

RETURN DATE: SEPTEMBER 21, 2021

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| | : | SUPERIOR COURT |
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| JOSHUA MARCINISZYN and | : | JUDICIAL DISCTRICT |
| JOSHUA MARCINISZYN, P/P/A | : | AT WATERBURY |
| (Special Needs Child) N.M. | : | |
| | : | |
| Plaintiff | : | |
| vs. | : | |
| | : | |
| VERNA RUFFIN, Ed. D, | : | |
| WATERBURY BOARD OF | : | |
| EDUCATION, THE CITY OF | : | |
| WATERBURY AND WATERBURY | : | |
| DEPARTMENT OF CIVIL SERVICE | : | |
| | : | |
| Defendants | : | August 23, 2021 |

COMPLAINT

AND NOW, comes the Plaintiff, Joshua Marciniszyn and Joshua Marciniszyn, P/P/A "NM", (interchangeably "Plaintiff", "Joshua", "NM"), who files this Complaint in Civil Action against Defendants, Verna Ruffin, Ed. D, ("Dr. Ruffin"), Waterbury Board of Education, ("BOE"), the City of Waterbury, ("City"), and the Waterbury Department of Civil Service, ("Civil Service"), both collectively and individually. Plaintiff is the legal and lawful parent of a twenty-one year old special needs student ("NM"), a twelfth grader, whom presently attends, Wilby, Public High School, located in the Waterbury School District, and is a special needs student with autism and other specific qualifying developmental and mental health disabilities, with a very specialized independent education plan ("IEP") since kindergarten.

The Defendants, Verna Ruffin ("Dr. Ruffin"), Waterbury Board of Education ("BOE"), City of Waterbury ("City"), and the Waterbury Department of Civil Service ("Civil Service"), are person(s) and/or entities, agents, and/or agencies located in Waterbury Connecticut, County of New Haven. This Complaint is filed herein in accordance with the rules of venue pursuant to C.G.S. § 51-342. This Court having personal jurisdiction over the Plaintiff and the Defendants in accordance with the rules of jurisdiction pursuant

to C.G.S. § 51-346, as the Defendants have committed acts and offenses and willfully, premeditatedly and with malice, *plan* to perpetrate and commit acts and offenses against the Plaintiff and/or contributed to and/or induced acts and willfully, premeditated and with malice, *plan* to induce acts against the Plaintiff, originating, occurring and still ongoing in Waterbury, Connecticut, County of New Haven, in violation, adverse and otherwise impinging upon Plaintiff's and Plaintiff's child's legal and lawful rights including but not limited to access to a free appropriate public education, specific accommodations and educational plan tailored to his abilities with his specific disabilities, due process, and emotional and intellectual safety and welfare issues involving his disability, special needs child, "NM".

A. THE PARTIES

1. The Plaintiff, ("Joshua"), is an adult homeowner, taxpayer and resident individual residing at 633 Willow Street, Waterbury, New Haven County, Connecticut, and is the lawful and legal parent to twenty-one year old disabled special needs child ("NM"), twelfth grader, whom presently attends Wilby, Public High School, located in the Waterbury School District, and is a special needs student with autism and other specific qualifying developmental and mental health disabilities, with a very specialized independent education plan ("IEP") since kindergarten.
2. Plaintiff, "NM", is a resident individual residing at 633 Willow Street, Waterbury, New Haven County, Connecticut and is a twelfth grade student whom presently attends Wilby, Public High School, located in the Waterbury School District, and is a special needs individual with autism and other specific qualifying developmental and mental health disabilities, with a very specialized independent education plan ("IEP") since kindergarten.
3. Verna Ruffin, Ed. D ("Dr. Ruffin"), is the Superintendent of Waterbury Public Schools, located in Waterbury School District, and is located at 236 Grand Street, Waterbury, Connecticut, New Haven County, whose responsibilities includes but is not limited to, the management of all regular and special education programs and students; implementing the mandates of Local, State and Federal educational rules, policies and procedures, including that of the local Waterbury School Board,

State Department of Education; overseeing all the public schools health and safety of each student attending a Waterbury Public School; ensuring that any special needs students' IEP is followed and carried out; ensuring that every student has access to a free appropriate public education.

