

**GROTON PUBLIC SCHOOLS  
GROTON, CONNECTICUT**

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

**Regular Meeting**

**February 25, 2019**

The regular meeting of the Groton Board of Education was held on February 25, 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 6:05 p.m.

The first order of business was the Pledge of Allegiance to the flag led by Daniel Gaiewski.

**PRESENT**

Mrs. Kim Shepardson Watson  
Dr. Andrea Ackerman  
Mrs. Jane Giuliani  
Mrs. Rita Volkmann  
Mr. Jay Weitlauf  
Mrs. Lee White

**ABSENT**

Mrs. Katrina Fitzgerald  
Mrs. Gretchen Newsome  
Mrs. Rosemary Robertson

Dr. Michael Graner, Superintendent of Schools  
Ms. Susan Austin, Assistant Superintendent of Schools  
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**

NONE

**C. COMMENTS FROM CITIZENS**

1. Mr. Michael Whitney, 112 Deerfield Ridge Drive, shared his concerns regarding class sizes at NEA and CMS stating that he would like to see smaller targeted sizes. Mr. Whitney also asked for the status regarding the Principal at NEA.

**II. RESPONSE TO COMMENTS FROM CITIZENS**

1. Mrs. Watson explained the Board's responsibility as potential Hearing panel when complaints are lodged against an administrator. Mrs. Watson stated that there is an ongoing investigation in place, and the Board is unable to share any information regarding the investigation because it is a confidential personnel matter.

### III. STUDENT REPRESENTATIVE REPORT

The Student Representatives reported:

- Updates from the last meeting:
  - To celebrate Black History month, every morning during morning announcements students hear a short biography about a Connecticut African American that has made an impact on our state.
  - More Than Words had a diversity dinner on Friday, February 15, 2019, where students were able to bring in and eat food from different cultures, and perform in a talent show.
  - The Unified Club put on a Unified ECE friendship banquet on Friday, February 22, 2019, where different schools were able to come together for a dance.
- Class Council Update:
  - Seniors: Seniors have started Mr. Falcon rehearsals.
  - Juniors: Juniors are planning for Junior Prom and will be selling chocolate during the month of March.
  - Sophomores: Sophomores are continuing to plan and brainstorm fundraisers.
  - Freshmen: Freshmen are continuing to plan and brainstorm fundraisers.
- Spirit Week:
  - Renaissance Club, SADD, Kindness Club, Black Student Union, More Than Words, SPECTRUM, Unified Sports, the Groton Police Department, Sandy Hook Promise, and GASP are all teaming up to have a Spirit Week at Fitch High School this week. It started last Friday, February 22, 2019 and will end this Friday, March 1, 2019.
  - On Friday, students were asked to wear tie-dyed clothing for Care More: Choose to Include. On Monday, students will wear green for Sandy Hook Promise Say Something Week, and there will be information distributed about Anonymous Alerts and Sandy Hook Say Something bracelets distributed during lunch waves. Tuesday is Superhero day for Substance Abuse Awareness. On Wednesday, students are asked to wear blue for Anti-Bullying. Thursday is Dress for Success Day for student empowerment.
  - Finally, this Friday will be Fitch Friday, where students are encouraged to wear Fitch colors. On Friday, there will also be a Student vs. Staff Fitch Family Basketball Game and Pizza Night from 2:30 p.m. to 5:30 p.m. in the Fitch Cafeteria. There will be late busses after the game.
- Mr. Falcon:
  - The annual Mr. Falcon Male Beauty Pageant is on Friday, March 8, 2019, from 6:00 p.m. to 9:00 p.m. in the Fitch High School Auditorium.
  - Pre-sale Tickets are \$5.00 for students and \$7.00 for adults. Tickets at the door at \$7.00 for students and \$10.00 for adults. Pre-sale tickets can be purchased during lunch waves.
  - This is the first year that it will be just student MCs.

**III. STUDENT REPRESENTATIVE REPORT – cont.**

➤ Fitch Athletics:

- Boys Basketball advanced to the Division 1 ECC Championship Semi-Finals for the first time since the mid-2000s but were defeated by Waterford on Saturday 70-42. They are now preparing for the CIAC Tournament.
- Fitch Boys Fencing won the Epee ECC Championship last Saturday.
- Tyler Cady had advanced to the New England Track and Field Championships in the 300m after winning the Class L Championship and coming in 6<sup>th</sup> at the State Open Championship.
- Congratulations to Amara Robinson, Cameron Dickson, and Britney Toussaint for making first team all ECC for Cheerleading.

**IV. SUPERINTENDENT AND ADMINISTRATION REPORTS**

Dr. Graner stated that the ECS grant remains the same; Alliance funding is still pending; and the Governor's budget will require additional funding.

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

**1. Assistant Superintendent Report [ATTACHMENTS #1, 2, 3]**

Ms. Austin noted:

- The Connecticut Next Generation Accountability Index was shared. Groton performed better than the State average in most academic areas; however, Groton still needs to work on attendance;
- Attendance Banners will be hung in the schools; samples shown;
- That she received a letter from a student regarding his interest in NJROTC which prompted her to go online to find a contact person. She found an application online that noted that the Board would have to approve the program; the district would have to find funding; the district can start small (25-30); student would have to take 4 Military core courses; have to determine the personnel to teach the courses as well as other supplies and uniforms; she will continue to investigate the possibility of having a NJROTC program at Fitch High School;
- One Book, One Problem, One District, i.e. Dr. Seuss's Sleep Book, March 4-5, 2019 as part of Read Across America.

**2. Business Office Report [ATTACHMENT #4, 5]**

➤ **Object Code Summary**

Mr. Knight gave an overview of the Object Code Summary dated February 21, 2019 showing an unexpended balance of \$64,129.

➤ **Health Insurance Report**

Mr. Knight reviewed the Health Insurance report for the month of December.

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

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

- **Groton 2020:** Mr. Kilpatrick noted that the middle school construction will begin on March 25, 2019; bids are being qualified; design plans for the new elementary schools are being prepared in accordance with the Educational Specifications; Perkins Eastman Architects are planning to meet with staff on building needs.

**IV. COMMITTEE REPORTS**

1. Finance/Facilities Committee:  
There was no report. The next meeting will be March 18, 2019.
2. Policy Committee:  
Mrs. White noted that the Policy Committee met and noted the policies on the agenda for approval.
3. Curriculum Committee:  
Dr. Ackerman noted that the Curriculum Committee met and will be coming to the COW in March 11, 2019 with new courses.
4. Negotiations Committee:  
There was no report.
5. LEARN:  
Mrs. Volkmann noted that the Executive Director, Dr. Eileen Howley will be retiring. Mrs. Volkmann noted Dr. Howley's letter of retirement and stated that she would forward a copy to Board members. She stated that she will be on the search committee. She noted that Patrice McCarthy gave a report on the legislative session. Lastly, she shared a copy of the Transportation Study with Mr. Kilpatrick.
6. Town & City Councils/RTM/Board Liaison Committee:  
There was no report. The next meeting will be March 6, 2019, at 5:30 p.m.
7. GEA/AGSA/BOE Liaison Committee:  
The next meeting will be March 7, 2019, at 4:30 p.m.
8. Groton Scholarship:  
There was no report.
9. Trails Liaison:  
There was no report.

