

POLICY SUB-COMMITTEE MEETING

**Regular Meeting
Griswold Board of Education
Superintendent's Office
211 Slater Avenue
Griswold, CT 06351**

**WEDNESDAY,
September 2nd, 2026
5:00 PM**

1. Call to Order
2. Approval of the Minutes—May 13th, 2026
3. Review, Discussion, and Possible Action to Forward Revised Policy 1312—Community Relations—Public Complaints—to the Full Board for Possible Action and Review
4. Review, Discussion, and Possible Action to Forward New Policy 4222—Personnel - Non-Certified—Paraeducators/Title Paraeducators—to the Full Board for Possible Action and Review
5. Review, Discussion, and Possible Action to Forward New Policy 5118.3—Students—Homeless Students—to the Full Board for Possible Action and Review
6. Review, Discussion, and Possible Action to Forward New Policy 5124.1—Students—Reporting to Parents, District/School Report Cards—to the Full Board for Possible Action and Review
7. Anything Else that May Properly Come Before the Committee
8. Next Meeting: October 7th, 2026
9. Adjournment

**POLICY SUBCOMMITTEE SPECIAL MEETING
GRISWOLD BOARD OF EDUCATION**

**WEDNESDAY,
May 13th, 2026**

1. Call to Order - A special meeting of the Griswold Board of Education's Policy Subcommittee took place on Wednesday, May 13th, 2026, at Griswold Middle School, in the Superintendent's Office, located at 211 Slater Avenue, Griswold, Connecticut. The Policy subcommittee was called to order at 5:00 PM by Yvonne Palasky, Chair of the Policy Subcommittee.

PRESENT Yvonne Palasky, Policy Subcommittee Chair, Jaimee O'Neill-Eaton and Terry Cholewa, Policy Subcommittee Members.

ALSO PRESENT Sean McKenna, Superintendent of Schools

ABSENT

2. Approval of the Minutes—March 18th, 2026

MOTION By Terry Cholewa
Seconded by Yvonne Palasky
To approve the Policy subcommittee minutes of March 18, 2026, as presented.
Ayes – Yvonne Palasky and Terry Cholewa
Nays –
Abstain – Jaimee O'Neill-Eaton
Motion carried.

3. Review, Discussion, and Possible Action to Forward New Policies 6141.3273/4118.53/4218.53—
Generative AI—to the Full Board for Possible Action and Review

MOTION By Terry Cholewa
Seconded by Yvonne Palasky
To move forward new policies 6141.3273/4118.53/4218.53—Instruction -
Generative AI—to the Full Board for a first reading
Motion unanimously carried.

4. Review, Discussion, and Possible Action to Forward New Regulations 6141.3273/4118.53/4218.53—
Generative AI—to the Full Board for Possible Action and Review

MOTION By Terry Cholewa
Seconded by Yvonne Palasky
To move forward new regulations 6141.3273/4118.53/4218.53 – Instruction -
Generative AI – to the full Board for a first reading.
Motion unanimously carried.

5. Review, Discussion, and Possible Action to Forward Revised Policy 2120—Administration—
Organizational Chart - to the Full Board for Possible Action and Review

MOTION

By Terry Cholewa

Seconded by Yvonne Palasky

To move forward revised policy 2120 – Administration – Organizational Chart – to the full Board for a first reading.

Motion unanimously carried.

6. Review, Discussion, and Possible Action to Forward New Policy 6163.32—Instruction - Live Animals in the Classroom—Service Animals – to the Full Board for Possible Action and Review

MOTION

By Terry Cholewa

Seconded by Yvonne Palasky

To table any action on new policy 6163.32 – Instruction – Live Animals in the Classroom – Service Animals, at this time.

Motion unanimously carried.

7. Review, Discussion, and Possible Action to Forward New Regulation 6163.32—Instruction - Live Animals in the Classroom—Service Animals – to the Full Board for Possible Action and Review

MOTION

By Terry Cholewa

Seconded by Yvonne Palasky

To table any action on new regulation 6163.32 – Instruction – Live Animals in the Classroom – Service Animals, at this time.

Motion unanimously carried.

8. Review, Discussion, and Possible Action to Forward Revised Policy 1312 - Community Relations – Public Complaints – to the Full Board for Possible Action and Review

MOTION

By Terry Cholewa

Seconded by Yvonne Palasky

To table policy 1312 – Community Relations – Public Comments, at this time.

Motion unanimously carried.

9. Next Meeting: June 3rd, 2026

10. Adjournment

MOTION

By Terry Cholewa

Seconded by Yvonne Palasky

To adjourn the Policy subcommittee meeting at 5:22 PM.

Motion unanimously carried.

NEW POLICY

Community Relations**Public Complaints****General Complaint Procedure**

The Griswold Board of Education understands that, on occasion, a member of the public will wish to lodge a complaint. Such complaints shall be addressed and resolved as close to their origin of concern as possible.

While members of the community have a right to petition the Board of Education for redress of a grievance, complaints will be referred through the appropriate administrative channels for resolution. Exceptions will be made when the complaint directly concerns Board actions or operations.

The proper channel for complaints related to discipline, instruction, or instructional materials is the teacher. If the complaint is not resolved at that level, it can proceed to the department supervisor, the Principal, the Superintendent, and finally to the full Board.

