\$717,316	\$1,030,783	69.6%				
Nov-18	718	\$753,536	\$200,120	\$28,945	\$982,601	\$105,911	\$1,088,512	\$1,030,783	105.6%				
Dec-18					\$0	\$0	\$0						
Jan-19					\$0	\$0	\$0						
Feb-19					\$0	\$0	\$0						
Mar-19					\$0	\$0	\$0						
Apr-19					\$0	\$0	\$0						
May-19					\$0	\$0	\$0						
Jun-19					\$0	\$0	\$0						
YTD	3641	\$2,925,775	\$813,781	\$180,376	\$3,919,932	\$537,077	\$4,457,009	\$5,153,917	86.5%				



BOE monthly budget based on amount provided by Laurie LePine at Grooten on 5/4/18.

## **Instruction**

### **Special Education**

#### **Pre-School Special Education**

The Board of Education (Board) recognizes the value of special education and its responsibility in ensuring that all resident preschool children with disabilities have the opportunity to participate in special programs and services from which they may benefit. The Board shall maintain an early intervention program for preschool-aged children identified through the "Birth to Age Three" screening process and Child Find under regulations imposed by the Individuals with Disabilities Act (IDEA) which identifies children with special education needs or developmental delays.

The District's program shall be based upon the "reverse mainstreaming model" which maintains a balanced number of non-disabled (regular education) students who serve as role models for the students with identified special needs. The Director/Supervisor of Special Education is responsible to coordinate and evaluate the program annually to make recommendation to the Superintendent of Schools or his/her designee.

The Board authorizes the Superintendent of Schools to establish administrative practices and procedures to carry out this responsibility. Such administrative practices and procedures shall include:

1. Locating and identifying all preschool children, between the ages of three and five, with disabilities pursuant to the relevant provisions of the Individuals with Disabilities Act (IDEA).
2. Ensuring that the parents of preschool age children with disabilities have received and understand the request for consent for evaluation of their child;
3. Developing an individualized education program (IEP) for each preschool age child with a disability requiring services;
4. Appointing and training appropriately qualified personnel;
5. Providing transportation to students with disabilities enrolled in the program;
6. Maintaining records as required by the State Education Department pertaining to the number of children with disabilities who are being served, as well as those identified disabled students not served; and
7. Reporting as required to the State Education Department; and
8. Ensuring the smooth transition from infant to preschool programs.

The Planning and Placement Team's (PPT) responsibilities will include the evaluation and recommendation for placement in appropriate approved programs and the provision of appropriate special education programs and services for each preschool child with a disability. Children recommended for an educational program may enter at various points throughout the school year.

It is ultimately the responsibility of the Board to provide the appropriate approved preschool program and services for the District children. Should the PPT's determination and recommendations differ from parent or guardian preference, placement may be appealed by a parent or guardian through the procedures outlined in IDEA.

The Board directs the Superintendent or his/her designee to ensure that the District considers that adequate and appropriate space and personnel are made available for such programs and services.

## Pre-School Special Education

See Addendum Child Find

Legal Reference: Connecticut General Statutes

10 76a Definitions.

10 76b State supervision of special education programs and services.

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)

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 76g State aid for special education.

10 76h Special education hearing and review procedure. Mediation of disputes.

10 76i Advisory council for special education.

10 76j Five year plan for special education.

10 76k Development of experimental educational programs.

State Board of Education Regulations.

10 76m Auditing claims for special education assistance.

10 76a 1 et seq. Definitions.

10 76b 1 through 10 76b 4 Supervision and administration.

10 76d 1 through 10 76d 19 Conditions of instruction.

10 76h 1 through 10 76h 2 Due process.

10 76l 1 Program Evaluation.

10 145a 24 through 10 145a 31 Special Education (re teacher certification).

34 C.F.R. 3000 Assistance to States for Education for Handicapped Children.

American with Disabilities Act, 42 U.S.C. §12101 et seq.

Individuals with Disabilities Education Act, 20 U.S.C. §1400 et seq. as amended by P.L. 105-17

Rehabilitation Act of 1973, Section 504, 29 U.S.C. §794.

Policy Adopted: \_\_\_\_\_

GROTON PUBLIC SCHOOLS  
Groton, Connecticut

## GENERAL PROCEDURES

Groton Public Schools use the following procedures to notify its community of the District's services and programs in our Child Find efforts:

- ◆ Postings on Groton Public Schools Access Television Channel 19
- ◆ Advertisements in local newspapers and school newsletters
- ◆ Postings on District website
- ◆ Communication with local and statewide agencies and groups including:
  - Department of Children and Families
  - State of CT Birth-to-Three Services
  - Groton Youth and Family Services
  - Fleet and Family Support Center
  - Naval Submarine Base Medical Center
  - Pequot Health Center
  - Local Nursery Schools and Daycare Centers

## FOR MORE INFORMATION

### CONTACT:

*Child Find Coordinator*  
Denise Doolittle  
Director of Pupil Personnel Services  
(860) 572-2150

*Early Childhood Program Supervisor*  
Nadine Macklin  
Supervisor of Special Education  
(860) 572-2157

*Early Childhood Assessment Team*  
Laura McKee  
Speech and Language Pathologist  
Lynn Wallace  
Special Education Teacher  
(860) 449-5653

# CHILD FIND



Groton Public Schools  
PO Box K  
Groton, CT 06340

GPS  
PPS Department  
10/20/17

## WHAT IS CHILD FIND?

The identification, location, and evaluation of each child with a disability residing in the Town of Groton.

## WHAT GROUPS OF CHILDREN MUST SPECIFICALLY BE FOUND?

Any child residing within the district who is suspected of having disabilities including children who are:

Preschool Age:

Age three to five years

(Birth-to-three year children are located and identified by the State of CT Birth-to-Three System)

Private School Attendees:

Children enrolled by their parents in private or parochial schools within the Groton Public School District.

Highly Mobile

Homeless

Migrant of Immigrant Families

## PRESCHOOL

Our six Integrated Preschool Special Needs Classes include a certified special education teacher, a speech and language pathologist, a school psychologist, and two instructional assistants.

In addition to the general procedures, children are referred for screening and/or assessment to determine eligibility for the Integrated Preschool Special Needs Classes by:

- ◆ Transition from the Birth-to-Three System
- ◆ Brochures sent to local doctor's offices, WIC Office, and Head Start
- ◆ Brochures posted in District Schools, Town Hall, Town Nursing Office, Public Libraries, Parks and Recreation Office, and Local Nursery Schools and Daycare Centers

Screenings and/or assessments for preschool age children are provided free of charge on an ongoing basis by the Early Childhood Assessment Team located at S B Butler School, 155 Ocean View Ave, Mystic, CT 06355. Call (860) 449-5653 for more information or to schedule an appointment.

## PRIVATE SCHOOLS

Groton has an obligation to identify, locate, and evaluate any child suspected of having a disability who is enrolled by their parent in a private or parochial school within the District.

Groton's Special Education and Pupil Services staff utilize the following procedures:

- ◆ Notices sent yearly for identification of children suspected of having disabilities
- ◆ Consultation and collaboration with parents and teachers who have concerns about a child
- ◆ Observations, recommendations, and intervention planning
- ◆ Individual evaluations and identification of children suspected of having disabilities

## Students

### Health/Medical Records

When applicable, District schools will comply with the Health Insurance Portability and Accountability Act of 1996 (HIPAA) to maintain the privacy of protected health information that it receives, obtains, transmits or sends.

Student education records, including personally identifiable health information, maintained by the District is subject to and protected by the Family Educational Rights and Privacy Act (FERPA). Both the United States Department of Health and Human Services and the United States Department of Education Family Policy Compliance Office have stated that student records under FERPA are not subject to HIPAA. Therefore, District schools will comply with FERPA's confidentiality provisions rather than HIPAA's.

The District will seek Medicaid eligibility information to determine if services to a student may be billed. Bills will be processed electronically for Medicaid reimbursement for qualified services to eligible special education and Section 504 students. The District will comply with HIPAA's electronic transactions requirements. Procedures and safeguards will be developed to protect the privacy of health information and prevent wrongful user and disclosure. At a minimum, the policy and procedure for student records will comply with the Family Educational Rights and Privacy Act of 1974 (FERPA) with assurances that the District has obtained authorization from the parent or adult student prior to the release of protected health information for the purpose of Medicaid billing. Individuals involved in the Medicaid billing process for the District shall be trained on the privacy procedures. Discipline shall be imposed, up to and including discharge, for staff who wrongfully uses or discloses protected health information.

Legal Reference: Connecticut General Statutes

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

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

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

10- 209 Records not to be public

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

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

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

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

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

**Students**

**Health/Medical Records**

42 U.S.C. 1320d-1320d-8, P.L. 104-191, Health Insurance Portability and Accountability Act of 1996 (HIPAA)

65 Fed. Reg. 50312-50372

65 Fed. Reg. 92462-82829

63 Fed. Reg. 43242-43280

67 Fed. Reg. 53182-53273

**Policy Adopted:** \_\_\_\_\_

GROTON PUBLIC SCHOOLS  
Groton, Connecticut

## Students

### Physical Restraint/Seclusion/Exclusionary Time Out

#### Persons at Risk:

~~It is the policy of the Groton Board of Education that no district staff member shall use involuntary physical restraint on a person at risk or involuntarily place a person at risk in seclusion, unless such restraint or seclusion conforms with Connecticut state law and regulations.~~

The Board of Education (Board) believes that maintaining an orderly, safe environment is conducive to learning and is an appropriate expectation of all staff members within the district. To the extent that staff actions comply with all applicable statutes and Board policy governing the use of physical force, including physical restraint of students and seclusion of students, staff members will have the full support of the Board in their efforts to maintain a safe environment.

The Board recognized that there are times when it becomes necessary for staff to use reasonable restraint or place a student in seclusion as an emergency intervention to prevent immediate or imminent injury to the student or others.

“A student ~~person at risk~~,” for the purposes of this policy, means a child (A) enrolled in grades preschool/prekindergarten to twelve, inclusive, in a public school under the jurisdiction of a local or regional Board of Education, (B) receiving special education and related services in an institution or facility operating under contract with a local or regional Board of Education, (C) enrolled in a program or school administered by a regional education service center, or (D) receiving special education and related services from an approved private education program but shall not include any child receiving educational services from Unified School district #2 or the Department of Mental Health and Addiction Services. ~~includes a child requiring special education, pursuant to the Individuals with Disability Education Act and related state laws, as well as a child who is being evaluated for eligibility and is awaiting a determination regarding eligibility.~~

In addition, no district staff member shall use a life-threatening physical restraint, as defined by state law, on a ~~person at risk~~ student.

Each ~~incident~~ act of ~~involuntary~~ physical restraint or ~~involuntary~~ seclusion will be documented in the ~~person at risk~~ students's educational record. The information included in the documentation of the use of physical restraint or seclusion in the student's record will be recorded in compliance with state law and will include a detailed description of the nature of the restraint or the seclusion and its duration. ~~, and its effect on the person's established medical or behavioral or educational plan. In the case of emergency use.~~ The documentation will include the nature of the emergency and what other steps, including attempts at verbal de-escalation, were taken to prevent the emergency from arising if there were indications that such an emergency was likely to arise.