V. ACTION ITEMS

A. CONSENT CALENDAR

1. RESOLUTION ACCEPTING BOARD MINUTES

RESOLVED, that the regular meeting minutes of January 28, 2019 and the special meeting minutes of January 22 @ 6:00 p.m., January 23 @ 7:00 p.m., January 22 @ 8:00 p.m., February 4, and February 6, 2019, are hereby accepted and approved.

**Approval of Gifts:**

- YourCause, LLC Trustee for Pfizer Annual Giving Campaign has made a donation on behalf of Peter Fairbanks in the amount of \$74.06 to the Fitch High School Fencing Team.

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

A. **Old Business**

NONE

A. **New Business**

1. Discussion and possible action regarding a second reading of policy P 6171.4 Independent Education Evaluation. (Attachment #6)

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

2. Discussion and possible action reading a second reading of policy P 1250.1 School Classroom Observations. (Attachment #7)

**MOTION:** Volkmann, Giuliani: To approve as a second reading of policy P 1250.1 School Classroom Observation.  
**PASSED - UNANIMOUSLY**

**A. New Business – cont.**

3. Discussion and possible action regarding approval of a field trip request to the Robotics New England Championship in Worcester, MA scheduled for April 11, 2019 through April 13, 2019.

MOTION: Weitlauf, Ackerman: To approve the field trip request to the Robotics New England Championship in Worcester, MA scheduled for April 11, 2019 through April 13, 2019.  
**PASSED - UNANIMOUSLY**

4. Discussion concerning the performance and evaluation of a school employee - (It is anticipated that this item will be discussed in Executive Session. The Board may or may not take action when it returns to Open Session.)

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

1. Mr. Weitlauf noted that a bus driver was being treated for cancer and that a fundraiser would be held on May 8, 2019 at the Groton Elks.
2. Mrs. White noted she spent 6 hours at all the cafeteria and suggested having Mr. Koschmieder at a COW meeting to discuss the activities of the Food Service Program.
3. Mrs. Volkmann noted the e-mail from Natalie Billings regarding the recent Emergency Executive Session and suggested having Mr. Hennick at a meeting to review proper procedures. Mrs. Volkmann also made a referral to discuss the curriculum process.
4. Mrs. Watson noted the e-mail from Natalie Billings.

**VII. ADVANCE PLANNING**

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

As noted in the agenda.

**B. Suggested Agenda Items**

NONE

**VIII. EXECUTIVE SESSION**

MOTION: Ackerman, White: To go into Executive Session at 6:58 p.m., for the purpose of discussing the performance and evaluation of a school administrator and to invite Dr. Graner and Ms. Austin to attend. It was noted the individual has waived their rights to have the discussion in Open Session.  
**PASSED - UNANIMOUSLY**

The performance and evaluation of a school employee was discussed. No action was taken.

MOTION: Weitlauf, White: To return to Open Session at 7:15 p.m.  
**PASSED – UNANIMOUSLY**

MOTION: Weitlauf, White: To adjourn at 7:15 p.m.  
**PASSED - UNANIMOUSLY**

# The Connecticut Next Generation ACCOUNTABILITY SYSTEM



CONNECTICUT STATE DEPARTMENT OF EDUCATION

In Connecticut, we believe all students have the ability to learn, grow and rise to the challenge of high expectations. The Connecticut Next Generation Accountability System helps us deliver on our promise of a high quality education for all by creating a more comprehensive, holistic picture of how our students and schools are performing.

**Q: What is the Connecticut Next Generation Accountability System?**

**A:** Connecticut's Next Generation Accountability System is a broad set of 12 indicators that help tell the story of how well a school is preparing its students for success in college, careers and life. The system moves beyond test scores and graduation rates and instead provides a more holistic, multifactor perspective of district and school performance and incorporates student growth over time.

**Q: What has changed since the previous accountability system?**

**A:** There are two main differences with this accountability system, initially implemented in March 2016. First, in addition to measuring academic achievement, this system also focuses on student growth over time. Measuring growth provides a more accurate picture than just looking at a snapshot in time of student performance. The second big change is that this accountability system includes additional key indicators, such as chronic absenteeism, physical fitness and arts access. Research tells us that students who attend school on a daily basis and maintain a healthy lifestyle are more likely to graduate and succeed in college. Access to an engaging arts curriculum creates a more well-rounded educational experience.

**Q: What are the 12 indicators?**

- A:**
1. Academic achievement status measured by state assessments
  2. Academic growth
  3. Assessment participation rate
  4. Chronic absenteeism
  5. Preparation for postsecondary and career readiness – coursework
  6. Preparation for postsecondary and career readiness – exams
  7. Graduation – on track in ninth grade
  8. Graduation – four-year adjusted cohort graduation rate – all students
  9. Graduation – six-year adjusted cohort graduation rate – high needs
  10. Postsecondary entrance rate – all students (college enrollment)
  11. Physical fitness
  12. Arts access

**Q: How do we use the accountability system?**

**A:** The Next Generation Accountability System helps us measure school and district success toward the goal of providing every student a quality education that prepares him or her for success down the road. Each school receives a score calculated using a formula that incorporates the accountability system indicators. There is a tiered system of resources and supports for schools based on their

*continued on next page*



## The Connecticut Next Generation Accountability System



score. Schools with low student performance and a low accountability score could be designated turnaround schools, meaning they would have to create and implement a plan for accelerating school improvement.

**Q: Will the accountability system help Connecticut close its achievement gap?**

**A:** Yes. A key feature of the system is that it separates data for high-needs subgroups of students. That gives us a better idea of how students living in poverty, students who have disabilities and students learning English are performing in school and how we can better support them on the path to success.

**Q: How does the accountability system strengthen transparency in school performance?**

**A:** As part of the Next Generation Accountability System, schools receive a report that provides a picture of how the school measures up on all 12 of the indicators. The data are easily searchable and provide a more comprehensive, holistic picture of student and school performance.

**Q: Who created the accountability system? Was it a collaborative process?**

**A:** For two years, the Connecticut State Department of Education actively sought feedback regarding the accountability system from district and school leaders, Connecticut educators, state and national experts, CSDE staff, and many others. The “next generation” system is a direct result of this extensive consultation process.

**Q: Where can I get more information?**

**A:** To learn more about the Connecticut Next Generation Accountability System, visit Connecticut’s interactive data portal, [Edsight](#).

## Most local school districts see improved performance rates

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By **Erica Moser** (/apps/pbcs.dll/personalia?ID=e.moser) Day staff writer

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Most school districts in southeastern Connecticut saw an increase in performance rates in the 2017-18 school year, whereas **most saw a drop the year before** (<https://www.theday.com/local-news/20180217/most-local-school-districts-see-drop-in-performance-rates>).

One thing that hasn't changed much is the ranking of top districts in the region: Lyme-Old Lyme Public Schools, also known as Regional School District 18, still is considered the best in the region, and East Lyme is the second-best. Rounding out the top five for the past two years are Stonington, Montville and North Stonington, though their order changed.