(cf. 1220 – Citizens' Advisory Committees)
 (cf. 1312.3 – Library Material Review and Consideration)
 (cf. 5145.2 - Freedom of Speech/Expression)
 (cf. 6144 - Controversial Issues)
 (cf. 6161 - Equipment, Books, Materials: Provision/Selection)

Legal Reference: *Keyishian v. Board of Regents* 385 U.S. 589, 603 (1967)
 President's Council, District 25 v. Community School Board No. 25 457
 F.2d 289 (1972), cert. denied 409 U.S. 998 (1976)
 Minarcini v. Strongsville City School District, 541 F. 2d 577 (6th Cir. 1976).
 Board of Education, Island Trees Union Free School District No. 26 v. Pico,
 457 U.S. 853 (1982).
 Academic Freedom Policy (adopted by Connecticut State Board of
 Education, 9/9/81).
 Connecticut General Statutes
 10-238 Petition for hearing by board of education.

Policy adopted:

rev. 1/24
 rev 3/24
 rev 6/25

Griswold Public Schools

Public Complaint Form

Instructions: Please complete this form to initiate a formal review of your concern. Per Board Policy, complaints should be resolved as close to the point of origin as possible. Before filling out this form, please ensure you have attempted to resolve the matter with the staff member most directly involved (e.g., the teacher for matters of instruction or discipline).

Section 1: Contact Information

- Full Name: _____
- Address: _____
- Phone Number: _____ Email: _____
- Date of Submission: _____

Section 2: Nature of Complaint

Please indicate the primary area of concern:

- ☐ Instruction / Curriculum
- ☐ Discipline / Student Behavior
- ☐ Instructional Materials
- ☐ Board Operations / Policy
- ☐ Other: _____

Section 3: Details of the Concern

Description: Please provide a concise statement of the facts. Include dates, specific incidents, and names of individuals involved where applicable.

Section 4: Resolution History

To adhere to the "Proper Channels" requirement of Policy 1312, please indicate who you have already spoken with regarding this matter:

- | | | |
|-----------------------------------|--|-------------|
| 1. Teacher / Staff Member: | ☐ Yes ☐ No | Date: _____ |
| 2. Department Supervisor: | ☐ Yes ☐ No | Date: _____ |
| 3. Building Principal: | ☐ Yes ☐ No | Date: _____ |

What was the outcome of these previous discussions?

Section 5: Requested Remedy

What specific action or resolution are you seeking?

Administrative Routing (For Office Use Only)

Current Level of Review:

- ☐ Level 1: Teacher/Staff Member
- ☐ Level 2: Department Supervisor/Principal
- ☐ Level 3: Superintendent
- ☐ Level 4: Board of Education (Final Appeal)

Date Received: _____ **Received By:** _____

Important Note on Procedure

Except for complaints directly concerning Board actions, all grievances must follow the chain of command:

Teacher ➡ Supervisor/Principal ➡ Superintendent ➡ Board of Education

Community Relations

Public Complaints

~~The Board of Education welcomes comments and suggestions for improvement from the citizens whom it serves. Constructive criticism of the schools is welcome whenever it is motivated by sincere desire to improve the quality of the educational program or to allow the schools to do their tasks more effectively. However, the Board has confidence in its professional staff and desires to support their actions in order that they be free from unnecessary, spiteful or negative criticism and complaint. Therefore, whenever a complaint is made directly to the Board as a whole or to a Board member as an individual, it will promptly be referred to the school administration for study and possible solution.~~

~~Since individual Board members have no authority to resolve complaints, other than by formal Board action, Board members shall refer persons making complaints about the schools to the most immediate level at which the problems can be resolved and, as may be necessary, through lines of organization to the Superintendent of Schools. The Board expects that the administration will develop a procedure for receiving complaints, including a written notation of the complaints, and that it will take steps to make a proper reply to the complainant.~~

~~Anonymous complaints provide no avenue for response or redress of the complaint. Therefore, it is the policy of the Board that such complaints will not be pursued. An unsigned complaint will not be read or acted upon at any meeting of the Board and anonymous telephone complaints will not be brought to the Board by any individual Board member, administrator or other District employee. The administration will not act on any anonymous complaint.~~

~~The Board advises the public that the proper channeling of complaints involving instruction, discipline, or learning materials is as follows:~~

- ~~1. Teacher~~
- ~~2. Principal~~
- ~~3. Superintendent~~
- ~~4. Board of Education~~

~~Parents should be made aware of the proper channels of communication and appeal. Complaints for which specific resolution procedures are provided shall be directed through those channels. The decision of the Principal regarding a student must include notice to the parents of the next step of appeal. Any appeal from the decision of the Superintendent to the Board shall be in writing and signed.~~

~~If the complaint cannot be resolved at the building level, either party is encouraged to bring the matter to the attention of the Superintendent of Schools.~~

~~Community Relations~~

~~Public Complaints (continued)~~

~~If all other remedies have been exhausted and a complaint cannot be satisfactorily resolved, the complaint may be appealed to the Board of Education. No appeal will be heard by the Board and no charges or accusations against an employee will be investigated unless the accusations are reduced to writing, signed by the party making the complaint, and presented to the Board through the Superintendent.~~

~~The Board will not consider or act upon complaints that have not been explored at the appropriate level or complaints for which specific resolution procedures have been established that do not include Board review. If the Board decides to hear the complaint, the Board shall make a decision, which shall be sent to all interested parties. The Board's decision is final.~~

~~Request for Re-Evaluation of Instructional Materials~~

~~The following procedure shall be followed whenever there is a request for the evaluation of instructional material other than textbooks:~~