The Board shall notify the parent or guardian of each incident in which a ~~person of risk~~ student is placed in seclusion or physically restrained. Parental notice will be provided in accordance with Connecticut state law and regulations and will be provided within 24 hours after the physical restraint or seclusion is used on the student.

Any ~~person at risk~~ student who ~~that~~ is physically restrained or is ~~involuntarily~~ placed in seclusion will be monitored by an appropriate staff member as required by state law and regulations.

The Board has developed regulations that establish the monitoring and the internal reporting of the use of physical restraint and seclusion ~~on persons at risk of a student~~. The Board shall record each instance of the use of physical restraint or seclusion and the nature of the emergency that necessitated its use and include such information in an annual compilation on its use of restraint and seclusion as required by state law and its correlating regulations.

## Students

The Board requires training of staff members responsible for the care, education or supervision of ~~person-of-risk students~~ in the use of physical restraint or seclusion ~~on persons at risk~~ of students. Only staff members who have received training in physical management, physical restraint and seclusion procedures, in accordance with state law and regulations, may physically restrain or ~~remove a persons at risk~~ monitor a student in ~~to~~ seclusion.

The most restrictive type of “time out”, “exclusionary time out”, means a temporary, continuously monitored separation of a student from an ongoing activity in a non-locked setting, for the purpose of calming such student or de-escalating such student’s behavior. Exclusionary time out is characterized by the removal of the student from all probable reinforces by being placed in a different location where the student is under the constant supervision of a qualified staff or may be engaged in de-escalation exercises or restitution procedures with a staff member. However, in such a situation the student cannot be prevented from leaving the space, room, or area. Should the student NOT BE PERMITTED to leave the space by the adult, the procedure no longer meets the criteria of a “time out”; rather, the incident becomes a “seclusion” as defined in Connecticut state statute and staff must follow the required documentation, notification, and protocol procedures.

### Regular Education Students:

A regular education student who is neither a student eligible for special education nor is being evaluated for special education eligibility is not covered under the Board ~~of Education~~’s seclusion, ~~and~~ restraint, ~~and~~ exclusionary time out policy or regulations pursuant to the IDEA and related Connecticut laws. ~~as the regular education student is not a person at risk.~~

In accordance with state law, a teacher or other staff member entrusted with the care and supervision of a minor for school purposes may use reasonable physical force upon such minor when and to the extent the staff member reasonably believes such to be necessary to protect himself or others from immediate physical injury. ~~, obtain possession of a dangerous instrument or controlled substance, protect property from physical damage or restrain such minor, or remove such minor to another area, to maintain order.~~

The Board shall maintain a safe school setting in accordance with state law and nothing in this policy shall be construed to interfere with the Board ~~of Education~~’s responsibilities under Connecticut General Statutes §10-220 or to supersede the provisions of subdivision (g) of section 53a-18 of the Connecticut General Statutes concerning the use of reasonable physical force.

### Legal References:

#### Connecticut General Statutes

10-76b State supervision of special education programs and services.

10-76d Duties and powers of boards of education to provide special education programs and services.

10-236b Physical restraint and seclusion of students by school employees. (as amended by PA 17-220 and PA 18-51)

46a-150 Definitions. (as amended by PA 07-147 and PA 15-141)

46a-152 Physical restraint, seclusion and use of psychopharmacologic agents restricted. Monitoring and documentation required.

46a-153 Recording of use of restraint and seclusion required. Review of records by state agencies. Reviewing state agency to report serious injury or death to Office of Protection and Advocacy for Persons with Disabilities and to Office of Child Advocate. (as amended by PA 12-88)

53a-18 Use of reasonable physical force or deadly physical force generally.

53a-19 Use of physical force in defense of person

53a-20 Use of physical force in defense of premises.

53a-21 Use of physical force in defense of property.

**Students**

PA 15-141 An Act Concerning Seclusion and Restraint in Schools.  
State Board of Education Regulations Sections 10-76b-5 through 10-76b-11.  
State Board of Education Regulations Sections 10-76b-5 through 10-76b-11.

**Policy Adopted: December 10, 2012**  
Revised:

Groton Public Schools  
Groton Connecticut

### Physical Restraint/Seclusion/Exclusionary Time Out

It is the intent of the Groton Public Schools to comply fully with all relevant laws and regulations pertaining to the use of seclusion and restraint of ~~persons with disabilities who are~~ “~~persons at risk~~ students” as defined by state law. The following sets forth the regulations of the Groton Public Schools with respect to the use of seclusion, ~~and~~ restraint and ~~exclusionary time out~~ of ~~students~~ ~~persons at risk~~. Any personnel charged with implementation of these regulations must complete training in Physical Management Techniques (PMT) approved by the Groton Public Schools and must comply with these regulations at all times. Failure to comply with these regulations may result in disciplinary action up to and including termination of employment or contracts with the Groton Public Schools.

#### I. Definitions

- (a) **“Students ~~Person at risk~~”**: For the purposes of this regulations, a student means a child (A) enrolled in grades kindergarten to twelve, inclusive, in a public school under the jurisdiction of a local or regional Board of Education, (B) receiving special education and related services in an institution or facility operating under contract with a local or regional Board of Education, (C) enrolled in a program or school administered by a regional education service center, or (D) receiving special education and related services from an approved private education program but shall not include any child receiving educational services from Unified School District #2 or the Department of Mental Health and Addiction Services. ~~a “person at risk” is a child requiring special education pursuant to the Individuals with Disabilities Education Act and related state laws, or a child who is being evaluated for eligibility for special education services and is awaiting a determination regarding eligibility (referenced herein also as “student”).~~
- (b) **“School employee”** means a teacher, substitute teacher, school administrator, superintendent, guidance counselor, psychologist, social worker, nurse, physician, school paraprofessional, or coach employed by the board of education or working in a public elementary, middle or high school; or any other individual who, in the performance of his/her duties has regular contact with students and who provides services to or on behalf of students enrolled in the district’s schools, pursuant to a contract with the board of education. ~~“Provider”: A “provider” is a staff person, either certified or non-certified, who provides direct care, education or supervision of a person at risk.~~
- (c) ~~“Assistant provider”: An “assistant provider” is a staff person, either certified or non-certified, who is assigned to provide, or who may be called upon in an emergency to provide, assistance or security to a provider of care, education or supervision of a person at risk.~~
- (d) **“Life threatening physical restraint”**: Means any physical restraint or hold of a person that restricts the flow of air into a person’s lungs, whether by chest compression or other means, ~~or immobilizes or reduces the free movement of a~~

person's arms, legs or head while the person is in the prone position. Chest compressions provided in an emergency for the purpose of cardio-pulmonary resuscitation are not life threatening physical restraint.

- (e) **“Physical restraint”**: Means any mechanical or personal restriction that immobilizes or reduces the free movement of a person's arms, legs, or head, **including, but not limited to, carrying or forcibly moving a person from one location to another.** The term does not include (1) Briefly holding a person in order to calm or comfort the person; (2) restraint involving the minimum contact necessary to safely escort a person from one area to another; (3) medical devices, including but not limited to supports prescribed by a health care provider to achieve proper body position or balance; (4) helmets or other protective gear used to protect a person from injuries due to a fall; or (5) helmets, mitts, and similar devices used to prevent self injury when the device is part of a documented individualized education program (IEP) and is the least restrictive means available to prevent such self-injury **or an exclusionary timeout.**
- (f) **“Psychopharmacological agent”**: Means any medication that affects the central nervous system, influencing thinking, emotion, or behavior.
- (g) **“Seclusion”**: Means the **involuntary** confinement of a person in a room, ~~whether alone or with staff supervision, in a manner that prevents the person from leaving from which the student is physically prevented from leaving.~~ Seclusion does not include ~~disciplinary detention or in-school suspension, an exclusionary time out.~~
- (h) ~~“Time-out”: Means the assignment of a person at risk to a specific location for a legitimate pedagogical and/or disciplinary purpose, in compliance with a Behavior Intervention Plan (BIP) or Individualized Education Plan (IEP), if applicable, or when the student's behavior impedes his/her own learning or the learning of others. Time-out may also be a removal pursuant to definition (i) below.~~
- (i) ~~“Exclusion”: Means any denial of public school privileges to a student for disciplinary purposes, including but not limited to time-out, removal, in-school and out-of-school suspension and expulsion.~~
- (j) **“Exclusionary time out”**: means a temporary, continuously monitored separation of a student from an ongoing activity in a non-locked setting, for the purpose of calming such student or deescalating such student's behavior.
- (k) **“Removal”**: Pursuant to state law. Refer to Policy 5114 Suspension/Expulsion. ~~“removal” means an exclusion from a classroom for all or part of a single class period, provided such exclusion shall not extend beyond ninety minutes or a single class period, whichever comes first. Exclusions lasting longer than the prescribed time allowed for a removal may be considered an in-school suspension, and should follow the policies and procedures prescribed by the Board for in-school suspension of students, subject to modification by the student's BIP or IEP, as applicable.~~

- (l) **“Behavior Intervention”**: Supports and other strategies developed by the Planning and Placement Team (“PPT”) to address the behavior of a student that impedes the learning of the person at risk or the learning of others.

## ~~H. Removal and Time-out~~

~~Removal and time-out are not procedures subject to the rules and requirements applicable to seclusion and restraint, but are dealt with in these regulations for purposes of making the distinction and providing guidance to staff.~~

### Removal

~~Teachers are authorized to remove a student from class when such student deliberately causes a serious disruption of the educational process within the classroom. No student may be removed from class more than six (6) times in any school year nor more than two (2) times in any one week unless such student is referred to the building principal or designee and is granted an informal disciplinary hearing. As a matter of course, all students removed from class shall be sent to the office of the building principal or designee for purposes of this informal hearing, except as may be otherwise specified in the student’s BIP or IEP. Whenever a teacher removes a student from the classroom, the teacher shall send the student to a designated area and shall immediately inform the building principal or designee as to the name of the student against whom disciplinary action was taken and the reason for the disciplinary action.~~

### Time-out

~~Time-out is a behavior management strategy that provides a student with quiet time, thinking time, or cooling off time so that s/he can calm down and regain control of his/her behavior. A time-out space is a designated space within the school that is generally quieter and less stimulating than the space previously assigned to the student. The student is not physically prevented from leaving, although disciplinary consequences may follow from the student’s failure to remain in the space for the designated period of time (typically 5 to 10 minutes).~~

~~The following procedures apply unless superseded by a student’s Behavior Intervention Plan (BIP) and/or IEP:~~

- ~~(1) Before issuing a time-out the staff member will provide the student with any appropriate warnings and cues, which may include: (a) a verbal warning, (b) redirection, or (c) an offer to take a short break from instruction or instructional activities. If the student voluntarily removes him/herself from the activity and takes a break, this will be recorded as a “voluntary time-out”.~~
- ~~(2) If the behavior persists despite any cues or warnings as appropriate, or if the behavior seriously disrupts the educational process, the staff member may designate a time-out by temporarily removing a student to a designated chair or~~

~~space within the classroom or an adjacent office. The student must remain within the line of sight of a supervising staff member.~~

- ~~(3) Upon completing the required time out, the student will return to his/her regularly scheduled activities.~~
- ~~(4) A staff member will record each use of time out (voluntary or involuntary) using the appropriate district form.~~

### III. Procedures for Exclusionary Time Out for students

1. Exclusionary time outs are not to be used as a form of discipline;
2. most restrictive level of time out;
3. removes the student from all probable reinforcers;
4. student cannot observe the ongoing activities;
5. at least one school employee remain with the student, or be immediately available to the student such that the student and school employee are able to communicate verbally, throughout the exclusionary time out;
6. the space used for an exclusionary time out is clean, safe, sanitary, and appropriate for the purpose of calming such student or deescalating such student's behavior;
7. the exclusionary time out period terminate as soon as possible; and
8. if such student is a child requiring special education, as defined in C.G.S. 10-76a, or a child being evaluated for special education, pursuant to C.G.S. 10-76d, and awaiting a determination, and the interventions or strategies are unsuccessful in addressing such student's problematic behavior, such student's planning and placement team shall convene as soon as is practicable to determine alternative interventions or strategies;
9. may be engaged in de-escalation exercises or restitution procedures.