This is according to the 2017-18 Next Generation Accountability System Results, which the Connecticut State Department of Education released Friday morning.

Next Generation Accountability is a 12-factor system that most heavily weighs academic growth in English language arts (ELA), math, the four-year graduation rate, six-year graduation rate for high-needs students, and college enrollment after graduating.

The other factors are state assessment performance in ELA and math, assessment participation rate, chronic absenteeism, the share of students taking college and career readiness coursework, the share of students passing college and career readiness exams, the percent of students on track for high school graduation, physical fitness and arts access.

Scores on the factors are added up to an index out of 100 possible points, and the state average rose from 73.2 in 2016-17 to 74.9 last year.

"The 2017-18 accountability results show progress is being made on several performance and growth indicators and it is especially encouraging to see increases in performance and growth for our most vulnerable student groups," Education Commissioner Dianna R. Wentzell said in a news release.

While ELA and math performance remained flat for students overall, each increased by about 2 percent for high-needs students. In addition, the score for academic growth — which measures the progress of specific students over time — increased 5.8 percent in ELA and 1.7 percent in math for high-needs students.

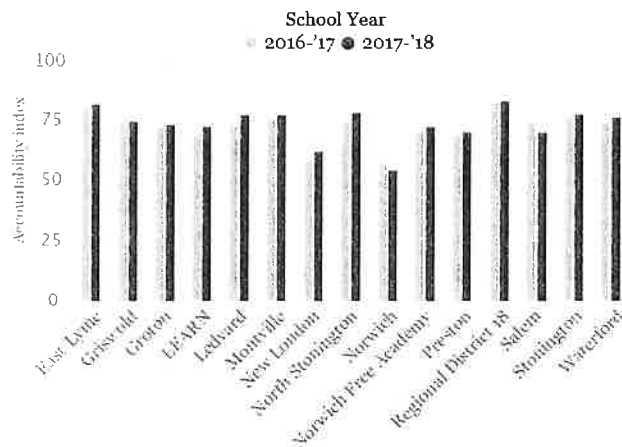
Another area that saw notable statewide growth, building upon growth from last year, was participation in Advanced Placement or International Baccalaureate classes, career and technical education, and workplace experiences.

A dim spot was that the statewide chronic absenteeism rate increased from 9.9 to 10.7 percent.

The Next Generation Accountability System is the basis for determining Alliance Districts, the lowest-performing districts in the state. New London, Norwich and Groton are among the state's 33 Alliance Districts, which must submit plans to the state for improvement. The designation means state aid to the district cannot be cut from its level the previous year.

Chronic absenteeism was one of the top factors landing Groton on the list in 2017, and the rate in Groton increased from 11.3 percent in 2016-17 to 11.6 percent last school year. Assistant Superintendent Susan Austin noted that the culture and climate committee developed an intervention plan last year, and the district will use grant money to hire an attendance-focused social worker.

Accountability index scores for southeastern Connecticut schools



Data source: Connecticut State Department of Education

While Groton's overall index was 0.9 below the state average, it performed better than the state in ELA and math — both overall and specifically for high-needs students.

Especially in a military community like Groton, Austin feels it is unfair that students entering the military after high school count against the postsecondary entrance score. Superintendent Michael Graner said he was "perplexed" by the district's low score on the share of students taking college and career readiness courses, and said there may be a course identification problem to address.

### **How did other local schools and districts perform?**

Per the 12-factor system, the top school in the state is Center School in Litchfield School District.

Locally, Deans Mill School in Stonington and Marine Science Magnet High School in Groton came in at sixth and seventh best; their respective scores were 95.11 and 94.99. Marine Science Magnet is not part of the Groton Public Schools district but part of the LEARN system, which overall scored lower than the state average at 73.3.

Marine Science Magnet bucked the statewide trend on chronic absenteeism, decreasing its rate from 11.5 to 7.1 percent. Principal Nicholas Spera attributed this to "providing that safe atmosphere so kids want to come to school" and to "constant communication" with parents.

The school, which has 271 students, also made large strides in ELA and math performance.

Marine Science Magnet and Deans Mill were named Schools of Distinction, as were Flanders School, Niantic Center School and Lillie B. Haynes School in East Lyme; Mary Morrisson Elementary and Northeast Academy Elementary in Groton; Lyme Consolidated School and Mile Creek School in Regional School District 18; Mohegan School and Oakdale School in Montville; and Ledyard Center School.

The commendation means that each school scored in the top 10 percent in its grade level either overall, for academic growth, or for year-over-year improvement. There were 160 schools named statewide, including 43 in Alliance Districts.

On the other hand, the state identified Bennie Dover Jackson Middle School in New London as a "Turnaround School," meaning one with low overall performance, and New London High School as a "Focus School," meaning there is "consistently lagging academic achievement, growth, or graduation rates for the high needs group." Both designations were based on three-year averages, and both mean the schools will receive additional support from the state.

Veterans Memorial Elementary School in Norwich previously was a Turnaround School but has been removed from the list.

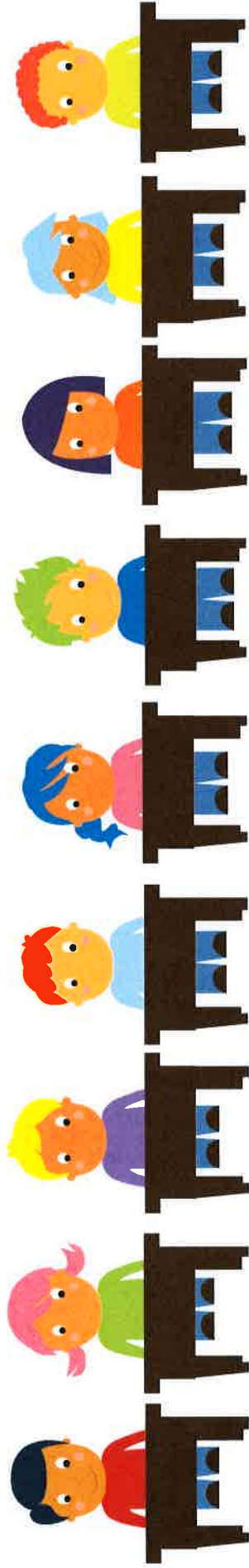
The state identified 36 Turnaround Schools overall, 34 of which are in Alliance Districts like New London, and 20 Focus Schools, 14 of which are in Alliance Districts.

Still, the New London school district overall saw an increase in its index from 58.65 to 62.8. The only local school districts to see drops in overall performance from 2016-17 to 2017-18 were Norwich Public Schools — this does not include Norwich Free Academy, which improved — and Salem Public Schools.

Norwich Assistant Superintendent Thomas Baird said the index "doesn't really work for a pre-K to 8 district that doesn't operate its own high school, especially one as large as us." His issue is that high school students are weighted more heavily but the only high school students Norwich Public Schools has are those who "have some pretty significant educational needs and are in outplacement settings" and ones who were expelled.

In Norwich, the two middle schools saw scores lower than the district average of 54.7, but the remaining seven elementary schools ranged from 57 to 76.2. The district average last year was 58.1.