- ~~1. The Superintendent shall establish an ad hoc review committee broadly representative of:
A. Teachers competent in the area of the content covered by the material.
B. Administrators, directors, and supervisors appropriate to the level and/or subject for which material is used.
C. A media specialist who shall serve on the review committee.~~
- ~~2. Objections to materials and requests for re-evaluation must be presented in writing on the proper form. Request for Re-Evaluation of Materials forms are available in the office of the Superintendent.~~
- ~~3. Initial action on a written request on the proper form shall be taken no later than fifteen school days after receipt of the request.~~
- ~~4. A written report from the review committee shall be submitted to the Superintendent. The Superintendent shall then communicate his or her decision to the person requesting the re-evaluation.~~
- ~~5. Should the decision of the Superintendent not satisfy the person requesting the re-evaluation, the Board of Education may hold a special hearing to review the Superintendent's decision.~~
- ~~6. Once instructional material has been adopted and re-evaluated the material cannot be subject to further review without special approval by the Board of Education. Challenged instructional materials shall remain in use in the schools pending a final decision by the Board of Education.~~

~~Community Relations~~

~~Public Complaints~~

~~Request for Re-Evaluation of Instructional Materials (continued)~~

Legal Reference: ~~Keyishian v. Board of Regents 385 U.S. 589, 603 (1967)~~

~~President's Council, District 25 v. Community School Board No. 25 457 F.2d 289 (1972), cert. Denied 409 U.S. 998 (1976)~~

~~Minareini v. Strongsville City School District, 541 F. 2d 577 (6th Cir. 1976)~~

~~Academic Freedom Policy (adopted by Connecticut State Board of Education, 9/9/81).~~

~~Connecticut General Statutes~~

~~10-238 Petition for hearing by board of education.~~

GRISWOLD PUBLIC SCHOOLS

PUBLIC COMPLAINTS CONCERNING SCHOOL PERSONNEL

Person(s) to whom complaint(s) are addressed _____

Complainant: Name _____
Address _____
Telephone _____

Complainant represents: _____ himself/herself

_____ (Name of organization)
_____ (Identify other group)

Nature of Complaint: (be specific: dates, time, person(s) involved, etc.)

_____ Signature of Complainant

_____ Date _____ Time _____

Received by: _____
_____ Superintendent of Schools

Disposition of Complaint: _____

Received by: _____
_____ Complainant

A policy to consider.

Personnel -- Non-Certified

Paraeducators/Title I Paraeducators

All support staff positions in the school system shall be established initially by the Board.

All paraeducators who provide instructional support for students in Title I Schoolwide Programs and Targeted Assistance Programs shall meet the qualifications set forth in federal law and regulations.

Support staff employees, unless otherwise designated by contract, shall be considered “at will” employees who serve at the pleasure of the Board and shall have only those employment rights expressly established by Board policy. Support staff members shall be employed for such time as the district is in need of or desirous of the services of such employees.

Paraeducators

The Board shall employ teacher aides to work under the general supervision of the Superintendent and to assist teachers in such duties as:

1. Managing and maintaining records, materials, and equipment.
2. Attending to the physical needs of children.
3. Performing other limited services to support teaching duties when such duties are determined and directed by a teacher or administrator.
4. Lunchroom duties.

Qualification

In compliance with applicable legal requirements, the Board shall require all paraeducators with instructional duties that are hired in a Title I school program to have a secondary school diploma or its recognized equivalent and to have:

1. Completed at least two years of study at an institution of higher education;
2. Obtained an Associate's or higher degree; or
3. Met a rigorous standard of quality through a formal state or local academic assessment.
4. The district will not hire Title I paraeducators who do not meet these standards.

Exception to these requirements may be made with regard to paraeducators who act as translators or who coordinate parent involvement activities.

The Professional Development and Evaluation Committee shall develop, evaluate, and annually update a comprehensive local professional development plan for paraeducators of the district.

Personnel -- Non-Certified

Paraeducators/Title I Paraeducators

Paraeducators (continued)

The annual program of professional development shall be made available at no cost to the paraeducator. The program must be at least eighteen (18) hours in length, with a preponderance of time spent in a small group or individual instructional setting. The professional development program must (1) be a comprehensive, sustained and intensive approach to improving paraeducator effectiveness in increasing student knowledge achievement; (2) focus on refining and improving various effective instruction methods that are shared between and among paraeducators; (3) foster collective responsibility for improved student performance; and (4) include training in culturally responsive pedagogy and practice. The program must also be comprised of professional learning that (1) is aligned with rigorous state student academic achievement standards; (2) is conducted among paraeducators at the school and facilitated by principals, coaches, mentors, distinguished educators, or other appropriate teachers; (3) occurs frequently on an individual basis or among groups of paraeducators in a job-embedded process of continuous improvement; and (4) includes a repository of best practices for instruction methods developed by paraeducators within each school that is continuously available to such paraeducators for comment and updating. The principles and practices of social-emotional learning and restorative practices must be integrated throughout the components of the program.

The Board shall offer professional development activities to paraeducators as part of a paraeducator's professional development plan. These professional development activities may be made available directly by the Board of Education, through a RESC or cooperative arrangement with another board, or through arrangements with any CSDE-approved professional development provider. The activities must be consistent with any goals identified by the paraeducator and Board.

Paraeducators are employed so that the certified staff may direct their energies to the students' education. The Principal and the supervising teacher are jointly responsible for making final decisions related to the duties and responsibilities to be assigned to a paraeducator.

In each case, the Board shall approve a statement of job requirements as presented by the Superintendent. This shall be in the form of a job description setting forth the qualifications for the job, a detailed list of performance responsibilities and any required physical capabilities.

Only the Board may eliminate a position that it has created.

Title I Paraeducators

A Title I paraeducator is an individual who provides instructional support for students in a Title I Schoolwide or Targeted Assistance Program, supported with Title I, Part A funds.