### V. Seclusion

Seclusion shall not be utilized as a planned intervention in a student's behavioral intervention plan, individualized education program or plan pursuant to Section 504 of the Rehabilitation Act of 1973, as amended from time to time.

No school employee ~~provider or assistant provider~~ may ~~involuntarily~~ place a student ~~person at risk~~ in seclusion except ~~(1)~~ as an emergency intervention to prevent immediate or imminent injury to the person or others, provided the seclusion is not used for discipline or convenience and is not used as a substitute for a less restrictive alternative, ~~or (2) as specifically provided for in the student's IEP.~~

~~Examples of behaviors that may lead to seclusion may include, but are not limited to the following: (1) physical aggression, (2) damaging property, (3) possession of dangerous items or substances, (4) serious verbal or physical threats, (5) unauthorized departure from the classroom or building. Except in the case of an emergency situation where prevention of immediate or imminent injury to the person or others must take priority, less restrictive alternatives must be considered prior to use of the seclusion procedure, and seclusion would be appropriate only if the student is non-compliant with less restrictive alternatives such as voluntary removal and compliance with disciplinary consequences.~~

Examples of emergency versus non-emergency situations are reviewed in the annual PMT training.

A child may not be placed in seclusion if the child has any known medical condition that a licensed health care provider has indicated will be directly and adversely impacted by the use of seclusion. The health care provider must submit to the district a written statement which shall be included in the child's educational record.

~~Any room used for seclusion must be sized for the chronological and developmental age, size and behavior of the child, with a ceiling height comparable to the ceiling height of other rooms in the building in which it is located and shall be equipped with heating, cooling, ventilation and lighting systems that are comparable to the systems in use in the other rooms of the building in which it is located. The room shall be free of any object that poses a danger to the child. Any lock used on the door must be equipped with a device that automatically disengages the lock in case of emergency. Any latching or securing of the door, whether by mechanical means or by a provider or assistant holding the door in place to prevent the child from leaving the room, must be able to be removed in the case of any emergency. An emergency for these purposes includes but is not limited to the need to provide direct and immediate medical attention to the child, fire, the need to remove the child to a safe location during a building lockdown and other critical situations that may require immediate removal of the child to a safe location. An unbreakable observation window shall be located in a wall or door to permit frequent visual monitoring of the child in the room.~~

Seclusion may be accomplished with either an "open door" or "closed door" but in either case, the student is physically prevented from leaving the assigned area until behavioral control is restored. ~~If a student's behavior warrants seclusion, the student is either directed or escorted to the seclusion area. If the student refuses to comply with the direction to proceed to the seclusion area, the provider or assistant provider will provide a verbal warning of the consequences of non-compliance. If the student continues to be non-compliant, the student may be physically escorted by a provider or assistant provider.~~

The following Procedures for Seclusion apply ~~unless superseded by the student's BIP or IEP:~~

- (1) ~~Upon the student's arrival in the seclusion area, the door should be left open and a timer is placed outside the door designating the number of minutes that the student must exhibit acceptable behavior in seclusion before being allowed to return to regularly scheduled activities (usually 5 to 10 minutes). The door~~

~~to the seclusion area~~ will remain open unless the student exhibits behavior that presents a danger to him/herself ~~on the way to the seclusion area, or upon arrival or once in the seclusion space~~, or the student's behaviors become loud and disruptive such that they interfere with nearby instruction.

- (2) A ~~provider or assistant provider~~ school employee will remain with the student ~~outside the open door~~ and refrain from conversation with the student. In the event that the student attempts to leave the area prior to the completion of the seclusion period, the school employee ~~provider or assistant provider~~ will attempt to issue a verbal warning to remind the student of the consequences of non-compliance. If this is not possible, the school employee ~~provider or assistant provider~~ will physically block the student's departure from the ~~seclusion area~~ room using appropriate PMT strategies. If physical restraint is applied to the student to prevent the student from leaving the room ~~seclusion area~~, procedures applicable to physical restraint must be applied.
- ~~(3) If the door must be closed, the supervising staff member must remain outside the door, holding the latch in the lock position (if applicable) and watching the student. Line of sight supervision must be maintained at all times. In no event may seclusion be extended for more than a total of sixty (60) minutes, unless emergency personnel have been summoned and the student is awaiting transport to an emergency facility and continuing to present dangerous behaviors, or upon written authorization of the building principal or designee.~~
- (4) While in the room ~~seclusion area~~, the student must refrain from any inappropriate behavior, including but not limited to (a) cursing, (b) yelling, (c) banging on the floor, walls or door of the seclusion space, or (d) threatening.
- ~~(5) In the event that the student engages in any inappropriate behavior during the seclusion period, the timer is stopped and is restarted only when the student has ceased to engage in the target behaviors. If the student does not cease to engage in the target behaviors upon verbal redirection, and if the student's behavior is potentially harmful to self or others or to property, the provider or assistant provider may use appropriate PMT techniques to assist the student in regaining control. If physical restraints are applied, procedures applicable to the use of physical restraint must be followed.~~
- ~~(6)~~ The school employee ~~provider or assistant provider~~ will remain in line of sight of the student at all times and will maintain data on the student's behavior while in seclusion. **An administrator, as defined in Section 10-144e of the general statutes, or such administrator's designee, a school health or mental health personnel, or a board certified behavioral analyst,** who has received training in the use of physical restraint and seclusion, shall determine whether continued physical restraint or seclusion is necessary to prevent immediate or imminent injury to the student or to others. In the event that the student is restrained or excluded for a period exceeding 15 minutes, and upon

a determination that such continued physical restraint or seclusion is necessary, such individual shall make a new determination every 30 minutes thereafter regarding whether such physical restraint or seclusion is necessary to prevent immediate or imminent injury to the student or to others. ~~The provider or assistant provider shall record an evaluation taken at a minimum of five (5) minute increments, of any indications of physical distress on the part of the student placed in seclusion. A record of the seclusion and behavior during seclusion shall be maintained on the appropriate district form, which shall include the nature of the emergency or provision of the student's IEP that necessitated the use of seclusion. In the case of emergency, the record shall include the nature of the emergency and what other steps, including attempts at verbal de-escalation, were taken to prevent the emergency from arising (if there were any indications that the emergency was likely to arise), and a detailed description of the nature of the restraint or seclusion, its duration and effect on the student's established medical or behavioral support or educational plan.~~

- (7) The student will be permitted to leave the ~~seclusion area~~ upon completion of the seclusion period, which will be determined by ~~(a) the student's IEP, or (b) five (5) to ten (10) minutes of quiet and appropriate safe behavior, during which the school employee provider or assistant provider judges determines that the student is no longer in imminent risk of injury to himself/herself or others. has regained sufficient behavioral control to be released.~~
- (8) Upon completion of the seclusion period, the student will be given a brief explanation of why the seclusion period has ended (e.g., you have been sitting quietly for 5 minutes) and permitted to return to regularly scheduled activities or assigned to another designated space for further disciplinary action as appropriate.
- (9) If the student has engaged in any behavior during seclusion that was dangerous to his/her physical safety or the safety of others, the student shall be examined by the school nurse or other qualified medical personnel before proceeding to the next activity or location. If the use of seclusion results in physical injury to the student, such instance of physical injury must be reported to the State Department of Education.
- (10) Each instance of seclusion shall be reported to the Director of Special Education and to the parent or legal guardian of the student within twenty-four (24) hours following the incident resulting in seclusion. The parent shall be sent a copy of the incident report no later than two business days after the incident. The incident report must specify whether the use of seclusion was an emergency or was in accordance with an individualized education program; the number and nature of each instance of seclusion shall be included in an annual compilation of data. The incident report must also include 1) in the case of emergency use, the nature of the emergency and what other steps,

including attempts at verbal de-escalation, were taken to prevent the emergency from arising if there were indications that such an emergency was likely to arise, and (2) a detailed description of the nature of the restraint or seclusion, its duration and its effect on the person's established medical or behavioral support or educational plan.

## VI. Physical Restraint

No provider of care, education or supervision of a ~~student person-at-risk~~ and no assistant provider may use a life-threatening physical restraint on a ~~student person-at-risk~~. No ~~school employee provider or assistant provider~~ may use ~~involuntary~~ physical restraint on a ~~student person-at-risk~~ except as an emergency intervention to prevent immediate or imminent injury to the ~~student person-at-risk~~ or others, provided the restraint is not used for discipline or convenience and is not used as a substitute for a less restrictive alternative. All less restrictive alternatives will be considered and/or explored as appropriate prior to the application of physical restraint. Only providers or assistant providers who have been trained in PMT techniques at a course of training approved by the Groton Public Schools are permitted to use physical restraint.

The following Procedures for Physical Restraint shall apply ~~unless superseded by individualized procedures applicable to an individual student~~:

- (1) A ~~provider or assistant provider~~ school employee will be called to respond to the situation requiring PMT intervention.
- (2) **An administrator, as defined in Section 10-144e of the general statutes, or such administrator's designee, a school health or mental health personnel, or a board certified behavioral analyst, who has received training in the use of physical restraint and seclusion, shall determine whether continued physical restraint or seclusion is necessary to prevent immediate or imminent injury to the student or to others. Upon a determination that such continued physical restraint or seclusion is necessary, such individual shall make a new determination every 30 minutes thereafter regarding whether such physical restraint or seclusion is necessary to prevent immediate or imminent injury to the student or to others.**  
~~The school nurse will be called to the site to monitor the physical condition of the student being restrained.~~
- (3) Physical restraint will be applied in the least restrictive manner appropriate to ~~gain behavioral control~~ maintain the safety of the student, using the least amount of force needed, and for the least amount of time necessary.
- (4) Physical restraint shall be terminated when the ~~provider or assistant provider~~ school employee determines that the student has regained physical and/or emotional control and no longer poses ~~a threat~~ an immediate risk to him/herself and/or others.