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**Attendance Matters. You Matter.**

Northeast Academy Arts Magnet School

Groton Public Schools

## Attachment #4

## Groton Public Schools

Date prep: 2/21/19 10:18 AM FY19 Budget Summary Review									
Account	Object #s	FY19 Budget 2018-2019	Expenditures	Encumbered	FY19 Actual Total	Remaining Balance	%	FY19 Estimate 02/21/2019	Under/(Over)
<b>Salaries</b>									
1 Administrators	105,106,107,108	4,178,984	2,723,148	1,439,639	4,162,787	16,197	0.4%	4,181,105	(2,121)
2 Teachers	101-104,109,123-127	34,212,338	17,046,735	16,434,185	33,480,919	731,419	2.1%	34,067,567	144,771
3 Non-Cert Aides	110,111,119,129,130,131	3,349,488	1,598,966	0	1,598,966	1,750,522	52.3%	3,323,181	26,307
4 Substitute - Cert & Non-Cert	120,121	944,000	452,069	0	452,069	491,931	52.1%	951,355	(7,355)
5 Clerical	112-114,132-134,144	1,818,156	1,156,063	328,877	1,484,940	333,216	18.3%	1,813,640	4,516
6 Custodial/Maintenance/Techs	117,118,129,137,138,147,148	3,404,842	2,125,413	136,202	2,261,616	1,143,226	33.6%	3,424,726	(19,884)
7 Campus Security/Supervision	128	88,287	81,241	0	81,241	7,046	8.0%	98,246	(9,959)
8 <b>Total Salaries</b>	<b>100</b>	<b>47,996,095</b>	<b>25,183,635</b>	<b>18,338,903</b>	<b>43,522,538</b>	<b>4,473,557</b>	<b>9.3%</b>	<b>47,859,820</b>	<b>136,275</b>
<b>Benefits</b>									
9 Health Insurance	201-202	9,195,553	6,944,492	0	6,944,492	2,251,061	24.5%	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	817,163	0	817,163	563,063	40.8%	1,380,110	116
12 Other Benefits	222-227	233,678	131,318	0	131,318	102,360	43.8%	212,846	20,832
13 <b>Total Benefits</b>	<b>200</b>	<b>11,779,052</b>	<b>8,862,502</b>	<b>0</b>	<b>8,862,502</b>	<b>2,916,550</b>	<b>24.8%</b>	<b>11,758,038</b>	<b>21,014</b>
<b>Purchased Services</b>									
14 Instructional Services	321-324	138,991	115,218	1,000	116,218	22,773	16.4%	148,588	(9,597)
15 Professional Services	331	193,839	152,034	38,783	190,817	3,022	1.6%	221,577	(27,737)
16 Other Prof Services	332	584,400	177,943	142,934	320,877	263,523	45.1%	588,605	(4,205)
17 OT & PT Services	333	631,500	83,978	459,877	543,855	87,645	13.9%	626,090	5,410
18 Legal	334	85,000	31,366	0	31,366	53,634	63.1%	84,366	634
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>671,497</b>	<b>666,069</b>	<b>1,337,566</b>	<b>475,666</b>	<b>26.2%</b>	<b>1,835,553</b>	<b>(22,321)</b>
<b>Property Services</b>									
22 Water & Sewer	410 & 411	88,880	52,291	2,594	54,885	33,995	38.2%	96,985	(8,105)
23 Trash & Snow Removal	421 & 422	182,310	49,274	34,659	83,933	98,377	54.0%	175,294	7,016
24 Repair/Maintenance	430-435,490,491,499	473,914	293,534	71,916	365,451	108,463	22.9%	443,568	30,346
25 Rental	441	69,997	55,006	15,196	70,202	(205)	(0.3%)	79,067	(9,070)
26 <b>Total Property Services</b>	<b>400</b>	<b>815,101</b>	<b>450,106</b>	<b>124,365</b>	<b>574,471</b>	<b>240,630</b>	<b>29.5%</b>	<b>794,914</b>	<b>20,187</b>
<b>Transportation, Insurance, Communications, Tuition</b>									
27 Transportation: Schools	510-513	4,727,227	2,563,761	0	2,563,761	2,163,466	45.8%	4,673,093	54,134
28 Transportation: Student Activities	587-596	147,567	71,689	18,268	89,957	57,610	39.0%	155,167	(7,600)
29 Transportation: Staff	580-584	97,369	49,960	458	50,418	46,951	48.2%	96,324	1,045
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	65,701	839	66,540	29,868	31.0%	109,535	(13,127)
32 Tuition: Special Education	561-563,568	4,355,000	2,074,807	1,931,433	4,006,240	348,760	8.0%	4,498,318	(143,318)
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>6,336,775</b>	<b>1,950,998</b>	<b>8,287,773</b>	<b>2,900,425</b>	<b>25.9%</b>	<b>11,043,295</b>	<b>144,903</b>
<b>Supplies</b>									
35 Instructional Supplies	601-609,613-619,622,623,628	388,864	207,583	23,570	231,153	157,711	40.6%	389,782	(918)
36 Computer Supplies	610-612	403,827	494,425	30,797	525,222	(121,396)	(30.1%)	556,204	(152,378)
37 Electricity & Heating	631-633	1,241,140	758,118	1,825	759,943	481,197	38.8%	1,317,720	(76,580)
38 Transportation Supplies	634 & 656	277,204	172,193	2,733	174,926	102,278	36.9%	302,226	(25,022)
39 Textbooks & Library Books	640-642,645,647	73,715	27,477	2,883	30,360	43,354	58.8%	71,907	1,807
40 Facility/Maintenance Supplies	650,652-655, 657 & 659	353,424	198,269	7,106	205,375	148,049	41.9%	331,716	21,708
41 Other Supplies (staff dev., etc.)	621, 624-627, 690	71,892	26,357	3,102	29,459	42,432	59.0%	60,245	11,647
42 <b>Total Supplies</b>	<b>600</b>	<b>2,810,065</b>	<b>1,884,424</b>	<b>72,016</b>	<b>1,966,439</b>	<b>853,626</b>	<b>30.4%</b>	<b>3,029,801</b>	<b>(219,736)</b>
<b>Equipment</b>									
43 Instructional Equipment	730 & 735	19,835	10,901	0	10,901	8,933	45.0%	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>22,261</b>	<b>0</b>	<b>22,261</b>	<b>21,922</b>	<b>49.6%</b>	<b>35,797</b>	<b>8,386</b>
46 <b>Total Dues &amp; Fees</b>	<b>800</b>	<b>39,996</b>	<b>56,969</b>	<b>0</b>	<b>56,969</b>	<b>(16,973)</b>	<b>(42.4%)</b>	<b>64,575</b>	<b>(24,579)</b>
47 <b>GRAND TOTAL</b>		<b>76,485,922</b>	<b>43,468,168</b>	<b>21,152,351</b>	<b>64,620,519</b>	<b>11,865,403</b>	<b>15.81%</b>	<b>76,421,793</b>	<b>64,129</b>