Personnel -- Non-Certified

Paraeducators/Title I Paraeducators

Title I Paraeducators (continued)

Title I paraeducators may perform the following instructional support duties:

- One-on-one tutoring for eligible students if the tutoring is scheduled at a time when the student would not ordinarily be receiving instruction from the regular teacher
- Assist in classroom management
- Conduct parent involvement activities
- Assist in computer instruction
- Provide instructional support in a library or media center
- Act as a translator
- Provide instructional support services under the direct supervision of qualified teachers

Title I paraeducators may assume limited non-instructional duties, even if they benefit non-Title I students, in the same proportion to their total work time as non-Title I paraeducators.

Title I paraeducators do not include individuals who have only non-instructional duties such as providing technical support for computers, providing personal care services or performing clerical duties.

Qualifications

Title I paraeducators must have earned a secondary school diploma or demonstrated through a formal local academic assessment the knowledge of and ability to assist in instructing, as appropriate:

- a. Reading/language arts, writing and mathematics; or
- b. Reading readiness, writing readiness, and mathematics readiness.

Requirement Specific to Paraeducators Providing Special Education or Related Services

Parents of children receiving special education services are required to be notified of their right to have the paraeducator assigned to their child to attend and participate in all portions of the PPT at which an educational program for the child is developed, reviewed, or revised. If the parent, guardian, student, or surrogate parent makes such a request, the Board shall provide the following:

1. Adequate notice of the PPT meeting to the paraeducator, allowing the paraeducator adequate time to prepare.
2. Training, upon request of the paraeducator, on the role of the paraeducator at the meeting.

Personnel -- Non-Certified

Paraeducators/Title I Paraeducators

Requirement Specific to Paraeducators Providing Special Education or Related Services (continued)

Following the PPT meeting, the paraeducator who is providing special education or related services to the student shall be permitted to view the child's educational program in order to provide services to the student in accordance with the educational program.

Any paraeducator providing special education or related services to a student is required to review the student's IEP with a supervisor as needed.

Notice to Parents

An annual written notice shall be provided to parents of students enrolled in a Title I Schoolwide or Targeted Assistance Program telling them they may request information about any paraeducators who provide instructional support for their child. The notice may be combined with a notice regarding Title I teacher qualifications.

***NOTE:** The requirements outlined in this policy apply to all paraeducators who work in a school that qualifies as a Title I Schoolwide Program, whether or not their salaries are paid with Title I funds. For Targeted Assistance Programs, only those paraeducators who provide instructional support to students in the Title I Program are subject to the requirements.*

Legal Reference: 42 U.S.C. 653(a) Personal Responsibilities and Work Opportunity
 Reconciliation Act
 15 U.S.C. et. seq., Fair Credit Reporting Act
 Section 1111(g)(2)(M), ESEA
 20 C.F.R. 200.59 Federal Regulations
 Public Act 23-159, Section 12
 Public Act 24-41, An Act Concerning Educator Certification, Teachers,
 Paraeducators and Mandated Reporter Requirements, Sections 20-38

An optional policy on this topic.

Students

Homeless Students

Children in Foster Care

The Board of Education (Board) recognizes that children and youth in foster care represent one of the most vulnerable student subgroups in this country. The Board recognizes the importance of collaboration and joint decision-making between child welfare agencies and educational agencies to meet the needs of this group. Further, the Board shares the belief that the educational stability of children in foster care is a joint responsibility of educational and child welfare agencies. In order to successfully implement the provisions of the ESSA pertaining to children and youth in foster care, these entities need to collaborate continuously in order to meet the ESSA Title I educational stability provisions, effective December 10, 2016.

The new requirement under Title I of the ESSA highlights the need to provide educational stability for children in foster care in order to limit educational disruption to ensure that children who move in foster care remain in their schools of origin unless it is determined to be in their best interest to change schools. If such change is made, the child must be enrolled in his/her new schools without delay.

Definitions

1. **Foster care** means 24-hour substitute care for children placed away from their parents or guardians and for whom the child welfare agency has placement and care responsibility. This includes but is not limited to, placements in foster family homes, foster homes of relatives, group homes, emergency shelters, residential facilities, child care institutions, and preadoptive homes.
2. **School of origin** is the school in which a child is enrolled at the time of placement in foster care. An SEA and its local districts must ensure that a child in foster care enrolls or remains in his or her school of origin unless a determination is made that it is not in the child's best interest. (ESEA section 1111(g)(1)(E)(i)). If a child's foster care placement changes, the school of origin would then be considered the school in which the child is enrolled at the time of the placement change.
3. **Immediate enrollment** means that a child in foster care should be enrolled in a new school as soon as possible in order to prevent educational discontinuity. In addition, enrollment must not be denied or delayed for any population of students (e.g., justice-involved youth in foster care, students with disabilities receiving special education and related services, or ELs receiving language services) because documents normally required for enrollment have not been provided. (ESSA section 1111(g)(1)(E)).

Students

Homeless Students

Children in Foster Care

Definitions (continued)

The enrolling school must immediately contact a child's school of origin to obtain the relevant records and documentation (ESSA section 1111(g)(1)(E)(iii)), and the school of origin should immediately transfer those records. In addition to ensuring immediate enrollment, local districts should also ensure that children in foster care are regularly attending and fully participating in school and that their educational needs are being met. The District shall take affirmative steps, as deemed necessary, to revise policies that are barriers to enrollment and attendance for children in foster care.

The Board recognizes that the State Department of Education must ensure that the District implements the Title I educational stability requirements for children in foster care, including ensuring that:

- A child in foster care remains in his or her school of origin, unless it is determined that remaining in the school of origin is not in that child's best interest;
- If it is not in the child's best interest to stay in his or her school of origin, the child is immediately enrolled in the new school even if the child is unable to produce records normally required for enrollment; and
- That the new (enrolling) school immediately contacts the school of origin to obtain relevant academic and other records. (ESEA section 1111(g)(1)(E)(i)-(iii)).

