

Policy Committee Meeting  
Tuesday, October 23, 2012 7:00 PM Eastern

Bloomfield Board of Education 1133 Blue Hills  
Avenue Board Room  
1133 Blue Hills Avenue  
Bloomfield, CT 06002

1. Call to Order
2. Consent Agenda
  - 2.A. Review of Policy Committee Minutes - May 22, 2012
3. Old Business
  - 3.A. Update on Safe School Climate Plan and Policy Implementation
4. New Business
  - 4.A. Administrative Regulations Regarding Section 504 - 5110.1
  - 4.B. School, Family, Community Engagement Policy
5. Adjournment

BLOOMFIELD PUBLIC SCHOOLS – POLICY COMMITTEE MEETING  
Tuesday, May 22, 2012, 7:00 p.m.  
Bloomfield Board of Education  
1133 Blue Hills Avenue  
Board Room

**PRESENT:** L. Mara, Chair M. R. Walters **ABSENT:** S. True  
**ALSO PRESENT:** J. Thompson D. Harris L. McKinley D. Seldon  
B. Silver B. Goldsnider E. Stoltz M. Williams

**1. CALL TO ORDER**

L. Mara, Chair, called the meeting to order at 7:30. The roll was called and a quorum was present.

**2. CONSENT AGENDA**

**2. A. Review of Policy Committee Minutes: January 24, 2012**

A motion was made by M. R. Walters and seconded by L. Mara to approve the minutes of January 24, 2012. The motion passed unanimously.

**3. NEW BUSINESS**

**3. A. Administration of Student Medications in the Schools – 5600 Students (Revision)**

B. Silvers and B. Goldsnider presented the revisions to the Administration of Student Medications in the Schools. They highlighted the change including the paraprofessionals in the group allowed to administer medications in the schools. The nurses and doctors do not suggest the inclusion.

A motion was made by M. R. Walters and seconded by L. Mara to present a first reading of the Administration of Student Medications in the Schools – 5600 Students (Revision) at the Board of Education Meeting on June 5, 2012. M. R. Walters withdrew the motion.

J. Thompson will review the current policies and regulations for presentation at the next meeting of the policy committee in September 2012.

Prior to adjournment, L. Mara suggested the following policies be reviewed:

- Welcoming
- Promotion and Retention, and
- Code of Conduct for Board of Education Members.

**3. ADJOURNMENT**

At 7:54 p.m., a motion was made by M. R. Walters and seconded by L. Mara to adjourn. The motion passed unanimously.

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L. Mara, Chair

**ADMINISTRATIVE REGULATIONS REGARDING SECTION 504  
OF THE REHABILITATION ACT OF 1973**

Bloomfield Board of Education Section 504 Grievance Procedure

It is the express policy of the Board of Education to provide for the prompt and equitable resolution of complaints and/or grievances alleging any violation of Section 504. In order to facilitate the timely resolution of such complaints and/or grievances, any student, parent/guardian, staff member or other employee who feels that he/she has been discriminated against on the basis of disability should contact the district's designated Section 504 Coordinator within thirty (30) days of the alleged occurrence to discuss the nature of the complaint. If the Section 504 Coordinator is the subject of the complaint and/or grievance, the complaint and/or grievance should be submitted to the Superintendent, who shall investigate or appoint a designee to do so. Timely reporting of complaints and/or grievances facilitates the investigation and resolution of such complaints and/or grievances.

Complaints and/or grievances will be investigated promptly and corrective action will be taken when allegations are verified. Confidentiality will be maintained by all persons involved in the investigation to the extent possible. Complaints and/or grievances regarding a student's rights with respect to his/her identification, evaluation, or educational placement shall be addressed in accordance with the procedures set forth in the "Notice of Parent/Student Rights."

At any stage in this grievance procedure, the complainant has the right to file formal complaints with the U.S. Department of Education, Office for Civil Rights, 33 Arch Street, Suite 900, Boston, MA 02110-1491 or the Office of Civil Rights, U.S. Department of Education, 330 C Street, S.W., Washington, DC 20202. If a complaint is filed with the Office of Civil Rights, it must be filed in writing no later than one hundred eighty (180) days after the occurrence of the alleged discrimination.