**Groton Public Schools**

Date prep: <b>FY19 Budget Summary Review</b>									
2/21/19 10:18 AM									
Account	Object #s	FY19 Budget 2018-2019	Expenditures	Encumbered	FY19 Actual Total	Remaining Balance	%	FY19 Estimate 02/21/2019	Under/(Over)
<b>Salaries</b>									
<b>Administrators</b>									
48 Admin	105	997,382	645,021	339,362	984,384	12,998	1.3%	997,382	0
49 Principals	106	1,364,331	889,836	471,222	1,361,058	3,273	0.2%	1,366,378	(2,047)
50 Asst. Principals	107	1,696,331	1,109,215	587,192	1,696,406	(75)	(0.0%)	1,696,406	(75)
51 Dean	108	120,940	79,076	41,864	120,940	0	0.0%	120,940	-
52		4,178,984	2,723,148	1,439,639	4,162,787	16,197	0.4%	4,181,105	(2,121)
<b>Teachers</b>									
53 Classroom Teachers	101	24,240,539	12,127,027	12,053,137	24,180,164	60,375	0.2%	24,251,684	(11,145)
54 Sp.Ed Certified	102	7,346,040	3,600,766	3,553,316	7,154,081	191,959	2.6%	7,238,443	107,597
55 Media Specialist	103	708,113	346,647	346,506	693,153	14,960	2.1%	694,112	14,001
56 Guidance	104	1,000,974	492,286	475,341	967,628	33,346	3.3%	960,711	40,263
57 Athletic Director	109	11,769	6,337	5,885	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	21,430	0	21,430	15,691	42.3%	37,121	-
60 Tutors	125	462,147	321,928	0	321,928	140,219	30.3%	462,147	-
61 Coach Stipends	126	328,971	110,859	0	110,859	218,112	66.3%	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	17,046,735	16,434,185	33,480,919	731,419	2.1%	34,067,567	144,771
<b>Non-Cert Aides</b>									
64 Reg.Ed Teacher Aides - Kindergarten	110 & 130	450,640	196,767	0	196,767	253,873	56.3%	375,899	74,741
65 Sp.Ed Aides - Para I	111	870,759	595,035	0	595,035	275,724	31.7%	909,880	(39,121)
66 Sp.Ed Aides - Para II	131	1,706,809	532,005	0	532,005	1,174,804	68.8%	1,636,181	70,628
67 School Bus Aides	136	321,280	269,960	0	269,960	51,320	16.0%	396,021	(74,741)
68 Other Aides	139	0	5,200	0	5,200	(5,200)		5,200	(5,200)
69		3,349,488	1,598,966	0	1,598,966	1,750,522	52.3%	3,323,181	26,307
<b>Substitute</b>									
70 Substitute Sp.Ed Certified	121	80,000	64,225	0	64,225	15,775	19.7%	80,000	-
71 Substitute Reg.Ed Certified	120	864,000	387,844	0	387,844	476,156	55.1%	871,355	(7,355)
72		944,000	452,069	0	452,069	491,931	52.1%	951,355	(7,355)
<b>Clerical</b>									
73 Clerical	112*113*114*132*133*134*143*144	1,818,156	1,156,063	328,877	1,484,940	333,216	18.3%	1,813,640	4,516
<b>Custodial/Maintenance/Techs</b>									
74 Custodial	117 & 137	1,856,393	1,154,891	24,695	1,179,586	676,807	36.5%	1,856,393	-
75 Maintenance	118 & 138	790,635	484,408	25,038	509,447	281,188	35.6%	790,635	-
76 Technicians	129 & 149	654,514	434,116	86,469	520,584	133,930	20.5%	674,398	(19,884)
77 Custodial Overtime	147	84,600	43,288	0	43,288	41,312	48.8%	84,600	-
78 Maintenance Overtime	148	18,700	8,710	0	8,710	9,990	53.4%	18,700	-
79		3,404,842	2,125,413	136,202	2,261,616	1,143,226	33.6%	3,424,726	(19,884)
<b>Security</b>									
80 Security/Supervision	128	88,287	81,241	0	81,241	7,046	8.0%	98,246	(9,959)
81 Total Salaries		47,996,095	25,183,635	18,338,903	43,522,538	4,473,557	9.3%	47,859,820	136,275
<b>Benefits</b>									
<b>Health Insurance</b>									
82 Group Ins. Prof	201	6,998,481	5,840,077	0	5,840,077	1,158,404	16.6%	6,998,481	-
83 Group Ins. Other	202	2,197,072	1,104,415	0	1,104,415	1,092,657	49.7%	2,197,072	-
84		9,195,553	6,944,492	0	6,944,492	2,251,061	24.5%	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	393,154	0	393,154	290,078	42.5%	686,147	(2,915)
89 Medicare	214	696,994	424,008	0	424,008	272,986	39.2%	693,963	3,031
90		1,380,226	817,163	0	817,163	563,063	40.8%	1,380,110	116
<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	24,977	0	24,977	25,023	50.0%	50,000	-
93 Tuition Reimb Certified	224	106,000	66,495	0	66,495	39,506	37.3%	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	131,318	0	131,318	102,360	43.8%	212,846	20,832
97 Total Benefits		11,779,052	8,862,502	0	8,862,502	2,916,550	24.8%	11,758,038	21,014