The District will collaborate with State and tribal child welfare agencies to implement the Title I educational stability provisions. (ESEA section 1111(c)(5)). The district is prepared to work closely with child welfare agency counterparts to tailor processes and procedures to the unique local context. This includes determining with the State or local child welfare agency what documentation or records should be shared, establish criteria to be used in any decision-making process, and identify a structure, such as regularly scheduled meetings, in which relevant individuals can participate in a particular process.

Note: A child welfare agency administering plans under Title IV-E and IV-B of the Social Security Act is required to include a plan for ensuring the educational stability of a child in foster care in the child's case plan (the educational stability plan). This plan must include: 1) an assurance that each placement of the child in foster care takes into account the appropriateness of the current educational setting and the proximity to the school in which the child was enrolled at the time of placement; and 2) an assurance that the child welfare agency has coordinated with the LEA(s) to ensure the child can remain in that school, or if remaining in that school is not in the child's best interest, an assurance that the child will be enrolled immediately in a new school and that the new school obtains relevant academic and other records. These assurances relate to the circumstances at the time of the child's initial placement into foster care, as well as each time a child moves to a different foster care placement. (See Section 475(1)(G) of the Social Security Act.)

Students

Homeless Students

Children in Foster Care (continued)

The District, offering a public preschool education, will also meet the Title I requirements for children in foster care in preschool, including ensuring that a child in foster care remains in his or her preschool of origin, unless a determination is made that it is not in the child's best interest. (ESSA section 1111(g)(1)(E)).

Special Education Foster Children

The IDEA requires that the educational placement of each eligible child with a disability, including children with disabilities in foster care, be determined at least annually, and be based on the child's IEP in accordance with the child's individual needs. Unless the child's IEP requires some other arrangement, the child is educated in the school that he or she would attend if not disabled.

English Learners Foster Children

Children in foster care who are also English learners (ELs); students identified as having limited English proficiency in speaking, listening, reading, or writing English, identified through District procedures requires ensure that all EL students, including EL students in foster care, can participate meaningfully and equally in educational programs.

Child's Best Interest Determination

Whenever a child is placed or receives a new foster care placement, the Department of Children and Families (DCF) in collaboration with the child's school district and key caregivers in the child's life, will take into consideration all factors relating to a child's best interest. These factors include the appropriateness of the current educational setting and proximity of placement. (ESEA section 1111(g)(1)(E)(i)).

Note: SEAs, LEAs, and child welfare agencies have flexibility in determining which factors should be considered as part of evaluating the appropriateness of the current educational setting, as well as any additional factors that pertain to a child's best interest. Though the specific factors may vary depending on context, in order to make a holistic and well-informed determination, a variety of student-centered factors should be considered. These factors may include:

Students

Homeless Students

Children in Foster Care

Child's Best Interest Determination (continued)

When making the determination of the child's best interest, all factors relating to the child's best interest, will be considered, including, but not limited to:

- Student's age and grade level;
- Time of academic year and academic performance;
- Preferences of the child, when age appropriate;
- Preferences of the child's parent(s) or education decision maker(s);
- The child's attachment to the school, including meaningful relationships with staff and peers;
- Placement of the child's sibling(s);
- Anticipated length of time in placement and whether reunification is the family goal;
- Mental and medical health of the child and the influence of the school climate on the child, including safety;
- The appropriateness of the current education setting, including the availability and quality of the services in the school to meet the child's educational and socioemotional needs;
- Current educational goals, including individualized education program (IEP) goals and objectives for a student with an IEP;
- History of school transfers and how they have impacted the child;
- How the length of the commute would impact the child, based on the child's developmental stage; (Proximity and travel time to the school that the child is enrolled in at the time of placement.)
- Whether the child is a student with a disability under the IDEA who is receiving special education and related services or a student with a disability under Section 504 who is receiving special education or related aids and services and, if so, the availability of those required services in a school other than the school of origin; and
- Whether the child is an EL and is receiving language services, and, if so, the availability of those required services in a school other than the school of origin, consistent with Title VI and the EEOA.

While there is a presumption under C.G.S. 17a-16a that remaining in the school of origin is in a child's best interests, an individualized best interests analysis is required in every case.

Transportation costs should not be considered when determining a child's best interest.

Note: Although Title I does not prescribe a specific timeline for making a best interest determination, the District should make this determination as quickly as possible in order to prevent educational discontinuity for the child. To the extent feasible and appropriate, the District must ensure that a child remains in his or her school of origin while this determination is being made.

Students

Homeless Students

Children in Foster Care (continued)

Point of Contact Designation

The District designates the Griswold Director of Student Services or his/her designee for Homeless Students (or a different individual) (even if the child welfare agency has not yet notified them in writing of their corresponding point of contact person). The contact information for these individuals should be made public so that child welfare agencies can easily reach them.

Some of the roles and responsibilities of the District Liaison for Homeless Students, subject to State guidelines, include:

- Coordinating with the corresponding child welfare agency Point of Contact (POC) on ensuring educational stability for children in foster care;
- Ensuring smooth implementation of the ESSA educational stability provisions;
- Leading the development of a process for making the best interest determination and coordinating the best interest determination process among DCF, the child, the child's school, parents, foster parents, child's attorney or other placement providers;
- Documenting the best interest determination for each child;
- Facilitating the immediate transfer of records and immediate enrollment in cases where a child does not remain in a school of origin;
- Facilitating data sharing with DCF, consistent with FERPA and other privacy protocols;
- Developing and coordinating local transportation procedures, collaborating with DCF;
- Managing best interest determinations and transportation costs disputes;
- Providing to DCF the name and contact information of the child's current transportation provider, the current District cost of transportation to and from the child's former placement and the school of origin and the estimated cost of transportation to and from the child's new placement and the school of origin;
- Ensuring that children in foster care are enrolled in and regularly attending school; and
- Providing professional development and training to school staff on the Title I provisions and educational needs of children in foster care, as needed.