The Rehabilitation Act of 1973, commonly referred to as Section 504, is a nondiscrimination statute enacted by the United States Congress. The purpose of the Act is to prohibit discrimination and to assure that disabled students have educational opportunities and benefits equal to those provided to nondisabled students.

An eligible student under Section 504 is a student who (a) has, (b) has a record of having or (c) is regarded as having, a physical or mental impairment which substantially limits a major life activity (e.g., self-care, walking, seeing, hearing, speaking, breathing, learning, eating, sleeping, standing, bending, reading, concentrating, thinking, communicating and working) as it relates to the child's ability to access the learning environment.

Many students will be eligible for educational services under both Section 504 and the Individuals with Disabilities Education Act (IDEA), but entitlement to services under the IDEA or other statutes is not required to receive services under Section 504.

- I. The following is a description of the rights and options granted by federal law to students with disabilities under Section 504. The intent of the law is to keep you fully informed concerning decisions about your child and to inform you of your rights if you disagree with any of these decisions. You have the right:
  - A. To be informed of your rights under Section 504;
  - B. For your child to have equal opportunities to participate in academic, nonacademic and extracurricular activities in your school;
  - C. To be notified with respect to the identification, evaluation, and placement of your child;
  - D. For your child to be evaluated fairly;
  - E. If your child is eligible for services under Section 504, for your child to receive accommodations, modifications, and related services that will meet the child's needs as well as the needs of students without disabilities are met;
  - F. For your child to be educated with peers who do not have disabilities as much as possible;
  - G. To review and obtain copies of your child's educational records;
  - H. To request changes in the educational program of your child;
  - I. To an impartial hearing if you disagree with the school district's decisions regarding your child's educational program. The costs for this hearing are

borne by the local school district. You and the student may take part in the hearing and have an attorney represent you at your expense.

- J. To file a court action if you are dissatisfied with the impartial hearing officer's decision or to request attorney's fees related to securing your child's rights under Section 504.
- K. To file a local grievance with the designated Section 504 Coordinator to resolve complaints of discrimination other than those involving the identification, evaluation or placement of a student.

## II. Hearing Process

### Informal Level

- A. In order to facilitate the prompt investigation of complaints, you should contact the district's Section 504 Coordinator within thirty (30) days of the alleged occurrence to discuss the nature of the complaint. Timely reporting of complaints facilitates the resolution of potential educational disputes as it assists a district in gathering current, accurate information and enables the district to take corrective actions when necessary to ensure that a student is provided with an appropriate educational program.
- B. The Coordinator shall maintain a written record that shall contain the following:
  - 1. Full name and address of complainant;
  - 2. Specific areas of disagreement relating to the child's identification, evaluation, educational program, or placement;
  - 3. Remedy requested.
- C. At the time the complaint is filed, the Coordinator will direct the complainant to the appropriate Principal or Director who will investigate the complaint and send a written report to the Coordinator. The Coordinator shall then meet informally with the complainant and other relevant individual(s), shall provide confidential counseling where advisable and shall finally seek an informal agreement between the parties concerned. Every attempt shall be made to seek a solution and resolve the Section 504 complaint at this level when possible.
- D. This process shall take no longer than ten (10) working days from the time the complaint was received.

### Formal Level

- A. If the complainant is not satisfied with these initial informal procedures, more formal procedures may be initiated by the Complainant to further explore and resolve the Section 504 complaint at this level.
- B. The complainant shall present the written complaint to the Superintendent within fifteen (15) days after the conclusion of the informal resolution process. The Superintendent may resolve the complaint alone or with the appropriate principal/director.
- C. If the complaint is not resolved, the Superintendent shall hear and fully review the case within thirty (30) days of the receipt of the discrimination complaint.
  - 1. The Coordinator shall inform all parties of the date, time and place of the grievance hearing and of their right to present witnesses or representatives, if desired. The Coordinator shall provide assistance to the complainant in understanding the grievance procedure process.
  - 2. A written record of the hearing shall be kept.
  - 3. A written decision shall be sent to the complainant within ten (10) working days after the conclusion of the hearing.
- D. If the complainant is not satisfied with the Superintendent's Recommendation, he/she may, within fifteen (15) days of the Superintendent's decision, request that the Superintendent submit the matter to an impartial hearing officer.
  - 1. The impartial hearing officer shall inform all parties involved of the date, time and place of the hearing and of the right to present witness(es) and to have legal counsel or other representation at the complainant's own expense, if desired.
  - 2. The impartial hearing officer shall hear all aspects of the complainant's appeal and shall reach a decision within forty-five (45) days of receipt of the written appeal. The decision shall be presented in writing to the complainant.
- E. The time limits noted throughout Section II may be extended if more time is necessary to permit thorough review and an opportunity for resolution.