**Groton Public Schools**

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Account	Object #s	FY19 Budget 2018-2019	Expenditures	Encumbered	FY19 Actual Total	Remaining Balance	%	FY19 Estimate 02/21/2019	Under/(Over)
<b>Purchased Services</b>									
<b>Instructional Services</b>									
98 Instructional Services	321 & 323	105,617	75,178	450	75,628	29,989	28.4%	102,880	2,737
99 Instruct Improvement Services	322 & 324	33,374	40,041	550	40,591	(7,216)	(21.6%)	45,709	(12,334)
100		138,991	115,218	1,000	116,218	22,773	16.4%	148,588	(9,597)
<b>Professional Services</b>									
101 Professional Services	331	193,839	152,034	38,783	190,817	3,022	1.6%	221,577	(27,737)
102 Other Prof Services	332	584,400	177,943	142,934	320,877	263,523	45.1%	588,605	(4,205)
103 OT & PT Services	333	631,500	83,978	459,877	543,855	87,645	13.9%	626,090	5,410
104 Legal	334	85,000	31,366	0	31,366	53,634	63.1%	84,366	634
105		1,494,739	445,321	641,594	1,086,915	407,824	27.3%	1,520,638	(25,898)
<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 Total Purchased Services		1,813,232	671,497	666,069	1,337,566	475,666	26.2%	1,835,553	(22,321)
<b>Property Services</b>									
<b>Water/Sewer</b>									
111 Water	410	60,600	31,999	2,594	34,593	26,007	42.9%	63,476	(2,876)
112 Sewer	411	28,280	20,292	0	20,292	7,988	28.2%	33,509	(5,229)
113		88,880	52,291	2,594	54,885	33,995	38.2%	96,985	(8,105)
<b>Trash &amp; Snow Removal</b>									
114 Trash Removal	421	90,900	49,225	34,659	83,884	7,016	7.7%	83,884	7,016
115 Snow Removal	422	91,410	49	0	49	91,361	99.9%	91,410	-
116		182,310	49,274	34,659	83,933	98,377	54.0%	175,294	7,016
<b>Repair/Maintenance</b>									
117 Equipment Repairs	430	145,824	84,057	1,240	85,297	60,527	41.5%	117,539	28,285
118 Grounds Repairs	431	76,300	142,768	47,080	189,848	(113,548)	(148.8%)	189,848	(113,548)
119 General Bldg Repairs	432	121,400	1,723	748	2,471	118,929	98.0%	7,852	113,548
120 Painting	433	5,300	0	0	0	5,300	100.0%	5,300	-
121 Heat & Plumbing	434	35,450	23,924	0	23,924	11,526	32.5%	34,463	987
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%	10,422	2,208
124 Bldg Fire Protection	491	46,460	22,713	14,734	37,447	9,013	19.4%	46,460	-
125 Other Purch Services	499	25,300	6,666	2,991	9,657	15,643	61.8%	25,300	-
126		473,914	293,534	71,916	365,451	108,463	22.9%	443,568	30,346
<b>Rental</b>									
127 Rental	441	69,997	55,006	15,196	70,202	(205)	(0.3%)	79,067	(9,070)
128 Total Property Services		815,101	450,106	124,365	574,471	240,630	29.5%	794,914	20,187
<b>Transportation, Insurance, Communications, Tuition</b>									
<b>Transportation: Schools</b>									
129 Reg.Ed Pupil Transportation	510 & 516	2,886,452	1,553,176	0	1,553,176	1,333,276	46.2%	2,826,318	60,134
130 Sp.Ed - Trans - STA	511	962,151	558,978	0	558,978	403,173	41.9%	962,151	-
131 Sp.Ed - Trans - Curtin	512	873,624	444,884	0	444,884	428,740	49.1%	873,624	-
132 Pupil Transp Reimbursement	513	5,000	6,723	0	6,723	(1,723)	(34.5%)	11,000	(6,000)
133		4,727,227	2,563,761	0	2,563,761	2,163,466	45.8%	4,673,093	54,134
<b>Transportation: Other</b>									
134 Transportation - Athletics	587	97,700	44,662	15,284	59,946	37,754	38.6%	99,956	(2,255)
135 Transportation - Field Trips	588	24,986	10,657	2,984	13,641	11,345	45.4%	23,660	1,325
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	71,689	18,268	89,957	57,610	39.0%	155,167	(7,600)
<b>Transportation: Staff</b>									
140 Travel - Education	580 & 581	11,050	3,877	0	3,877	7,173	64.9%	11,332	(282)
141 Travel - Admin	582 & 583	32,688	16,648	0	16,648	16,040	49.1%	30,324	2,364
142 Travel - Conferences	584	53,632	29,435	458	29,893	23,739	44.3%	54,668	(1,037)
143		97,369	49,960	458	50,418	46,951	48.2%	96,324	1,045
<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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<b>Communications</b>									
147 Telephone, Telephone Repairs	530	50,804	44,256	0	44,256	6,548	12.9%	65,759	(14,955)
148 Postage	531	37,567	10,966	124	11,090	26,477	70.5%	29,607	7,960
149 Advertisement	540	5,000	5,841	715	6,556	(1,556)	(31.1%)	6,556	(1,556)
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	65,701	839	66,540	29,868	31.0%	109,535	(13,127)
<b>Tuition: Special Education</b>									
154 Sp.Ed Vocational	561	404,751	149,575	85,266	234,841	169,910	42.0%	404,751	-
155 Sp.Ed BoE Placements	562	2,102,065	934,820	1,127,610	2,062,430	39,635	1.9%	2,211,835	(109,770)
156 Sp.Ed State Placements	563	597,694	312,272	252,148	564,420	33,274	5.6%	667,632	(69,938)
157 Sp.Ed Magnet Choice	568	1,250,490	678,140	466,410	1,144,550	105,940	8.5%	1,214,100	36,390
158		4,355,000	2,074,807	1,931,433	4,006,240	348,760	8.0%	4,498,318	(143,318)
<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	6,336,775	1,950,998	8,287,773	2,900,425	25.9%	11,043,295	144,903
<b>Supplies</b>									
<b>Instructional Supplies</b>									
164 General Classroom	601	32,798	19,835	3,736	23,571	9,227	28.1%	43,189	(10,390)
165 Science	602	33,343	12,936	2,430	15,366	17,977	53.9%	28,224	5,119
166 Arts & Crafts	603	17,813	16,332	924	17,257	556	3.1%	23,245	(5,433)
167 Phys. Ed	604	9,544	5,233	699	5,932	3,612	37.8%	11,151	(1,607)
168 Music	605	30,881	12,003	951	12,954	17,927	58.1%	18,125	12,756
169 Kindergarten	606	1,669	656	0	656	1,012	60.7%	1,519	150
170 Pupil Tests	607	59,916	40,889	6,576	47,464	12,452	20.8%	61,060	(1,144)
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	7,744	0	7,744	5,006	39.3%	10,250	2,500
173 Sp.Ed Supplies	615	56,300	30,117	1,834	31,951	24,349	43.2%	56,300	-
174 Athletic Supplies	616	69,072	29,980	1,385	31,365	37,707	54.6%	63,666	5,406
175 Math Supplies	617	24,800	7,890	1,066	8,956	15,844	63.9%	23,615	1,185
176 Health Supplies	618	1,706	0	78	78	1,628	95.4%	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%	7,259	1,241
179 School Library Supplies	623	3,566	4,291	62	4,353	(787)	(22.1%)	5,244	(1,677)
180 Food, Drink, Snacks	628	18,394	9,012	206	9,218	9,175	49.9%	19,082	(688)
181		388,864	207,583	23,570	231,153	157,711	40.6%	389,782	(918)
<b>Computer Supplies</b>									
182 Computer Supplies	610 & 611	81,669	68,530	14,864	83,394	(1,725)	(2.1%)	108,496	(26,827)
183 Software	612	322,158	425,866	15,933	441,829	(119,671)	(37.1%)	447,709	(125,551)
184		403,827	494,425	30,797	525,222	(121,396)	(30.1%)	556,204	(152,378)
<b>Electricity &amp; Heating</b>									
185 Electricity	631	861,500	534,262	1,825	536,087	325,413	37.8%	891,500	(30,000)
186 Propane/Natural Gas	632	100,200	100,856	0	100,856	(656)	(0.7%)	197,289	(97,089)
187 Heating Oil	633	279,440	123,000	0	123,000	156,440	56.0%	228,931	50,509
188		1,241,140	758,118	1,825	759,943	481,197	38.8%	1,317,720	(76,580)
<b>Transportation Supplies</b>									
189 Diesel for School Buses	634	236,704	160,035	0	160,035	76,669	32.4%	261,726	(25,022)
190 Gas for Maintenance	656	40,500	12,158	2,733	14,890	25,610	63.2%	40,500	-
191		277,204	172,193	2,733	174,926	102,278	36.9%	302,226	(25,022)
<b>Textbooks &amp; Library Books</b>									
192 Textbooks	640	49,443	16,155	2,354	18,509	30,934	62.6%	44,596	4,847
193 Workbooks	641	4,011	8,115	98	8,212	(4,202)	(104.8%)	10,251	(6,241)
194 Textbook Rebind	642	1,125	174	0	174	951	84.5%	174	951
195 Library Books	645	15,300	807	235	1,042	14,258	93.2%	11,300	4,000
196 Periodicals	647	3,836	2,227	196	2,423	1,413	36.8%	5,586	(1,750)
197		73,715	27,477	2,883	30,360	43,354	58.8%	71,907	1,807