The federal guidelines indicate that States should issue State-specific guidance that details the roles and responsibilities of the local POC.

Students

Homeless Students

Children in Foster Care (continued)

Transportation

The District will collaborate as required with DCF to develop and implement clear written procedures governing how transportation to maintain children in foster care in their schools of origin, when in their best interest, will be provided, arranged, and funded for the duration of the child's time in foster care. These procedures must ensure that:

- Children in foster care needing transportation to their schools of origin will promptly receive that transportation in a cost effective manner under a transportation plan jointly developed by DCF and the District and in accordance with section 475(4)(A) of the Social Security Act; and
- If there are additional costs incurred in providing transportation to the school of origin, the LEA will provide such transportation if (1) the local child welfare agency agrees to reimburse the LEA for the cost of such transportation; (2) the LEA agrees to pay for the cost; or (3) the LEA and local child welfare agency agree to share the cost. (ESEA 1112(c)(5)(B)).

The District will ensure that a child in foster care needing transportation to the school of origin receives such transportation for the duration of the time the child is in foster care. (ESEA section 1112(c)(5)(B)). When a child exits foster care, the District should continue to prioritize the child's educational stability, consider each child's best interest on a case-by-case basis, and, when possible, make every effort to continue to ensure transportation is provided through the end of the school year, if needed, when remaining in the school of origin would be in the child's best interest.

A cost effective plan based on the District and DCF working together shall be established to determine whether transportation can be provided for minimal or no additional costs. Examples of no-cost or low-cost options for transportation that local school districts and local child welfare agencies could explore include whether:

- The child may be dropped off at a school bus stop near the existing transportation system for the school of origin;
- Public transportation options exist, if the child is of an appropriate age and has or is able to acquire the skills to utilize such options;
- The foster parents or other family member(s) are willing and able to transport the child to school;
- There are pre-existing bus routes or stops close to the new foster care placement that cross district boundaries, such as bus routes for magnet schools and transportation for homeless students as required by the McKinney-Vento Act; and
- The child is already eligible for transportation covered by other programs. For example, IDEA funds may be used to pay for transportation services if the child's IEP Team determines transportation is a related service that is required in order for a child with disabilities in foster care to receive FAPE.

Students

Homeless Students

Children in Foster Care

(cf. 5118.1 - Homeless Students)

(cf. 5141.3 - Student Health Assessments and Immunizations)

(cf. 5141.4 - Child Abuse and Neglect)

Legal Reference: Connecticut General Statutes
10-253(e) School privileges for children in certain placements, non-resident children and children in temporary shelters.
17a-16a School placement for children in out-of-home care. Nexus school districts.
17a-101 Protection of children from abuse. Reports required of certain professional persons. When child may be removed from surrounding without court order.
17a-103 Reports by others.
17a-106 Cooperation in relation to prevention, identification and treatment of child abuse and neglect.
46b-120 Definitions.
“Guidance on the Implementation of Every Student Succeeds Act Provisions Re: Foster Children – June 5, 2017” promulgated by Connecticut State Department of Education
McKinney-Vento Homeless Assistance Act, (PL 107-110-Sec 1032) 42 U.S.C. §11431-11435, as amended by the ESSA, P.L. 114-95.
Federal Register: McKinney-Vento Education for Homeless Children and Youths Program, Vol. 81, No. 52, 3/17/2016.
Federal Family Educational Rights and Privacy Act of 1974 (section 438 of the General Education Provisions Act, as amended, added by section 513 of P.L. 93-568, codified at 20 U.S.C. 1232g.)
Dept. of Educ. 34 C.F.R. Part 99 (May 9, 1980 45 FR 30802) regs. Implementing FERPA enacted as part of 438 of General Educ. Provisions Act (20 U.S.C. 1232g) parent and student privacy and other rights with respect to educational records, as amended 11/21/96, and Final Rule 34 CFR Part 99, December 9, 2008, December 2, 2011.
ESSA, Part A (Title I)
Uninterrupted Scholars Act
Social Security Act

Policy adopted:
cps 6/17

STUDENT IN FOSTER CARE EDUCATIONAL BEST-INTEREST FACTORS

This form provides information that will help the Department of Children and Families (DCF) to determine whether it is in a student in foster care's best interest to remain in the school of origin when there is an initial placement in foster care or a change in placement and to evaluate what is best for the student academically. A student in foster care may remain at his or her school of origin unless a determination is made that it is not in the child's best interest. "School of origin" is defined as the school that the student is attending at the time of the student's placement in foster care or of a change in placement.

This form should be completed by a representative from the student's school of origin who is knowledgeable about the student and is able to provide feedback on how changing schools would impact the student's academic, social, and emotional well-being; significant relationships that the student may have formed with staff and peers; and other factors. This person could be the student's teacher, counselor, coach, the foster care liaison, or other meaningful person in the student's life.

This completed form should be provided to the District foster care liaison, who will share the form with the student's education decision-maker and caseworker.

Student's name: _____ Student's grade level: _____

Student's school of origin: _____

Name and title of person completing form: _____

Relationship to student: _____

Has the student expressed any preferences regarding which school the student will attend?
Please provide details.

Has the student expressed any feelings about safety or other relevant aspects regarding the environment at the school of origin? Please provide details.

How is the student performing academically?