- ~~(5) — The student who is being physically restrained shall be continuously monitored by a provider or assistant provider, and shall be regularly evaluated for indications of physical distress. Line of sight supervision must be maintained at all times while the student is being physically restrained. The provider or assistant provider shall enter observations, recorded at intervals of no less than five (5) minutes, on (or to be transferred to) the appropriate district form, to be retained in the student's educational record. The record shall also include, in the case of emergency use, the nature of the emergency and what other steps, including attempts at verbal de-escalation, were taken to prevent the emergency from arising (if there were indications that the emergency was likely to arise), and a detailed description of the nature of the restraint, its duration and effect on the student's established medical or behavioral support or education plan.~~
- ~~(6) — Physical restraint is not permitted to last more than twenty (20) minutes without review and approval by the building principal or designee. Approval by the building principal or designee for continuation of physical restraint must be provided for every ten (10) minute increment thereafter. At each such interval, consideration must be given to moving to a less restrictive alternative, such as seclusion or time-out. In no event may physical restraint be extended for more than a total of sixty (60) minutes, unless emergency personnel have been summoned and the student is awaiting transport to an emergency facility and continues to exhibit dangerous behaviors.~~
- (7) Each instance of physical restraint shall be reported to the Director of Special Education and to the parent or legal guardian of the student within twenty-four (24) hours following the incident resulting in physical restraint. The parent shall be sent a copy of the incident report no later than two business days after the incident. The incident report must include 1) the nature of the emergency and what other steps, including attempts at verbal de-escalation, were taken to prevent the emergency from arising if there were indications that such an emergency was likely to arise, and (2) a detailed description of the nature of the restraint or seclusion, its duration and its effect on the person's established medical or behavioral support or educational plan. The District shall annually compile the instances of the use of restraint, including the nature of the emergency.
- (8) Once the physical restraint has been terminated, the student shall be examined by the school nurse or other qualified medical personnel for signs of any physical injury. If the use of physical restraint results in physical injury to the student, such instance of physical injury must be reported to the State Department of Education.

## VII. Use of Psychopharmacologic Agents

No school employee ~~provider or assistant provider~~ may use a psychopharmacologic agent on a ~~person-at-risk~~ student without the ~~person-students's~~ consent and the consent of the student's ~~parent/guardian~~ except (1) as an emergency intervention to prevent immediate or imminent

injury to the person or to others, or (2) as an integral part of the ~~person~~ students's established medical or behavioral support or educational plan or as part of a licensed practitioner's orders. The use of psychopharmacologic agents, alone or in combination, may be used only in doses that are therapeutically appropriate and not as a substitute for other appropriate treatment.

Only a school nurse is permitted to administer psychopharmacologic medication to students and only in compliance with the prescription orders of a licensed physician. Records of all medication administration shall be maintained by the school nurse in accordance with the usual requirements for same.

### VIII. Parent Notification

Each instance of emergency use of physical restraint or seclusion to prevent immediate or imminent injury to the ~~person~~ student or others must be reported to the parent or legal guardian of the student within twenty-four (24) hours following the incident. A provider should place a telephone call to the parent or guardian at the numbers provided on the emergency contact form for the student. If the parent or guardian is not available, the information relating to the incident should not be left in a message but a message should be left for the parent or guardian to call to obtain further information. E-mail correspondence may be sent to the parent or guardian if a secure e-mail address has been provided to the school for this purpose. The school shall send a copy of the incident report to the parent no later than two (2) school days after the emergency use of physical restraint or seclusion.

~~Where seclusion is included in the child's IEP, the PPT and the parents must determine a mutually agreeable timeframe and manner of notification of each incident of seclusion.~~

At the initial planning and placement team (PPT) meeting for a student ~~who is a "person at risk"~~, the school shall inform the parent, guardian, surrogate parent, or student (if over the age of 18 years and guardianship has not been transferred) of the laws relating to physical restraint and seclusion and the rights of such parent, guardian, surrogate parent, or student under the laws and regulations adopted by the State Board of Education relating to physical restraint and seclusion.

### **Required Meetings**

#### **A. Students not Eligible for Special Education (and not being evaluated for eligibility for special education)**

1. In the event that physical restraint or seclusion is used on a student four (4) or more times within twenty (20) school days, a team composed of an administrator, one or more of the student's teachers, a parent or guardian of the student, and, if any, a school mental health professional, shall convene to:
  - a. conduct or revise a behavioral assessment of the student;
  - b. create or revise any applicable behavior intervention plan; and
  - c. determine whether such student may require a referral for consideration for special education.

**B. Students not Eligible for Special Education**

1. The requirement to convene this meeting shall not supersede the District's obligation to refer a student to a planning and placement team ("PPT") as may be required in accordance with federal and state law.

**C. Students Eligible for Special Education (and students being evaluated for eligibility for special education)**

In the event that physical restraint or seclusion is used on a student four (4) or more times within twenty (20) school days, the student's PPT shall convene to:

1. conduct or revise a functional behavioral assessment ("FBA");
2. create or revise any applicable behavior intervention plan ("BIP"), including but not limited to, such student's individualized education program ("IEP"); and
3. review or revise the student's IEP, as appropriate.

- D. A District and/or school administrator(s) shall determine the school employee(s) responsible for reviewing the number of occurrences of the use of physical restraint or seclusion on a monthly basis to ensure that the appropriate meeting(s) has been convened following the fourth occurrence of physical restraint or seclusion in a twenty (20) day period.

**Training of School Employees**

The Board will provide training to the members of the crisis intervention team for each school in the district. The Board may provide such training to any teacher, administrator, school paraprofessional and other school employees designated by the school principal and who has direct contact with students. The training shall be provided during the school year commencing July 1, 2017, and annually thereafter.

The training will include, but not be limited to:

1. An overview of the relevant laws and regulations regarding the use of physical restraint and seclusion on students and the proper uses of physical restraint and seclusion. Such overview shall be in a manner and form as prescribed by the State Department of Education.
2. The creation of a plan by which the Board will provide training and professional development regarding the prevention of incidents requiring physical restraint or seclusion of students.
3. The Board will create a plan, to be implemented not later than July 1, 2018, requiring training regarding the proper means of physical restraint or seclusion of a student, including, but not limited to:
  - a. Verbal defusing or de-escalating;
  - b. Prevention strategies;
  - c. Various types of physical restraint and seclusion;

- d. The differences between life-threatening physical restraint and other varying levels of physical restraint;
- e. The differences between permissible physical restraint and pain compliance techniques;
- f. Monitoring methods to prevent harm to a student who is physically restrained or in seclusion, including training in the proper means of physically restraining or secluding a student; and
- g. Recording and reporting procedures on the use of physical restraint and seclusion.

### **Crisis Intervention Teams**

- 1. Annually, each school shall identify a crisis intervention team. Such team shall consist of any teacher, administrator, school paraprofessional or other school employee designated by the school principal and who has direct contact with students and trained in the use of physical restraint and seclusion.
- 2.
- 3. The Crisis Intervention Team will respond to any incident in which the use of physical restraint or seclusion may be necessary as an emergency intervention to prevent immediate or imminent injury to a student or to others.
- 4.
- 5. Each member of the crisis intervention team shall be recertified in the use of physical restraint and seclusion annually. The Board shall maintain a list of the members of the crisis interventional team for each school.
- 6.
- 7. This policy and procedures is available on the District’s website and in the Board’s procedural manual. The policy shall be updated not later than sixty (60) days after the adoption or revision of regulations promulgated by the State Board of Education.

### **IX. Retention of Records and Notification to the State Department of Education**

As indicated above, detailed records shall be maintained of each instance of physical restraint or seclusion of a student who is a “~~person at risk~~ student” and such records shall be maintained in the student’s educational record for future reference. At such time as the State Department of Education provides a form for the use of school districts in collecting this information, such form shall be used for this purpose. Such reports shall be completed no later than the school day following the incident. Parents and legal guardians and eligible students are entitled to examine and/or obtain copies of such records upon request, in accordance with Board policies concerning retention and destruction of educational records.

Records of instances of physical restraint and seclusion for all students in the district shall be compiled in a format designated by the State Department of Education for future review and examination on an annual basis, should the State Department of Education choose to review such records.

In the event that any instance of seclusion or physical restraint results in physical injury to a student who is a “**person at risk student**”, such instance shall be reported to the State Department of Education. Staff should be aware that the State Department of Education will report any instance of serious physical injury or death resulting from physical restraint or seclusion to the Office of Protection and Advocacy for Persons with Disabilities and to the Office of the Child Advocate.

**Legal Reference:** Connecticut General Statutes  
10-76b State supervision of special education programs and services.  
10-76d Duties and powers of boards of education to provide special education programs and services.  
10-236b Physical restraint and seclusion of students by school employees. (as amended by PA 17-220 and PA 18-51)  
46a-150 Definitions. (as amended by PA 07-147 and PA 15-141)  
46a-152 Physical restraint, seclusion and use of psychopharmacologic agents restricted. Monitoring and documentation required.  
46a-153 Recording of use of restraint and seclusion required. Review of records by state agencies. Reviewing state agency to report serious injury or death to Office of Protection and Advocacy for Persons with Disabilities and to Office of Child Advocate. (as amended by PA 12-88)  
53a-18 Use of reasonable physical force or deadly physical force generally.  
53a-19 Use of physical force in defense of person.  
53a-20 Use of physical force in defense of premises.  
53a-21 Use of physical force in defense of property.  
PA 07-147 An Act Concerning Restraints and Seclusion in Public Schools.  
PA 15-141 An Act Concerning Seclusion and Restraint in Schools.  
State Board of Education Regulations Sections 10-76b-5 through 10-76b-11.

**Policy Adopted: December 10, 2012**

GROTON PUBLIC SCHOOLS  
Groton, Connecticut

**P 5223**

**Students**

**Physical Restraint/Seclusion/Exclusionary Time Out**

Replaced with P 5144.1

## Instruction

### Special Education

#### Independent Educational Evaluations (IEE)

The Groton Board of Education (Board) recognizes that according to state and federal special education law, parents/guardians have the right to an Independent Educational Evaluation (IEE) of their child at public expense when an evaluation has been completed by the Board and the parent/guardian disagrees with that evaluation. In some instances, parents/guardians may wish to exercise their rights pursuant to their Procedural Safeguards in Special Education to obtain an IEE at public expense. The Board has established, through this policy, the necessary procedures for obtaining an IEE and the criteria for the selection of an appropriate evaluator.

When conducting an evaluation, the District shall use a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information, including information provided by the parent, about the student that may assist in determining whether the child is a child with a disability and the content of the student's Individualized Education Program (IEP), including information related to enabling the child to be involved in and progress in the general education curriculum.

The District will not use any single measure or assessment as the sole criterion for determining whether a student is a student with a disability and/or for determining the content of the student's IEP. The evaluation of a student shall be sufficiently comprehensive to assess the student in all areas related to the suspected disability and must identify all of the student's special needs.

The Board believes that the District and the parent/guardian should work collaboratively when determining the assessments that will be included in an evaluation in order to help ensure that the evaluation is sufficiently comprehensive to identify all of the student's special needs.

#### Definitions

An **Independent Educational Evaluation (IEE)** is an evaluation conducted by a qualified examiner who is not employed by this Board, which is the public agency responsible for the education of the child. (34 CFR §300.502(a)(3)(i))

An **Evaluation** means the formal testing and/or assessment procedures used to determine whether a child has a disability and the nature and extent of the special education and related services the child needs.