**Groton Public Schools**

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2/21/19 10:18 AM									
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<b>Facility/Maintenance Supplies</b>									
198 Equipment Repair	650	26,560	12,527	1,409	13,936	12,624	47.5%	26,560	-
199 Grounds Supplies	651	20,200	12,680	0	12,680	7,520	37.2%	20,200	-
200 General Bldg Repair	652	70,296	31,901	507	32,408	37,888	53.9%	70,296	-
201 Painting	653	6,464	341	0	341	6,123	94.7%	6,464	-
202 Heat & Plumbing	654	24,240	31,309	318	31,627	(7,387)	(30.5%)	31,627	(7,387)
203 Electrical	655	64,640	19,705	2,565	22,270	42,370	65.5%	34,685	29,955
204 Safety Supplies	657 & 659	10,104	6,374	0	6,374	3,730	36.9%	10,964	(860)
205 Custodial Supplies	658	130,920	83,432	2,307	85,739	45,181	34.5%	130,920	-
206		353,424	198,269	7,106	205,375	148,049	41.9%	331,716	21,708
<b>Other Supplies</b>									
207 Sup Serv Guid Imp Ins	621	21,500	10,373	133	10,506	10,994	51.1%	18,140	3,360
208 Audio Visual	624 & 625	7,375	788	844	1,632	5,743	77.9%	2,382	4,993
209 General Admin Supplies	626	16,310	5,718	63	5,781	10,529	64.6%	13,502	2,808
210 School Admin Supplies	627	12,455	4,454	1,702	6,156	6,299	50.6%	12,915	(460)
211 Professional Materials	690	14,252	5,024	360	5,385	8,867	62.2%	13,306	946
212		71,892	26,357	3,102	29,459	42,432	59.0%	60,245	11,647
213 Total Supplies		2,810,065	1,884,424	72,016	1,956,439	853,626	30.4%	3,029,801	(219,736)
<b>Equipment</b>									
<b>Instructional Equipment</b>									
214 Replace Instr Equip	730	13,750	2,561	0	2,561	11,189	81.4%	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		19,835	10,901	0	10,901	8,933	45.0%	24,438	(4,603)
<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		24,348	11,359	0	11,359	12,989	53.3%	11,359	12,989
220 Total Equipment		44,183	22,261	0	22,261	21,922	49.6%	35,797	8,386
<b>Dues - Fees</b>									
<b>Dues/Fees</b>									
221 Dues BoE	810	0	0	0	0	0	-	-	-
222 General Admin Dues	811	16,100	19,943	0	19,943	(3,843)	(23.9%)	27,373	(11,273)
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 Total Dues/Fees		39,996	56,969	0	56,969	(16,973)	(42.4%)	64,575	(24,579)
226 Grand Total		76,485,922	43,468,168	21,152,351	64,620,519	11,865,403	15.5%	76,421,793	64,129