Does the student participate in any specialized instruction, such as a gifted and talented, ELL, or career and technical program? Please describe.

In your opinion, will remaining in the school of origin positively impact the student's academic performance? Please explain.

Describe any meaningful relationships the student has formed with District staff at the school of origin.

Describe any meaningful relationships the student has formed with other District students at the school of origin.

Describe the student's participation in any extracurricular or after-school activities.

Describe any other ties the student has to the school of origin.

In your opinion, will remaining in the school of origin positively impact the student's social, emotional, or behavioral well-being? Please explain.

Signature: _____

Date: _____

**INDIVIDUAL TRANSPORTATION PLAN TEMPLATE
FOR STUDENT IN FOSTER CARE**

For additional guidance, see the U.S. Department of Education and Health and Human Services' Non-Regulatory Guidance: Ensuring Educational Stability for Children in Foster Care.

Based on the determination that it is in the student's best interest to remain in the school of origin, this plan addresses how transportation to the school of origin will be provided, arranged, and funded. The goal of this plan is to allow the student to remain in the school of origin without interruption.

In developing this transportation plan, participants evaluated student safety, cost effectiveness, reliability, and time and distance of the commute. Efforts were made to avoid or mitigate any additional costs.

Student Information:

Student's name: _____ Student's grade level: _____

Student's foster parent or caregiver: _____

Student's school of origin: _____

Address at which student is currently living: _____

School that the student would attend based on current address: _____

Participants in Plan Development:

The following District personnel were involved in the development of this plan: (List the name and position as appropriate.)

☐ District foster care liaison
Name: _____

☐ Title I Director
Name: _____

☐ Transportation director
Name: _____

☐ McKinney-Vento homeless liaison
Name: _____

☐ Special education director
Name: _____

- ☐ Principal at school of origin
Name: _____
- ☐ Principal at school student would otherwise attend
Name: _____
- ☐ Other: (List other relevant federal programs staff, personnel from assigned school if not within District boundaries, and the like.) _____

The following representatives of DCF were involved in the development of this plan: (List names and positions as appropriate.)

- ☐ Education decision-maker
Name: _____
- ☐ Caseworker
Name: _____
- ☐ Foster parent or caregiver, if different from the educational decision-maker
Name: _____
- ☐ Court-appointed special advocate (CASA) liaison
Name: _____
- ☐ Other
Name: _____

Additional Costs of Transportation:

Note: (Additional costs reflect the difference between what the District would spend to transport a student to the assigned school and the cost of transporting a student in foster care to his or her school of origin. In accordance with the federal Non-Regulatory Guidance, if the District is able to provide transportation through an established bus route, there are no additional costs. If the District will reroute buses or provide transportation through a private vehicle or transportation company, the District may consider as additional costs the cost of rerouting buses or the difference between the special transportation costs and the usual transportation costs.)

As a comparison for determining whether additional costs will be incurred in transporting the student to the school of origin, the cost of transporting the student to the school that the student would otherwise attend is estimated to be: _____

The cost estimate of providing transportation under this plan, including administrative costs such as additional staff time to coordinate the transportation, is estimated to be: _____

Thus, the cost of providing daily transportation for the student to the school of origin under this plan (does/does not) require additional costs. These additional costs will be funded in the following manner: (Describe how the additional costs will be funded.)

Transportation: (For each situation below, describe details of the transportation method. Identify which individuals are responsible for each segment of the commute, including whether an adult will be needed to accompany younger students on any segments; sign-off procedures to ensure that the student successfully complete each segment, and the like.)

Until the daily transportation method can be fully implemented, immediate transportation to the school of origin will be provided in the following manner:

Daily transportation to the school of origin will be provided in the following manner:

If it is known in advance that the daily transportation method will not be available, transportation will be provided in the following manner:

Should the daily transportation method not be available based on an unanticipated event, the following action steps will be initiated to ensure the student is able to get to school on time: (Describe the steps that should be taken, by whom, and by what time.)

The student participates in after-school activities on the following days that require adjustments to the daily transportation method: (Describe the days and times of after-school activities.)

Transportation on these days will be provided in the following manner:

Review and Termination:

This plan will be reviewed when any circumstances have changed that affect implementation of the plan and at the beginning of each semester.

Upon the student's exit from foster care, the _____ (Identify the title and name of the responsible DCF staff) will notify the District foster care liaison so that this transportation plan may be reviewed.

Foster care liaison's signature:

_____ Date: _____

Superintendent's signature: (Or signature of other District official who has authority to approve any additional expenditures required by this plan.)

_____ Date: _____

DCF education decision-maker's signature:

_____ Date: _____

Foster parent or caregiver's signature: (If different from the educational decision-maker.)

_____ Date: _____

Students

Reporting to Parents

District/School Report Cards

To provide pertinent information regarding the academic performance of the district and its schools, the Board shall annually develop and publicly disseminate a district report card and report cards for the individual schools, the Profile and Performance Report, in accordance with federal and state laws and regulations.

The Board, at its discretion, may include additional information not required by law on the district's Profile and Performance Report.