At **Public Expense** means that the District either pays for the full cost of the evaluation or ensures that the evaluation is otherwise provided at no cost to the parents/guardians. (34 CFR §300.502(a)(3)(ii))

## Independent Educational Evaluations (IEE)

### A. Initiating the Request

1. A parent/guardian has the right to an IEE at public expense when there is disagreement with an evaluation obtained by the District. A parent/guardian is entitled to only one IEE at public expense each time the District conducts an evaluation with which the parent/guardian disagrees. The District may deny public funding of an IEE, and need not request a due process hearing, if the IEE is requested over two years after the District completed its evaluation. (This aligns with the two-year period under the IDEA and state law with which to file a due process complaint.)
2. A parent/guardian does not have the right to an IEE at public expense if the District declines to conduct an initial evaluation to determine eligibility for special education. When a parent/guardian disagrees with the District's decision to not conduct an initial evaluation, he/she may use the dispute resolution options, including administrative complaint, mediation and due process hearing in order to pursue an evaluation by the District.
3. The Board recognizes the right of a parent/guardian to ask for an IEE at public expense in an area that was not previously assessed by the District's evaluation to assess the student in that area to determine whether the student has a disability and the nature and extent of the special education and related services that the student requires. The District, in such a situation, shall not conduct its own evaluation in the given area prior to granting the parent's /guardian's request for an IEE.
4. A parent/guardian may disagree with an evaluation obtained by the District, obtain an independent educational evaluation at his/her own expense and then request District reimbursement. This is considered a request for reimbursement for public expense requiring the District to file a request for a due process hearing or ensure the IEE is provided at public expense.

### B. The IEE Request

1. A request for an IEE at public expense should be made at a Planning and Placement Team (PPT) meeting. If the request is made outside of a PPT, the District may convene a PPT meeting to review the request. If the request is made at a PPT meeting, a decision need not be reached at that time. However, a response shall be made without "unnecessary delay."
2. If a parent/guardian requests an IEE at public expense outside of a PPT meeting the District shall not require the parent/guardian to discuss his/her IEE request for an IEE at a PPT meeting before the District decides whether to provide the IEE at public expense or file a request for a due process hearing. However, the District and the parent/guardian may agree to discuss the request at a subsequent PPT meeting, providing it does not unnecessarily delay the District's decision to either provide the IEE at public expense or file a request for a due process hearing. Parents/guardians are not required to communicate the reason they disagree with the District's evaluation.
3. When a parent/guardian requests an IEE, the District must provide the parent with information about where an IEE may be obtained and the District's IEE criteria. The District shall maintain and provide a list of suggested independent evaluators. A parent/guardian may choose an evaluator from such list or choose an evaluator not on the list who meets the District's criteria.

## **Independent Educational Evaluations (IEE)**

### **C. The District Response**

1. When a parent/guardian requests payment for an IEE, the District shall, without unnecessary delay, either request a due process hearing to show that its evaluation is appropriate, or ensure that an IEE is provided at public expense, unless the school district demonstrates at a due process hearing that the evaluation obtained by the parent/guardian did not meet the school district's IEE criteria.
2. The District shall always respond in writing to a request for an IEE stating whether it will either provide an IEE or whether it intends to file a request for a due process hearing to show that its evaluation is appropriate. During the academic year, the District's response should generally be provided within ten (10) school days of the receipt of the written request or fourteen (14) calendar days of when the written request is made between school years. This timeline assumes that the parent and school district have not agreed to a voluntary resolution period.

### **D. Voluntary Resolution Process**

1. Prior to the District's written response, it is recommended that a parent/guardian and the District engage in a voluntary resolution process with the intent of resolving the issues or concerns related to the parent's request for an IEE.
2. A reasonable time period shall not exceed 20 school days from the initial IEE request during the school year or 30 calendar days when the request is made in between school years, provided that both parties voluntarily agree to engage in this process. This time period is viewed as a necessary delay. The parties may also agree to engage in mediation during this time, which is also be viewed as a necessary delay.
3. If the parties do not resolve the issue after the informal resolution period or mediation, the District shall, without unnecessary delay, either file a request for a due process hearing or ensure that the IEE is provided at public expense. Even if the District files for due process, the parties could continue to engage in the resolution process in an effort to resolve the disagreement.

### **E. Choosing the Independent Evaluator**

The independent evaluator is chosen by the parent/guardian. The District shall provide names, addresses, and telephone numbers of possible IEE evaluators who meet the District's criteria. The parent/guardian may choose an evaluator from the District's list or may choose an evaluator not on the list that meets the District's criteria.

## Independent Educational Evaluations (IEE)

### Criteria/Qualifications for Evaluators (continued)

- A.** The Board establishes the qualification, as listed below for an IEE evaluator. The criteria are the same licensure and/or certification required for the District's own staff conducting the same types of evaluations. However, it is recognized that that there may be instances where the most appropriate individual to conduct an evaluation, given the specific aspect of a disability, might not have a certification from the State Department of Education, or they may not be licensed by any state agency, because such licensure does not exist or is not required by state law.
- B.** Evaluators chosen to conduct independent evaluations must meet all of the criteria established by the District as follows.

#### 1. Minimum Credentials for Evaluators

**a. Psychological Evaluation or Psycho-Educational Evaluation:**

Must meet one of the following groups of criteria:

- (a) Master's degree from an accredited university and appropriate specialist level degree (e.g. Sixth Year Professional Diploma) in School Psychology from an accredited university; and
- (b) Professional Educator Certificate in School Psychology (Endorsement 070) from the State of Connecticut Department of Education; and
- (c) Minimum five (5) years full-time supervised professional experience beyond any internship or practicum experience in a public school setting.

Or:

- (a) Doctor of Philosophy (Ph.D.), Doctor of Education (Ed.D.), or Doctor of Psychology (Psy.D.) in School Psychology, Counseling Psychology, or Clinical Psychology from an accredited university; and
- (b) Valid Connecticut Department of Public Health license as a psychologist; and
- (c) Minimum three (3) years training and experience post-licensure evaluating students of the same age level; and
- (d) Clinical background, advanced training, and recent experience in the areas of disability being evaluated.

**b. Neuropsychological Evaluation:**

A professional who uses the title Neuropsychologist must have adequate specialty level training as this is not a legally regulated title or practice area. The District requires that the following criteria be met:

- (a) Doctor of Philosophy (Ph.D.), Doctor of Education (Ed.D.) or Doctor of Psychology (Psy.D.) in School Psychology, Counseling Psychology, or Clinical Psychology from an accredited university; and
- (b) Valid Connecticut Department of Public Health license as a psychologist; and
- (c) Post-doctoral fellowship in Neuropsychology for two (2) years at an approved facility; and

**Independent Educational Evaluations (IEE)**

- (d) Three (3) years of professional experience in neuropsychology after attaining licensure, working with children and adolescents.
  - (e) Optional: Board certification from the American Board of Professional Psychologists (ABPP), American Board of Clinical Neuropsychologists (ABCN), or the American Board of Pediatric Neuropsychologists (ABPN).
- c. Psychiatric Evaluation:**
- (a) Medical degree (M.D.) from an accredited university; and
  - (b) Clinical training in child and adolescent psychiatry; and
  - (c) Valid license by the State of Connecticut Department of Public Health in good standing; and
  - (d) Board certified by the American Board of Psychiatry and Neurology in the specialty area of Child and Adolescent Psychiatry.
- d. Medical Evaluation:**
- (a) Medical degree (M.D.) from an accredited university; and
  - (b) Clinical training in field of specialty required for evaluation or pediatrics, as applicable; and
  - (c) Valid license issued by the State of Connecticut Department of Public Health in good standing; and
  - (d) Board certified by the appropriate agency in pediatrics or the appropriate field of specialty in which the evaluation is sought.
- e. Occupational Therapy Evaluation:**
- (a) Minimum Bachelor's degree from an accredited university and has graduated from an educational program accredited by the American Occupational Therapy Association; and
  - (b) Valid license issued by the State of Connecticut Department of Public Health in good standing; and
  - (c) Clinical experience in evaluating and treating children and/or adolescents in the area of disability under evaluation.
- f. Physical Therapy Evaluation:**
- (a) Graduate of a school of physical therapy approved by the Board of Examiners for Physical Therapists; and
  - (b) Valid license issued by the State of Connecticut Department of Public Health in good standing; and
  - (c) Clinical experience in evaluating and treating children and/or adolescents in the area of disability under evaluation.
- g. Speech and Language Evaluation:**
- (a) Minimum of master's degree and appropriate specialist level training (e.g. Sixth Year Degree) in speech and language pathology from a program accredited by the American Speech-Language Hearing Association; and

## Independent Educational Evaluations (IEE)

- (b) Valid license issued by the State of Connecticut Department of Public Health in good standing; and
- (c) Clinical experience in evaluating and treating children and/or adolescents in the area of disability under evaluation; and
- (d) Current Certificate of Clinical Competence (CCC) in good standing from the American Speech-Language Hearing Association (ASHA).

### h. Audiological Evaluation:

- (a) Minimum of master's degree and appropriate specialist level training (e.g. Sixth Year Degree) in audiology from a program accredited by the American Speech-Language Hearing Association; and
- (b) Valid license issued by the State of Connecticut Department of Public Health in good standing; and
- (c) Clinical experience in evaluating and treating children and/or adolescents in the area of disability under evaluation; and
- (d) Current Certificate of Clinical Competence in Audiology (CCC) in good standing from the American Speech-Language Hearing Association (ASHA).

### i. Educational Evaluation

- (a) Master's degree from an accredited university and appropriate specialist level degree (e.g. Sixth Year Professional Diploma) in Special Education from an accredited university; and
- (b) Professional Educator Certificate in Special Education from the State of Connecticut Department of Education; and
- (c) Minimum three years full-time supervised professional experience beyond any internship or practicum experience in a public school setting.

### j. Functional Behavioral Assessment

Must meet one of the following:

- (a) Minimum requirements above for Psychological or Psycho-Educational Evaluation; or
- (b) Current certification in good standing as Board Certified Behavior Analyst (BCBA), including attaining a minimum of a master's degree in Applied Behavior Analysis (ABA) from an accredited university.

2. The Board acknowledges that a parent/guardian shall be given the opportunity to justify the use of an independent evaluator that does not meet the stated IEE criteria. Students must be assessed in all areas related to suspected disability. Therefore, the Board recognizes that there may be situations in which some students may need evaluations conducted by an evaluator who does not meet the District's criteria.

## **Independent Educational Evaluations (IEE)**

3. If an evaluator chosen by a parent/guardian does not meet the District's IEE criteria, and the District believes there is no justification for choosing such an evaluator, the District shall, as required, and without unnecessary delay, either demonstrate in a due process hearing that the evaluator does not meet its IEE criteria, or ensure that the IEE is provided at public expense.

### **C. Cost**

1. Evaluators must charge fees for evaluation services which, in the judgment of the District, are reasonable and customary for such evaluations. The Board believes the District should not be expected to bear the cost of an unreasonably priced IEE. Cost of an IEE should be similar to that applicable to personnel used by the District. An opportunity will be provided to a parent/guardian to demonstrate any unique circumstances to justify the selection of an independent evaluator whose fees fall outside the District's reasonable cost containment criteria.
2. Parents/guardians may request specific cost information from the District. The District shall provide the parents/guardians with cost information regarding specific types of evaluations.
3. Evaluators will be asked to provide an estimate of evaluation costs, and if necessary, to conform them to the expectations of the District for fees. In the event the District is providing reimbursement to a parent/guardian for an evaluation already completed, the District shall not be responsible for reimbursement of any costs in excess of a reasonable fee for the service provided.