**Groton Public Schools**

**FY19 Budget Review**

**Summary at Program Level III**

		FY19			FY19			FY19	
Function		Budget	Expended	Encumbered	Total	Remaining		Estimated	Increase
No.	Description	2018-2019	2018-2019	2018-2019	2018-2019	Balance	%	2018-2019	(Decrease)
Regular Instruction									
1101	FUNCTION-1101 ELEMENTARY	12,739,680	6,980,534	5,030,955	12,011,489	728,191	5.7%	13,001,798	(262,117)
1102	FUNCTION-1102 ART	620,846	343,478	256,944	600,422	20,424	3.3%	649,837	(28,992)
1104	FUNCTION-1104 LANGUAGE ARTS	2,674,275	1,340,157	1,006,082	2,346,239	328,036	12.3%	2,562,807	111,468
1105	FUNCTION-1105 WORLD LANGUAGES	1,085,669	654,854	473,870	1,128,723	(43,054)	(4.0%)	1,180,569	(94,899)
1106	FUNCTION-1106 CONSUMER SCIENCE	162,436	71,214	50,358	121,572	40,864	25.2%	163,088	(652)
1107	FUNCTION-1107 TECHNOLOGY EDUCATION	592,576	372,323	274,465	646,788	(54,212)	(9.1%)	636,571	(43,995)
1108	FUNCTION-1108 MATHEMATICS	2,438,214	1,190,681	919,866	2,110,547	327,667	13.4%	2,206,570	231,645
1109	FUNCTION-1109 MUSIC	737,518	371,097	274,360	645,457	92,061	12.5%	683,853	53,665
1110	FUNCTION-1110 PHYSICAL EDUCATION	780,099	550,448	399,567	950,015	(169,916)	(21.8%)	1,033,418	(253,319)
1111	FUNCTION-1111 SCIENCE	2,705,550	1,295,125	899,251	2,194,376	511,174	18.9%	2,410,109	295,441
1112	FUNCTION-1112 SOCIAL STUDIES	2,116,237	1,044,971	839,369	1,884,340	231,897	11.0%	2,133,417	(17,180)
1114	FUNCTION-1114 HEALTH EDUCATION	483,503	149,901	134,771	284,672	198,830	41.1%	291,397	192,106
1115	FUNCTION-1115 MAGNET SCHOOL SUPPORT	30,000	8,406	2,589	10,995	19,005	63.3%	30,000	-
1116	FUNCTION-1116 CO-OPERATIVE WORK EXPEF	375	0	0	0	375	100.0%	-	375
1117	FUNCTION-1117 INTERN. BACCALAUREATE	524,546	287,272	210,720	497,992	26,554	5.1%	513,475	11,071
1119	FUNCTION-1119 UNCLASSIFIED	800,500	1,281,227	280	1,281,507	(481,007)	(60.1%)	741,010	59,490
1121	FUNCTION-1121 BUSINESS EDUCATION	305,559	162,929	110,914	273,843	31,716	10.4%	303,049	2,510
1124	FUNCTION-1124 HEALTH OCCUPATIONS	116,675	60,552	47,335	107,888	8,787	7.5%	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	1,414,499	1,144,400	2,558,898	(34,971)	(1.4%)	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 SERVI	1,142,615	606,864	382,887	989,752	152,863	13.4%	1,150,179	(7,564)
Total Regular Instruction		32,624,936	18,202,173	12,458,983	30,661,156	1,963,780	6.0%	32,577,503	47,433
Special Instruction									
1205	FUNCTION-1205 PRESCHOOL 3-5	987,057	638,632	375,018	1,013,649	(26,592)	(2.7%)	980,877	6,180
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	443,535	81,484	525,019	271,656	34.1%	783,401	13,274
1230	FUNCTION-1230 SPECIAL EDUCATION	8,346,058	4,012,984	2,020,039	6,033,023	2,313,035	27.7%	8,381,290	(35,232)
1250	FUNCTION-1250 BLIND	114,050	54,440	45,279	99,719	14,331	12.6%	114,960	(910)
1280	FUNCTION-1280 HEARING IMPAIRED	141,472	59,859	48,650	108,509	32,963	23.3%	144,322	(2,850)
Total Special Instruction		10,405,863	5,230,000	2,570,470	7,800,470	2,605,393	25.0%	10,425,400	(19,537)
Continuing Education									
1310	FUNCTION-1310 HIGH SCHOOL COMPLETION	77,161	34,770	5,168	39,938	37,223	48.2%	76,048	1,113
1320	FUNCTION-1320 ADULT EDUCATION	210,000	207,000	0	207,000	3,000	1.4%	207,000	3,000
Total Continuing Education		287,161	241,770	5,168	246,938	40,223	14.0%	283,048	4,113
Other Instructional Programs									
15**	STUDENT ACTIVITIES 6-12	764,336	320,692	34,068	354,760	409,576	53.6%	776,242	(11,906)
TOTAL INSTRUCTION		44,082,296	23,994,635	15,068,689	39,063,324	5,018,972	11.4%	44,062,193	20,103
Support Services - Pupils									
2101	FUNCTION-2101 SUPPORT SERVICES - SPED CC	849,892	525,336	212,630	737,965	111,927	13.2%	854,053	(4,161)
2110	FUNCTION-2110 SOCIAL WORK SERVICES	440,594	189,624	128,052	317,676	122,918	27.9%	407,143	33,451
2120	FUNCTION-2120 GUIDANCE SERVICES	1,561,491	824,527	478,710	1,303,237	258,254	16.5%	1,475,736	85,755
2130	FUNCTION-2130 HEALTH SERVICES	1,178,808	246,777	591,297	838,074	340,734	28.9%	1,177,047	1,761
2140	FUNCTION-2140 PSYCHOLOGICAL SERVICES	1,326,320	633,407	492,082	1,125,489	200,831	15.1%	1,300,629	25,691
2150	FUNCTION-2150 SPEECH & HEARING SERVICE	1,183,914	568,805	451,427	1,020,233	163,681	13.8%	1,061,643	122,271
Total Support Services - Pupils		6,541,019	2,988,475	2,354,199	5,342,674	1,198,345	18.3%	6,276,250	264,769
Support Services - Staff									
2201	FUNCTION-2201 SUPPORTING SERVICES - CO 1	90,799	54,575	21,688	76,263	14,536	16.0%	95,679	(4,880)
2210	FUNCTION-2210 IMPROVEMENT OF INSTRUCT	352,030	255,195	1,537	256,732	95,298	27.1%	321,080	30,950
Total Support Services - Staff		442,829	309,770	23,224	332,995	109,834	24.8%	416,760	26,070
General Support Services									
2311	FUNCTION-2311 BOARD OF EDUCATION SERV	4,700	2,135	65	2,200	2,500	53.2%	4,700	-
2312	FUNCTION-2312 SUPERINTENDENT OFFICE SE	1,571,988	986,239	289,798	1,276,036	295,952	18.8%	1,574,533	(2,545)
2313	FUNCTION-2313 BUSINESS OFFICE	835,143	625,884	142,720	768,604	66,539	8.0%	836,750	(1,608)
2410	FUNCTION-2410 SCHOOL ADMINISTRATION	4,011,259	2,714,410	963,947	3,678,356	332,902	8.3%	4,196,907	(185,648)
Total General Support Services		6,423,089	4,328,667	1,396,529	5,725,197	697,893	10.9%	6,612,890	(189,801)
Operational Services									
2510	FUNCTION-2510 OPERATION AND MAINTENAN	6,847,906	4,143,485	262,345	4,405,830	2,442,075	35.7%	6,905,755	(57,850)
2520	FUNCTION-2520 PUPIL TRANSPORTATION	5,463,820	3,113,632	39,035	3,152,667	2,311,152	42.3%	5,403,860	59,960
2540	FUNCTION-2540 COMPUTER SUPPORT SERVIC	1,455,639	1,079,034	162,162	1,241,196	214,443	14.7%	1,510,918	(55,278)
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	562,855	0	562,855	(562,855)	0.0%	-	-
Total Operational Services		13,775,865	8,900,288	463,542	9,363,830	4,412,035	32.0%	13,824,033	(48,169)
TOTAL SUPPORT SERVICES		27,182,802	16,527,200	4,237,495	20,764,695	6,418,107	23.6%	27,129,933	52,869
3710	FUNCTION 3710-NONPUBLIC SCHOOL	0	0	0	0	0	0.0%	115,000	(115,000)
4100	TUITION PAYMENTS	5,220,824	2,946,333	1,846,167	4,792,500	428,324	8.2%	5,114,668	106,156
GRAND TOTAL		76,485,922	43,468,168	21,152,351	64,620,519	11,865,403	15.5%	76,421,793	64,129
		0.08%							

### Cost vs Budget Dashboard - data through December 2018

**Actual vs Budget**

Month	Actual Cost	Budgeted Cost
Jul-17	\$1,000,000	\$1,000,000
Aug-17	\$800,000	\$1,000,000
Sep-17	\$700,000	\$1,000,000
Oct-17	\$500,000	\$1,000,000
Nov-17	\$1,100,000	\$1,000,000
Dec-17	\$900,000	\$1,000,000
Jan-18	\$0	\$0
Feb-18	\$0	\$0
Mar-18	\$0	\$0

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

## 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 student is a child with a disability and the content of the student's Individualized Education Program (IEP), including information related to enabling the student 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 student. (34 CFR §300.502(a)(3)(i))

An **Evaluation** means the formal testing and/or assessment procedures used to determine whether a student has a disability and the nature and extent of the special education and related services the student 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 (DPH). 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 to 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 either 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 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 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 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, a decision 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 who 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 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 student 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 student 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 student'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 student with impaired sensory, manual, or speaking skills, the assessment results accurately reflect the student's aptitude or achievement level or other factors the test attempts or purports to measure, and not the student'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**

**GROTON, CONNECTICUT  
ADMINISTRATION OFFICES**

P.O. BOX K, GROTON, CONNECTICUT 06340 \* 1300 FLANDERS ROAD, MYSTIC, CONNECTICUT 06355  
(860)572-2100 \* FAX (860)572-2107

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

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

**Vocational**

Karen Stigliano  
Transition Consulting, LLC  
203-623-2774

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

**Assistive Technology**

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

**Functional Behavior Assessment**

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

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



## **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. The Board desires 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 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. Whether it be another teacher, the principal, or a parent, any visitor can change the dynamics within a school or classroom. 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, such as visitor policies and/or protocols that might apply to the observation as well.
9. This observation policy and its administrative regulations/procedures 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

---

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:	
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3. Setting(s):	
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4. Accompanied Staff Member:	
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5. Observation time period:	
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6. Follow up meeting date/time with team:	
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Administrator Signature and Date: \_\_\_\_\_

Copies: Central Office; School; Parent; Staff



## Groton Public Schools

P.O. Box K  
Groton, CT 06340  
P: 860-572-2100  
F: 860-572-2107

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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