District Report Cards

District report cards and the Profile and Performance Report shall contain the following information:

1. Aggregate data on student achievement on state academic assessments in reading/language arts, mathematics, and science and disaggregated data reflecting race, ethnicity, gender, disability, migrant status, English proficiency and status as economically disadvantaged, via the District Performance Index (DPI).
2. Comparison of above student groups regarding achievement levels on state assessments.
3. Information on district data pertaining to percent of students in grades 4 and 8, who tested at each NAEP achievement level (below basic, basic, proficient and advanced) disaggregated by major racial and ethnic groups, students with disabilities, English learners and economically disadvantaged students on the National Assessment of Educational Progress (NAEP).
4. District Performance Index trend data in achievement disaggregated reflecting race, English Learners, status as economically disadvantaged, disabled, high needs and district total.
5. Extent of use of alternate assessments for students with the most significant cognitive disabilities. (number and percentage of students, by grade and subject)
6. Number and percentage of recently arrived English learners exempted from one administration of the reading/language arts assessments or whose results are excluded from certain state accountability system indicators.
7. Percentage of students in grades 4, 6, 8, 10 meeting or exceeding the "Health Fitness Zone Standard" on the Connecticut Physical Fitness Assessment (CPFA); also compared to state results.
8. Graduation rates for secondary schools, disaggregated by student groups, tabulated as a four year cohort and also as an extended six year cohort graduation rate.

Students

Reporting to Parents

District Report Cards (continued)

9. Information on district's performance and the number, percentage and names of schools identified for improvement, including how long they have been so identified.
10. Progress toward state-designed long term goals for academic achievement, graduation rates and English learners achieving English language proficiency disaggregated by major racial and ethnic groups, disabilities, English learners, and economically disadvantaged students.
11. Enrollment data, as of October 1, disaggregated by gender, race, ethnicity, English proficiency, disabilities and status as economically disadvantaged.
12. Number and percentage of students enrolled in preschool, disaggregated by major racial and ethnic groups, disabilities, English learners and gender.
13. Attendance and discipline data, in the categories of chronic absenteeism (excused and unexcused) and suspensions/expulsions disaggregated by gender, race, ethnicity, English proficiency, disabilities and status as economically disadvantaged. (in-school suspensions, out-of-school suspensions, expulsions, school-related arrests, referrals to law enforcement, incidents of violence) Percentage of students assessed and not assessed on state academic assessments, (participation rates) (Disaggregated by all, racial and ethnic groups, children with disabilities, English learners, economically disadvantaged, gender, and migrant status)
14. Participation rates for students with disabilities and for English learners on the NAEP.
15. Data pertaining to percentage of 9th graders earning at least five full-year credits in the year and no more than one failing grade in English, Mathematics, Science or Social Studies.
16. Percentage of students in grades 9 through 12 participating in at least one dance, theater, music or visual arts course in the school year.
17. Comparison of district students' achievements on state assessments to students in the state as a whole.
18. Data on educator qualifications, disaggregated by high and low poverty schools; the number and percentage of:
 - a. inexperienced teachers, principals, and other school leaders;
 - b. teachers teaching with emergency and provisional credentials;
 - c. teachers who are not teaching in the subject field for which the teacher is certified or licensed.

(Note: SEA required to define "inexperienced")

19. Classroom teacher attendance citing average number of days absent due to illness or personal time within district and compared to state average.

Students

Reporting to Parents

District Report Cards (continued)

20. Data pertaining to staff, including full-time equivalent count of teachers, instructors and paraprofessionals in general education and special education; administrators, coordinators and department chairs at the central office level and school level; library staff; instructional specialist who support teachers; counselors, social workers and psychologists; school nurses; and other staff providing support and non-instructional services.
21. Information about efforts to reduce racial, ethnic and economic isolation.
22. Special education data including identification rates by primary disability, achievement data, and number of students placed out-of-district in public schools in other districts or private schools or other settings.
23. Information about school district improvement plans and parental outreach activities.
24. Information about the equitable allocation of resource among district schools.
25. Number and percentage of students enrolled in accelerated course work (e.g., AP, IB) disaggregated by major racial and ethnic groups, disabilities, English learners and gender.
26. Data pertaining to college entrance and persistence by District and disaggregated by gender, race, English proficiency, status as economically disadvantaged.
27. Data pertaining to overall expenditures, special education expenditures and percent of expenditures by source.
28. Data pertaining to per-pupil expenditures (actual personnel and actual non-personnel) for the District and for each school, disaggregated by the source of funds (Federal, State and local), including, but not limited to, expenditures for administration, instruction, instructional support, student support services, pupil transportation services, operations and maintenance of plant, fixed charges, preschool, net expenditures to cover deficits for food services and student body activities, and any additional current expenditure categories designated by the State Department of Education, which may not include community services, capital outlay or debt service.

Data pertaining to percentage of students in grades 11 and 12 achieving benchmark scores on at least one of the following: Smarter Balanced 11th or SAT, or ACT or AP or IB.
29. Data pertaining to students in grades 11 and 12 participating in at least one of the following during high school – two courses in AP/IB dual enrollment, or two courses in one of seventeen CTE (Career Technical Education) categories or two workplace “courses” in any area.
30. Data pertaining to students with disabilities who spend 79.1 to 100 percent of time with non-disabled peers.
31. Statistics from Connecticut’s “Next Generation Accountability System” which is based on a broad set of 12 indicators. (Accountability Index)

Students

Reporting to Parents (continued)

School Report Cards

School report cards shall contain the following information:

1. Same information contained on the district report card.
2. Whether the school has been identified for improvement.
 - Amount of school improvement funds received
 - Types of strategies implemented by the school
3. Information that compares the school's students' achievement on state assessments to students in the district and the state as a whole.

The Superintendent or designee shall be responsible to ensure:

1. Required information is annually updated and posted.
2. District report card and school report cards are provided to parents in an understandable and uniform format and, to the extent practicable, in a language the parents can understand.
3. District and school report cards are made available to the public through posting on the Internet, distribution to the media, and distribution to public agencies.
4. Public access is provided to the state report card and the school profile maintained by the state.

Legal Reference: Connecticut General Statutes
 10-220(c) Duties of boards of education
 PA 06-167 An Act Concerning Parental Involvement Reporting in School
 Profiles)