### **D. Evaluator Requirements**

1. The evaluator must not be an employee of the District.
2. The evaluator must be permitted to directly communicate with school staff who work with the child in school and the members of the Planning and Placement Team, including the Special Education Director, as well as to obtain information from the school and share information with the school.
3. The evaluator must obtain and consider school information and observations of the child in the school setting in the evaluation process and the written report. (Policy P 1250.1)
4. The evaluator must comply with all guidelines required under the Individuals with Disabilities Education Act (IDEA) and the Connecticut State Department of Education regulations and Guidelines regarding the evaluation of children with disabilities. The evaluator must also comply with all applicable confidentiality requirements under state and federal law. (Policy P 1250.1)

### **E. Location Limitations for Evaluators**

Evaluators who will be considered for approval must be located within a radius of thirty miles. Evaluators outside of this geographic area will be approved only on an exceptional basis, provided that the parent can demonstrate the necessity of using personnel outside of this geographic area. The District shall not be responsible to provide transportation, nor pay any travel expenses, to and from the location of the evaluator. In the case of low incidence or severe disabilities where qualified evaluators may not exist in the geographic area, this requirement may be reconsidered by the District.

## Independent Educational Evaluations (IEE)

### F. Liability Insurance

1. Liability insurance requirements are not considered evaluation “criteria” and are not be included in the District’s IEE criteria. The Board understands that the District may be required, in certain instances to abide by other state and/or local rules and regulations regarding contracting with individuals who have contact with students and might include these requirements in contracts that it uses when contracting with independent evaluators.
2. The District will, therefore, consider the following:
  - a. Request the parent/guardian pay for the IEE and then reimburse the parent/guardian. This allows the District to avoid contracting directly with the independent evaluator and thus avoid any rules or regulations that apply to contracting with independent contractors;
  - b. Provide the parent/guardian with a list of independent evaluators who comply with state and/or local rules regarding such contracts;
  - c. Request that the evaluation be conducted at the evaluator’s office instead of on school grounds. This allows the District to avoid any rules or regulations that apply to independent contractors being on school grounds; or
  - d. Work with its local town offices to resolve the contracting issue, such as obtaining a waiver, if available.

### G. In-School Observations (see Policy P1250.1)

1. An independent evaluator may need to understand the student within the context of his/her classroom, and the student’s general presentation in school. Some observations conducted by independent evaluators may require more time than others depending upon the purpose and the complexity of the student’s programming. When determining the scope of the observation, all parties should be clear about the specific questions that the independent evaluation is attempting to address. Further, it may be reasonable for an independent evaluator to observe a student in a variety of settings (e.g., classroom, lunchroom, recess, etc.), given his or her IEP goals and objectives. These parameters should be addressed and resolved in discussions with the parents/guardians and the independent evaluator.
2. Observations shall be done in conformity with Board policy #1250.1, “Classroom Observations.”

### H. Dissemination of IEE Criteria

1. The IEE criteria shall be readily available for distribution in all special education administrative offices as well as in all rooms where PPT meetings are held.
2. The IEE criteria shall be posted on the District website for online access.
3. The IEE criteria shall be available in a parent’s/guardian’s native language.

## **Independent Educational Evaluations (IEE)**

### **I. Outside Evaluations Which Are Not IEEs**

1. Evaluations and/or assessment obtained by parents/guardians which do not meet the criteria for an IEE are considered outside evaluations for which parents/guardians are not entitled to reimbursement or payment from a public school district. Nonetheless, if a parent/guardian decides to unilaterally obtain an outside evaluation and to share the results of such evaluation with the District, the District will consider the evaluation at an IEP meeting, as appropriate.
2. The results of an independent evaluation procured by the District will be considered at a Planning and Placement Team meeting.

### **J. Evaluation Content Requirement**

Evaluators must restrict their evaluations to their specific area of expertise and may not opine on matters outside of their specific area of expertise. Evaluators must administer evaluations within acceptable guidelines of practice for the area of evaluation and follow all best practices and legal requirements applicable to the area of expertise for evaluation of students pursuant to IDEA and Connecticut law, including but not limited to the use of a variety of assessment tools and strategies administered in compliance with the test protocols issued by the manufacturer for each standardized assessment tool; the use of technically sound instruments, the use of instruments not selected so as to be discriminatory on racial or cultural basis; the use of assessment tools administered in the child's native language or other mode of communication and in the form most likely to yield accurate information; the use of instruments used for the purpose for which the assessments or measures are valid and reliable, the use of instruments by an individual properly trained in the use of the instrument; the use of instruments tailored to address specific areas of educational need; and the use of instruments selected so as to ensure that for a child with impaired sensory, manual, or speaking skills, the assessment results accurately reflect the child's aptitude or achievement level or other factors the test attempts or purports to measure, and not the child's impairment unless those are the factors the test attempts to measure.

### **After Completion of the IEE**

1. Upon completion of the IEE report, the parent/guardian and the District should receive a copy of the report at the same time. A PPT shall be scheduled to review and consider the IEE report. The independent evaluator is not required to attend and present the IEE at a PPT meeting. The school district should have a participant who can interpret the instructional implications of the evaluation results at the PPT.
2. The PPT is not required to implement the recommendations in the IEE report.
3. The District may condition its payment to the evaluator or its reimbursement to the parent/guardian upon receipt of the IEE report.

## Independent Educational Evaluations (IEE)

Legal Reference: Connecticut General Statutes

- 10-76a Definitions
- 10-76b State supervision of special education programs and services. Regulations
- 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)
- 10-76ff Procedures for determining if a child requires special education
- 10-76h Special education hearing and review procedure

CT SDE: “Guidelines Regarding Independent Education Evaluations at Public Expense and In-school Observations” March 27, 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

Connecticut General Statutes 10-220(c)

Connecticut General Statutes 10-186

Connecticut General Statutes 10-187

Policy adopted:

GROTON PUBLIC SCHOOLS  
Groton, Connecticut



# **GROTON PUBLIC SCHOOLS**

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ADMINISTRATION OFFICES**

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## INDEPENDENT EDUCATIONAL EVALUATION (IEE) CRITERIA

### I. INTRODUCTION

The Groton Public Schools employ certified staff such as school psychologists, special education teachers, school social workers, occupational therapists, physical therapists, and speech and language pathologists for the purpose of evaluating students with special education needs. In some instances, parents may wish to exercise their rights pursuant to their Procedural Safeguards in Special Education to obtain an Independent Educational Evaluation (IEE) at public expense. In the event that a parent seeks to obtain an IEE at public expense, or a Planning and Placement Team (PPT) seeks to obtain an outside evaluation of a student to obtain additional information regarding a student, the evaluation must meet the following criteria. In the event that the evaluation does not meet the following criteria and no exception applies, the parent may still obtain the evaluation, but it will not be publicly funded.

According to federal special education laws and State policy guidance, parents and guardians have the right to obtain an IEE at public expense if, and only if, the district has conducted an evaluation of the student by personnel employed or designated by the school district, and the parent or guardian disagrees with the evaluation conducted by the district. The Groton Public Schools have established the following procedure for obtaining an IEE at public expense and selecting an appropriate evaluator.

### II. DEFINITION

An Independent Educational Evaluation (IEE) is an evaluation conducted by a qualified examiner who is not employed by the Groton Public Schools, when the Groton Public Schools have already conducted an evaluation of the student and the parent or guardian disagrees with the evaluation conducted by the district, and seeks an IEE at public expense.

### III. PROCEDURE

a. A request for an IEE at public expense may be made at a Planning and Placement Team (PPT) meeting. If the request is made outside of a PPT meeting, for example, in the form of a written request, the district cannot require the parent to discuss the request for an IEE at a PPT meeting prior to deciding whether to grant the IEE request or file for due process. However, the parent(s) and the district may agree to convene a PPT meeting

to review the parent or guardian's request, however, the convening of a PPT meeting must not unnecessarily delay the school district's decision to grant the IEE request or to file for due process. If the request for an IEE is made at a PPT meeting, the district need not respond to the request at that meeting, and may respond to the parent or guardian at a later date after further consideration.

b. The district will make every effort to provide a written response to the parent or guardian within 10 school days during the regular academic year, or 14 calendar days when the request is made between school years. There may be times when additional time is required in order to provide a response, but the district will not unnecessarily delay providing a response to the parent or guardian. After an IEE request is made, the district and parent may agree to engage in mediation or a voluntary resolution process in order to resolve the issues connected to the IEE request. The State Department of Education allows for 20 school days (if during the regular academic year) or 30 calendar days (if made between school years) as a reasonable timeframe for this voluntary resolution process, provided that both parties agree to engage in the resolution process. If the issue is not resolved at the end of that process or in mediation, the district will file for a due process hearing or grant the request without unnecessary delay.

c. Upon request for an IEE by a parent/guardian, the Groton Public Schools ("the district") will respond in one of the following ways: (a) The district will explain that the parent or guardian is not entitled to an IEE at public expense because either the district has not yet evaluated the student, and is entitled to conduct its own evaluation of the student, or the parent or guardian has already obtained an IEE at public expense as a result of a previous disagreement with the same district evaluation, or the evaluation with which the parent or guardian disagrees is more than two years old; (b) the district will initiate a due process hearing to show that its evaluation of the student conducted less than two years ago was appropriate; or (c) the district will provide an IEE at public expense. If the district has evaluated the student less than two years ago and denies the parent's request for an IEE at public expense, either because the district's evaluation was appropriate or because the evaluation obtained by the parent does not meet the district's criteria, the district must file for a due process hearing to show that its evaluation was appropriate or that the evaluation obtained by the parent did not meet its criteria.

d. A parent may request an IEE if the parent believes that the district's evaluation conducted less than two years ago was not sufficiently comprehensive, and the parent believes that an additional area should have been evaluated. In that instance, the district must either grant the request and allow the IEE to proceed at public expense, or request a due process hearing to show that its evaluation as designed and conducted at the time, was appropriate to meet the child's needs. The district may not insist on completing its own evaluation in the missing area prior to allowing the parent to obtain an IEE at public expense or requesting a due process hearing.

e. The district may ask the parent or guardian to explain the reason for the request in order to have more information upon which to make a decision to grant or deny the request, or in order to focus the evaluation request on the area of disagreement. The

parent or guardian will not be required to provide a reason, and if s/he refuses to provide a reason, the request will be promptly granted or denied on the basis of the available information.

f. If the parent requests an IEE at public expense, regardless of whether the district grants or denies the request, the district will provide the parent with a copy of these IEE Criteria, as well as names, addresses, and phone numbers of possible IEE evaluators who meet the district's criteria for the particular type of assessment at issue (see below). The parent may choose an evaluator from the list provided by the district or use another evaluator who meets the Criteria below.

Any of the criteria may be waived by the school district in a particular instance because of unique circumstances applicable to the case at issue, or the student's unique needs.

#### IV. CIRCUMSTANCES WHEN PARENTS DO NOT HAVE A RIGHT TO AN IEE

It is important to clarify that there are certain times when a parent or guardian does not have a right to an IEE. This is different from a denial of an IEE request. Those circumstances are:

1) The district has not obtained or conducted an evaluation of the student and therefore there is no evaluation of the student with which the parent/guardian can disagree (unless the student was not assessed in a particular area as part of an evaluation obtained by the district). The district is entitled to evaluate the student in the first instance, prior to granting a parent request for an IEE. A request for an IEE submitted at a time when the district has not yet had an opportunity to evaluate the student may be deferred until after the district has had an opportunity to evaluate or reevaluate the student. This would include the times when there is a request for an initial evaluation, and the district declines to evaluate.