- F. The Section 504 Coordinator for this district is:
- Beth M. Goldsnider Telephone: (860) 769-4263
- III. Organizations and agencies which you may contact to obtain assistance with evaluation/placement questions include, but are not limited to, the following:
- A. Federal
- Office of Civil Rights  
Boston Regional Office Telephone: (617) 223-9662
- B. State
- Department of Education  
Bureau of Special Education  
and Pupil Services Telephone: (860) 807-2030
- C. Low-Cost Legal Services
- Greater Hartford Legal Assistance  
80 Jefferson St.  
Hartford, CT 06106 Telephone: (860) 541-5000
- IV. You also may file a complaint with the U.S. Department of Education, Office for Civil Rights, 33 Arch Street, Boston, MA 02110-1491. Any such complaints must be filed within one hundred and eighty (180) days of the possible act of discrimination.

Regulation Approved: December 9, 2009

## Section 504 Referral Form

### I. Identifying Information

Name: \_\_\_\_\_ DOB: \_\_\_\_\_ Age: \_\_\_\_\_ Date of Referral: \_\_\_\_\_

Male  Female      Primary Language:  English  Other: \_\_\_\_\_

Parent/Guardian: \_\_\_\_\_

Address: \_\_\_\_\_ Home Phone: \_\_\_\_\_ Work Phone: \_\_\_\_\_

Parent/Guardian \_\_\_\_\_

Address: \_\_\_\_\_ Home Phone: \_\_\_\_\_ Work Phone: \_\_\_\_\_

Current School: \_\_\_\_\_ Grade: \_\_\_\_\_ Referring Person: \_\_\_\_\_

### II. Background Information

#### A. Reason for Referral (Identifying Areas of Concern)

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

#### B. Strategies/Interventions to Date (attach copies of documentation)

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

#### C. Pertinent Evaluative Data (e.g. test scores, grades, evaluations, etc.)

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

#### D. Other Relevant Information

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

#### E. Special Services History

Are you aware of any special services that have been provided to this student in the past?

yes  no

If yes, describe the type, location and provider of the service.

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

SECTION 504 MEETING NOTICE

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

Parent/Guardian: \_\_\_\_\_  
Street: \_\_\_\_\_  
City/Zip Code: \_\_\_\_\_

Parent/Guardian: \_\_\_\_\_  
Street: \_\_\_\_\_  
City/Zip Code: \_\_\_\_\_

Dear \_\_\_\_\_

Please be advised that a Section 504 Plan Development meeting will be convened on behalf of your child,

\_\_\_\_\_. The meeting is scheduled as follows:  
(Child's Name)

Date: \_\_\_\_\_ Time: \_\_\_\_\_ Location: \_\_\_\_\_

The purpose of this meeting is to:

- \_\_\_\_\_ **Plan an Evaluation**
- \_\_\_\_\_ Determine Eligibility
- \_\_\_\_\_ Review 504 Accommodation Plan
- \_\_\_\_\_ Develop Section 504 Student Accommodation Plan If Deemed Necessary

The following individuals have been invited to attend:

_____ Name	_____ Administration	_____ Name	_____ Title
_____ Name	_____ Instruction	_____ Name	_____ Title
_____ Name	_____ Related Service	_____ Name	_____ Title
_____ Name	_____ Title	_____ Name	_____ Title
_____ Name	_____ Student, if appropriate	_____ Name	_____ Title

Please make every effort to attend this meeting. You may bring anyone of your choosing to this meeting. The meeting can be rescheduled at a mutually agreed upon time and place. A COPY OF YOUR RIGHTS IS ENCLOSED. If you have any questions or wish to reschedule the meeting, please contact me:

Sincerely,

\_\_\_\_\_  
Name and Title

**STUDENT ACCOMMODATION PLAN**

NAME: \_\_\_\_\_ BIRTHDATE: \_\_\_\_\_  
GRADE: \_\_\_\_\_

SCHOOL: \_\_\_\_\_ DATE OF MEETING: \_\_\_\_\_

1. Describe the nature of the concern:

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2. Describe the basis for the determination of disability (if any):

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3. Describe how the disability affects a major life activity:

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4. Describe the reasonable accommodations that are necessary:

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Review/Reassessment Date: \_\_\_\_\_  
*(must be completed)*

Participants (Name and title)

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

cc: Student's Cumulative File

**Section 504**  
**Student Eligibility Determination**

Name: \_\_\_\_\_ DOB: \_\_\_\_\_ Age: \_\_\_\_\_ Male: \_\_\_\_\_ Female: \_\_\_\_\_

Date of Meeting: \_\_\_\_\_ Current School: \_\_\_\_\_ Grade: \_\_\_\_\_

Case Manager: \_\_\_\_\_

Parent/Guardian: \_\_\_\_\_

Address: \_\_\_\_\_ Home Phone: \_\_\_\_\_ Work Phone: \_\_\_\_\_

Parent/Guardian: \_\_\_\_\_

Address: \_\_\_\_\_ Home Phone: \_\_\_\_\_ Work Phone: \_\_\_\_\_

Reason for Meeting: Initial \_\_\_ Review \_\_\_ Revise Plan \_\_\_

**Describe the nature of the concern:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Describe any evaluation procedure, tests, recommendations or documentation used as a basis for the decision:**

Cognitive:(dated)\_\_\_\_\_  Classroom Observation:(dated)\_\_\_\_\_  Health/Med:(dated)\_\_\_\_\_

Communication:(dated)\_\_\_\_\_  Achievement:(dated)\_\_\_\_\_  Social/Emot./Beh:(dated)\_\_\_\_\_

Developmental:(dated)\_\_\_\_\_  Adaptive:(dated)\_\_\_\_\_  Motor:(dated)\_\_\_\_\_  Other:(dated)\_\_\_\_\_

**Specify the mental or physical disability:** \_\_\_\_\_  
(as recognized in DSM-IV or other respected source if not excluded under 504/ADA, e.g. illegal drug use)

**Check the Major Life Activity:** \_\_\_ seeing \_\_\_ hearing \_\_\_ walking \_\_\_ speaking \_\_\_ learning \_\_\_ breathing  
\_\_\_ working \_\_\_ performing manual tasks \_\_\_ caring for oneself

\_\_\_\_\_ **Does Require a 504 Plan**

\_\_\_\_\_ **Does NOT Require a 504 Plan**



**DRAFT**

**Proposed Policy Statement**

**School, Family, Community Engagement**

The Bloomfield Board of Education believes that schools, families and the community will engage in the education of Bloomfield’s children, so that every child will graduate with the skills necessary for college and career readiness. To realize this outcome the district will implement the following administrative regulations:

- The District Central Office and every school will implement a “Welcoming Schools” program.
- Every school will implement a School, Family, Community Action Team Partnership Plan.
- Every school will develop and implement a Parent Compact aligned to the School Accountability Plan.

## Administrative Regulations Regarding the School, Family, Community Engagement Policy:

### Establish a Welcoming School

The Connecticut State Department of Education promotes the How Welcoming Is Your School? Walkthrough. Each Bloomfield school and the district central office will implement annually a “Welcoming Schools” program. The walkthrough is conducted by a team comprised of parents, community representatives and school staff members who assess physical environment, school-wide practices and policies, personal interactions; and written materials and communications via a school survey. Through assessment of these areas, schools will develop an annual plan to meet the needs of their school community and approve their environments, creating a foundation for increasing parent and community involvement.

### Establish School, Family Community Partnership Plan

Each Bloomfield school will establish a School, Family, Community, Partnership Action Team on a yearly basis. The ongoing team, consisting of educators, parents and community members will take responsibility for planning and implementing a school “Action Plan” linked to the school improvement goals.

### Establish School-Parent Compact

Each Bloomfield school will utilize the student achievement performance data included in the School Accountability Plan in working with families to develop Compacts that identify specific learning-oriented teacher and parent actions to be implemented at each grade level of the school.