2) The evaluation with which the parent or guardian disagrees is more than two years old.

3) A parent is entitled to only one IEE at public expense each time that the district conducts an evaluation with which the parent disagrees. Therefore, if the parent is making a second request for an IEE, disagreeing with the same evaluation, the parent is not entitled to that second IEE.

In these instances, the parent or guardian is not entitled to an IEE, and the district is not under any obligation to commence a due process hearing upon notifying the parent or guardian that they do not have a right to an IEE. If the parent or guardian is not entitled to an IEE at public expense, either because the conditions for an IEE at public expense have not been met, the parent or guardian may still obtain an independent evaluation, but it will be at his/her own risk and expense.

#### IV. CRITERIA FOR EVALUATORS

Education, certification, and licensure requirements:

##### Psychological Evaluation or Psycho-Educational Evaluation:

Must meet one of the following groups of criteria:

- (a) Master's degree from an accredited university and appropriate specialist level degree (e.g. Sixth Year Professional Diploma) in School Psychology from an accredited university; and
- (b) Professional Educator Certificate in School Psychology (Endorsement 070) from the State of Connecticut Department of Education; and
- (c) Minimum five (5) years full-time supervised professional experience beyond any internship or practicum experience in a public school setting.

Or:

- (a) Doctor of Philosophy (Ph.D.), Doctor of Education (Ed.D.), or Doctor of Psychology (Psy.D.) in School Psychology, Counseling Psychology, or Clinical Psychology from an accredited university; and
- (b) Valid Connecticut Department of Public Health license as a psychologist; and
- (c) Minimum three (3) years training and experience post-licensure evaluating students of the same age level; and
- (d) Clinical background, advanced training, and recent experience in the areas of disability being evaluated.

##### Neuropsychological Evaluation:

A professional who uses the title Neuropsychologist must have adequate specialty level training as this is not a legally regulated title or practice area. The district requires that the following criteria be met:

- (a) Doctor of Philosophy (Ph.D.), Doctor of Education (Ed.D.) or Doctor of Psychology (Psy.D.) in School Psychology, Counseling Psychology, or Clinical Psychology from an accredited university; and
- (b) Valid Connecticut Department of Public Health license as a psychologist; and
- (c) Post-doctoral fellowship in Neuropsychology for two (2) years at an approved facility; and
- (d) Three (3) years of professional experience in neuropsychology after attaining licensure, working with children and adolescents.
- (e) Optional: Board certification from the American Board of Professional Psychologists (ABPP), American Board of Clinical Neuropsychologists (ABCN), or the American Board of Pediatric Neuropsychologists (ABPN).

##### Psychiatric Evaluation:

- (a) Medical degree (M.D.) from an accredited university; and
- (b) Clinical training in child and adolescent psychiatry; and
- (c) Valid license by the State of Connecticut Department of Public Health in good standing; and
- (d) Board certified by the American Board of Psychiatry and Neurology in the specialty area of Child and Adolescent Psychiatry.

Medical Evaluation:

- (a) Medical degree (M.D.) from an accredited university; and
- (b) Clinical training in field of specialty required for evaluation or pediatrics, as applicable; and
- (c) Valid license issued by the State of Connecticut Department of Public Health in good standing; and
- (d) Board certified by the appropriate agency in pediatrics or the appropriate field of specialty in which the evaluation is sought.

Occupational Therapy Evaluation:

- (a) Minimum Bachelor's degree from an accredited university and has graduated from an educational program accredited by the American Occupational Therapy Association; and
- (b) Valid license issued by the State of Connecticut Department of Public Health in good standing; and
- (c) Clinical experience in evaluating and treating children and/or adolescents in the area of disability under evaluation.

Physical Therapy Evaluation:

- (a) Graduate of a school of physical therapy approved by the Board of Examiners for Physical Therapists; and
- (b) Valid license issued by the State of Connecticut Department of Public Health in good standing; and
- (c) Clinical experience in evaluating and treating children and/or adolescents in the area of disability under evaluation.

Speech and Language Evaluation:

- (a) Minimum of master's degree and appropriate specialist level training (e.g. Sixth Year Degree) in speech and language pathology from a program accredited by the American Speech-Language Hearing Association; and
- (b) Valid license issued by the State of Connecticut Department of Public Health in good standing; and
- (c) Clinical experience in evaluating and treating children and/or adolescents in the area of disability under evaluation; and
- (d) Current Certificate of Clinical Competence (CCC) in good standing from the American Speech-Language Hearing Association (ASHA).

Audiological Evaluation:

- (a) Minimum of master's degree and appropriate specialist level training (e.g. Sixth Year Degree) in audiology from a program accredited by the American Speech-Language Hearing Association; and
- (b) Valid license issued by the State of Connecticut Department of Public Health in good standing; and
- (c) Clinical experience in evaluating and treating children and/or adolescents in the area of disability under evaluation; and

- (d) Current Certificate of Clinical Competence in Audiology (CCC) in good standing from the American Speech-Language Hearing Association (ASHA).

#### Educational Evaluation

- (a) Master's degree from an accredited university and appropriate specialist level degree (e.g. Sixth Year Professional Diploma) in Special Education from an accredited university; and
- (b) Professional Educator Certificate in Special Education from the State of Connecticut Department of Education; and
- (c) Minimum three years full-time supervised professional experience beyond any internship or practicum experience in a public school setting.

#### Functional Behavioral Assessment

Must meet one of the following:

- (a) Minimum requirements above for Psychological or Psycho-Educational Evaluation; or
- (b) Hold current certification in good standing as Board Certified Behavior Analyst (BCBA), including attaining a minimum of a master's degree in Applied Behavior Analysis (ABA) from an accredited university.

#### V. COST REQUIREMENT

Evaluators must charge fees for evaluations which are reasonable and customary in the community, and are not unreasonable or excessive. The district will provide, upon request, a cost schedule for evaluations based on its assessment of what constitutes a reasonable and customary fee for a given type of evaluation. Evaluators will be asked to provide an estimate of evaluation costs and if necessary, to conform them to the expectations of the school district for fees that are reasonable and customary in the community, unless a demonstration is made that additional funds must be allocated for the evaluation due to the unique requirements of the child or the evaluation required to be performed. Refusal to comply will disqualify the evaluator. In the event that the school district is providing reimbursement to a parent or guardian for an evaluation already conducted, the school district shall not be responsible for reimbursement of any costs in excess of a reasonable fee for the service provided.

#### VI. INDEPENDENCE REQUIREMENT

Evaluators will not be employees of the Groton Public Schools.

#### VII. EVALUATION CONTENT REQUIREMENT

Evaluators must restrict their evaluations to their specific area of expertise and may not opine on matters outside of their specific area of expertise. Evaluators must administer evaluations within acceptable guidelines of practice for the area of evaluation and follow all best practices and legal requirements applicable to the area of expertise for evaluation of students pursuant to IDEA and Connecticut law, including but not limited to the use of

a variety of assessment tools and strategies administered in compliance with the test protocols issued by the manufacturer for each standardized assessment tool; the use of technically sound instruments, the use of instruments not selected so as to be discriminatory on racial or cultural basis; the use of assessment tools administered in the child's native language or other mode of communication and in the form most likely to yield accurate information; the use of instruments used for the purpose for which the assessments or measures are valid and reliable, the use of instruments by an individual properly trained in the use of the instrument; the use of instruments tailored to address specific areas of educational need; and the use of instruments selected so as to ensure that for a child with impaired sensory, manual, or speaking skills, the assessment results accurately reflect the child's aptitude or achievement level or other factors the test attempts or purports to measure, and not the child's impairment (unless those are the factors the test attempts to measure).

#### VIII. AVAILABILITY AND CONSULTATION REQUIREMENT

The utility of an evaluation and its relevancy are greatly increased when the evaluator takes the time to familiarize him or herself with the child in the school setting, and is available to consult with staff and review the evaluation at a PPT meeting for purposes of discussing any implications for the child's IEP. Evaluators must be willing to observe the student in the school setting to the extent needed for the evaluation, and to consult with school staff (this may be accomplished by telephone) to discuss the child's needs and progress in the educational setting. Any restrictions placed on the evaluator's ability to observe the child in the school setting will be consistent with restrictions placed on school personnel and other outside observers. Evaluators must be available and willing to discuss the evaluation results with district staff and parents upon request (this may be accomplished by remote means such as by telephone) to review the results of their evaluation and to discuss educational implications of the evaluation. The evaluator must be permitted to communicate directly with the district staff, and to obtain information from and share information with the school. School-based information must be discussed and addressed in the evaluator's written report. In the event of questions concerning the evaluator's written report or evaluation/test results, the evaluator must make him- or herself available to district staff to respond to questions, including questions concerning the standardized administration of test instruments.

#### IX. TIMELY WRITTEN REPORT

It is important that the evaluation be conducted and finalized promptly. The district believes that 60 calendar days from the initiation of the evaluation is a reasonable time period for the completion of an evaluation. If for any reason the evaluation is anticipated to take longer than 60 calendar days to complete, it is important that the district and parents be notified, and that there be an opportunity for selection of an evaluator who can provide a more timely evaluation if appropriate to the child's situation.

The written report must be provided to the district before the district will issue payment for the evaluation, and must be provided simultaneously to the district and the parent by the evaluator.

## X. LOCATION REQUIREMENT

Evaluators for the Groton Public Schools must be located in Connecticut or, within a 30 mile radius of the Board of Education. Evaluators outside of this area will be approved only if the parent can show that it is necessary to look outside of this area to locate a suitable qualified evaluator. The district shall not be responsible to fund travel expenses or transportation to and from the location of the evaluator. Parents or guardians may demonstrate unique circumstances to justify obtaining an IEE outside of the geographic location.



# Groton Public Schools

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Groton, CT 06340  
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F: 860-572-2107

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## Pupil Personnel Department

### Reasonable Rates for Independent Educational Evaluations

All evaluations listed below include:

- Observation of student in school setting and meeting with staff.
- Participation at the Planning and Placement Team meeting via conference call.

Neuropsychological Evaluation and Clinical Psychological Evaluation:	Range of: \$2500.00 to \$3500.00
Psychiatric Evaluation:	Range of: \$1300.00 to \$2300.00
Speech and Language Evaluation:	Range of: \$ 900.00 to \$1500.00
Vocational Evaluation:	Range of: \$1000.00 to \$1500.00
Assistive Technology Evaluation:	Range of: \$1300.00 to \$2300.00



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## Pupil Personnel Department

### Recommended Evaluators

#### Neuropsychologists:

Psychological Associates 860-377-4393  
Dr. Brenda Shapiro  
79 A Norwich Avenue  
Colchester, CT 06415

CT Pediatric Neuropsychology Associates 860-377-4393  
Dr. Gary Isenberg  
Dr. Arielle Albert  
Glastonbury Medical Arts Center  
300 Hebron Avenue # 111  
Glastonbury, CT 06033

#### Clinical Psychologists:

Terrlyn L. Curry-Avery, Ph.D. 860-443-7505, Extension 91  
400 Bayonet Street, Suite 304  
New London, CT 06320  
[www.drcurryavery.com](http://www.drcurryavery.com)  
[change@drcurryavery.com](mailto:change@drcurryavery.com)

Lisa A. Kuntz, Ed.D. 860-683-1047  
P.O. Box 1027  
Windsor, CT 06095  
[Dr.LisaKuntz@comcast.net](mailto:Dr.LisaKuntz@comcast.net)  
Specialty in hearing impaired

Center for Children with Special Needs 860-430-1762  
Dr. James Loomis  
2213 Main Street  
Glastonbury, CT 06033

**Speech and Language Pathologists:**

LEARN 860-434-4800  
Sarah Moon, M.S. CCC/SLP  
44 Hatchetts Hill Road  
Old Lyme, CT 06371

Wendy Marans, M.S. , CCC/SLP 203-789-0424  
234 Church Street # 300  
New Haven, CT 06510

**Vocational**

Karen Stigliano 203-623-2774  
Transition Consulting, LLC

CREC 860-524-4023  
Jo Co  
Technical Assistance &  
Brokering Services  
111 Charter Oak Ave.  
Hartford, CT 06106  
(Elizabeth Battalia)

**Assistive Technology**

ACES 203-498-6849  
Vanessa Taragowski,  
Pupil Services  
350 State Street  
North haven CT 06473-3108

**Functional Behavior Assessment**

EastConn 860-455-0707  
376 Hartford Turnpike  
Hampton, CT 06247

CREC 860-247-CREC  
111 Charter Oak Avenue  
Hartford, CT 06106

## **Community Relations Visits to the Schools**

### **Classroom Observations**

The Board of Education (Board) values and supports collaboration and partnerships between families and schools. The Board, teachers and administrators strongly believe that education is a shared responsibility between parents/guardians and school personnel. It is desired by the Board that families and District schools establish and maintain productive relationships which utilize effective methods of communication and shared decision-making. Strong, trusting relationships between families, schools, and the District serve as a foundation for positive and productive educational experiences for all students.

Parents/guardians have an important role to play in the identification, evaluation, and educational placement of their children, and in the development, review, and revisions of the IEPs for their children if their child is being considered for or is currently involved in special education services. This policy and its administrative regulations/procedures for in-school observations have been developed with this principle in mind.

At times, parents/guardians or other connected outside providers may wish to formally observe a specific student in a classroom. As assigned by the Superintendent of Schools, each principal shall be responsible for and have authority over the actions of students, professional and support staff, visitors, and other persons hired to perform specific tasks. To ensure a successful observation, a set of regulations that permit formal observations shall be developed by the Superintendent of Schools or his/her designee.

### **Guiding Principles**

The Board expects that:

1. A process to receive and respond to observation requests in a timely manner will be implemented by the building administrator or the Pupil Personnel administrators.
2. Requests be reviewed with parents/guardians, and independent evaluators to determine purpose, questions to be addressed, location and length of observation, date and time via the observer's planning guide.
3. After reviewing the request, the administration shall determine a reasonable amount of time for an in-school observation. Some observations may require more time than others, depending upon the purpose and the complexity of the student's programming. These issues should be addressed and resolved in discussions with the parents/guardians.
4. The District will review the "Guidelines for Student Observation and Confidentiality Agreement" with the parent/guardian/observer to communicate the expectations during the observation.
5. The District will not arbitrarily limit in-school observations to only one type of setting (e.g., academic classroom). In some cases, it may be appropriate for the observation of the student to occur in a variety of settings e.g., classroom, lunchroom, recess, etc. Conversely, it may not be appropriate for the observations to occur in certain settings, such as during individual or group counseling sessions.

## Community Relations Visits to the Schools

The Board expects that (cont.):

6. The District must balance its obligation to operate and maintain a safe school environment that fosters learning, with the importance of meaningful parental participation. Therefore, the District may place appropriate conditions on observations. These decisions should be made carefully and on an individual basis.
  - a. Schools are responsible for maintaining a safe school environment for students, staff, and visitors. A school building administrator may determine that it is necessary to restrict an observation due to safety concerns. If it is decided to restrict an observation, the decision is to be clearly communicated to the parents/guardians/observer with a detailed explanation regarding the reasoning behind the decision. The school staff will work with parents/ observer to develop possible solutions to address any issues of concern.
    - i. The District must protect the privacy of student education records and protect the confidentiality of personally identifiable information collected, maintained, or used pursuant to the IDEA. A school building administrator may determine that it is necessary to condition or restrict an observation to protect disclosure by the parents/guardians/ observer of confidential or personally identifiable information about other students they may obtain while observing a classroom or program.
    - ii. The observer will be required to sign a statement that he/she will not disclose personally identifiable or confidential information about other students who are not the subject of the observation.
    - iii. The building administrator will notify the parent/guardian of other students in the classroom or program that an observation by a non-staff member is being conducted on a specific date and time. The parent/guardian of the other students in the classroom or program will have the option of having their child removed from the classroom or program during this time.
  - b. The Family Educational Rights and Privacy Act (FERPA) protects the privacy of student education records. However, it is inappropriate for school staff to cite FERPA as the sole reason for denying an otherwise reasonable observation request.
7. The learning environment have limited distractions and disruptions. Any visitor can change the dynamics within a school or classroom, whether it be another teacher, the principal, or a parent. The school administrator may determine that it is necessary to condition or restrict an observation based upon a variety of factors including but not limited to: classroom schedules, assessment schedules, and teacher/staff/administrator availability.
8. School administrators will work with the classroom teacher(s) and the parents/guardians on how to avoid or minimize disruptions to instructional time and the students' routines. Additionally, school administrators should make parents aware of any additional policies that might apply to the observation as well, such as visitor policies and/or protocols.
9. This observation policy and its administrative regulations/procedures must be consistently implemented across all schools within the District.

10. This policy and its administrative regulations/procedures must be applied in the same way for students with disabilities, as well as for students without disabilities.
11. When observations requests are declined or restricted, school administrators should provide a detailed explanation to the parents/guardians explaining the reason for the decision and work to develop alternative ways for the parents to obtain the information they are seeking.

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

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.

300.502 Independent educational evaluation.

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.

“Guidelines Regarding Independent Educational Evaluations at Public Expense and In-School Observations” issued by the Connecticut State Department of Education, March 27, 2018.

Connecticut General Statutes 10-220(c)

Connecticut General Statutes 10-186

Connecticut General Statutes 10-187

Policy adopted:

GROTON PUBLIC SCHOOLS  
Groton, Connecticut

# **Groton Public Schools**

## **Guidelines for Student Observation and Confidentiality Agreement**

Groton Public Schools (“the District”) recognizes parents’ right to visit the school site. The District further welcomes parents and services providers to be a part of our educational community. To that end, the District has established guidelines regarding parents’ observations of their child or child’s program conducted by themselves, their educational advocate, or an evaluator. The cooperation of school and parent is essential to ensure the safety of children and the integrity of the educational program while under observation. The District’s expectations for observations of students and programs are as follows:

### **Expectations During Observations**

1. The length of the observation shall be a reasonable time to address the purpose of the observation and desired outcome, and shall be limited to an amount of time designated by the school principal or designee after consultation with the parent/observer.
2. A staff member will accompany a parent/observer for the duration of the observation.
3. Those observing will be seated in an area that will not disrupt instruction.
4. Staff members involved in a classroom observation will welcome observers to the class but will not interact with observers before, during, or immediately after the observation period.
5. If further discussion is needed upon the completion of an observation, a follow-up meeting can be scheduled with the Principal upon request.
6. Those observing shall respect student confidentiality and shall not share any impressions of other students with anyone. Observers will be asked to sign a statement acknowledging that they will maintain student confidentiality.
7. Video and/or audio recording during an observation is prohibited.
8. School safety procedures shall be adhered to at all times.
9. Staff reserves the right to terminate an observation if at any time the staff believes that the presence of an observer is interfering with the delivery of instruction or if an observer fails to follow these guidelines.

### **Statement of Confidentiality**

I understand that, as an observer, I may see, hear, or be exposed to confidential information about students, including but not limited to, information about:

- Students’ grades, test scores, or academic performance;
- Discipline and classroom behavior; and
- Disabilities and/or related accommodations.

I understand that student confidentiality must be respected at all times when observing a classroom, program, or student. I acknowledge that it is my responsibility to respect the privacy and confidentiality of this information

I agree to maintain the confidentiality of all information obtained while conducting an observation. I will not access, use, or disclose any confidential information of any student other than that which I am authorized to observe.

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Signature

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Date

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Print Name

# Groton Public Schools

## Pupil Personnel Department

### Observer's Planning Guide

To be completed by a school staff member with input from the parent/guardian and/or professional conducting the observation.

Date: \_\_\_\_\_

Team members present during observation:


Student's Name:	
Observer's Name:	
Staff Member Completing Form:	

If the observer is not the parent/guardian, has parent/guardian provided written consent for the observation?  Yes  No *Attach Release of Information form to this document.*

Have the parent/guardian of other students receiving special education services who will be present during the observation provided written notification of the observation?

Yes Date: \_\_\_\_\_  No

*Observations should only occur if the parent/guardian is aware of the observation and its purpose.*

Grade:	
Special Education Case Manager:	
Classroom Teacher:	
Speech & Language Pathologist:	
Occupational Therapist:	
Physical Therapist:	
Social Worker:	
School Psychologist:	
Paraeducator:	
Other Team Members:	

# Groton Public Schools

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Other Team Members:	
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1. What is the purpose of the observation? What information or questions does the observer wish to find answers to through the observation?

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2. Date of observation:	
3. Setting(s):	
4. Accompanied Staff Member:	
5. Observation time period:	
6. Follow up meeting date/time with team:	

Administrator Signature and Date: \_\_\_\_\_

Copies: Central Office; School; Parent; Staff



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1300 Flanders Road, P.O. Box K, Groton, Connecticut 06340, 860-572-2100, Fax 860-572-2107

Date: \_\_\_\_\_

Dear Parent/Guardian,

This letter is to notify you that a non-staff member has made a request to conduct an observation of a student in your child's classroom. The observer has read, agreed to, and signed a confidentiality agreement in which he/she has agreed to maintain the confidentiality of all information obtained during the observation. As a result, the observation will take place at

\_\_\_\_\_ (School) on \_\_\_\_\_

(Date) from \_\_\_\_\_ to \_\_\_\_\_ (Time).

If you have any questions or would prefer that your child not be in the classroom during the observation period, please contact your child's case manager or classroom teacher at

860-\_\_\_\_\_ (school phone number).

Sincerely,

Denise A. Doolittle

Director Pupil Personnel Services

**Groton Public Schools**  
**Groton, Connecticut 06340**

**Confidentiality Agreement**

As an observer in the Groton Public Schools, I understand and acknowledge that I am expected to maintain confidentiality while observing in the school(s). I acknowledge and understand that all things that are seen or heard at school about children and their families should be considered confidential information. Confidential information includes, but is not limited to, information about:

- Students' grades, test scores, or academic performance;
- Discipline and classroom behavior; and
- Disabilities and/or related accommodations.

I agree to maintain the confidentiality of all information obtained while observing in the Groton Public Schools. I promise not to repeat or share any information about any student or family to any person except school employees who have a need to know. I acknowledge and understand that the District reserves the right to remove any observer who violates the terms of this confidentiality agreement or any District policy.

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Signature

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Date

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Print Name