4. The Waterbury Board of Education, ("BOE"), located in Waterbury School District, and is located at 236 Grand Street, Waterbury, Connecticut, New Haven County, is the quasi-governmental agency responsible for the management, administration and overseeing of the Waterbury School District, including but not limited to, the School District's policies and procedures, administrators and staff, and any and all activity and conduct therein, as it relates to implantation and compliance of the IEP, due process, and the health and safety and welfare of all students, including but not limited to Special Needs students.
5. The City of Waterbury ("City"), is the governmental entity responsible for the funding of the Waterbury School District, in part from the assessment, maintenance and collection of property taxes; and the oversight and management of all agencies, agents and entities under its governance.
6. Waterbury Department of Civil Service ("Civil Service"), is the quasi-governmental agency responsible for the management, administration and overseeing of the people, human resources hiring and firing, specific and general job positions, job titles, job duties, payroll, salaries of City of Waterbury employees and contractors. class of positions from the non-competitive to the competitive division, including but not limited to Corporation Counsel, Police, Fire, Board of Education, Board of Education certified teachers, and school nurses. Civil Service decisions can be overrode by Board of Alderman.

B. JURISDICTION AND VENUE

7. The Plaintiff brings this action and invokes the jurisdiction of this Court, *inter alia*, C.G.S. § 51-342 and C.G.S. § 51-346 and the State of Connecticut Constitution and U.S. Constitution.

C. SUMMARY AND OVERVIEW

8. Simply put, a PPT meeting was held to craft the contents of the IEP. The content was agreed upon by all parties in attendance and the meeting concluded, having set a specific set of goals and objectives and specific criteria to meet said goals and objectives, ie. continued work in the IT Department as an Information Technology Specialist Trainee, as part of the transition plan for NM, a Special Needs student. Months following that meeting, Civil Service, based on the objections of one man, "Dash", has instructed the school district that "Dash" will not comply with the IEP and the District will not comply with the agreed upon terms and conditions set forth within the IEP. Simply put the District refuses to follow the IEP because Civil Service has instructed them not too, putting Civil Service in the "drivers seat", superseding the School District. The Superintendent, BOE and City have capitulated without any push back and have allowed Civil Service to become the guiding force of Education compliance, or in this case, noncompliance.

D. BY WAY OF FURTHER AND MORE DETAILED SUMMARY

9. NM has been under an IEP his entire academic life. NM has always fallen under the umbrella protections of IDEA, FAPE, FERPA, Section 504, Title II of the ADA, as well as other rules, laws and public policy, because he has always had special needs, developmental and mental health disabilities.
10. NM has been under an IEP since kindergarten due to the numerous disabilities recognized by the State and Federal departments of education.
11. NM is twenty-one years old and a senior in high school. For three consecutive school years; 2018-2019, 2019-2020, 2020-2021, NM has worked in the IT Department in Wilby High School, as an IT (Information Technology) Specialist in training.
12. Careful and substantial planning, including multiple trial and errors, were conducted by the District, the Planning Team, the parent as part of the team, and NM, the student, and part of the team. Generally summarizing, Project Genesis,

- NVCC, work in the private sector through BRS Level Up program and IT Specialist Training.
13. The current IEP states, “Objective #8, NM will participate in information technology specialist training under guidance of the school information technology specialist as determined as available.” “NM participates in school-based IT work experience as an information technology specialist trainee.” “For students whose behavior impedes her/his learning or that of others, the PPT has considered strategies, including positive behavioral interventions and supports to address that behavior and IEP Goals and Objectives have been developed to address the behavior.”[namely NM’s autism and ED, (Emotion Disturbance), designation.]
 14. After the annual PPT meeting on or about April 8, 2021, the IEP established, continued and set NM’s goals, objectives and accommodations for the remaining (2020-2021) and upcoming (2021-2022) school year.
 15. The above mentioned April 8, 2021 IEP bound all parties to the contents within, until and unless changes and/or alterations are agreed to and changed within an official, subsequent PPT meeting.
 16. An informal conference was held virtually on June 10, 2021, at which point, Plaintiffs were informed that Civil Service was blocking NM’s continued participation in the IT specialist trainee program because “Dash” the IT Technology Specialist for Wilby and North End, did not want Nick in his room, and Dash did not want, and never wanted, to train Nick. Dash was resentful for inheriting “this problem.”
 17. The IEP is the overriding authority regarding the direction and implantation of the individual special education plan. Dash, nor anyone from Civil Service did not, nor has not, attended any PPT meeting to voice his/their concern or objection to NM’s working or continuing to work in IT (Information Technology) as an IT specialist trainee as part of his transition. The team including the IT training, has bound the City, all of its’ agents, agencies, employees, contractors, staff, school district, school and Civil Service, to name some, to the written and agreed to, special individualized education plan.

18. To remove NM from the IT specialist training program, leaves NM attending school with no productive use of his time, as the IEP has no other activity to fill NM's time while at school. NM has no official task to do when he attends school and he simply cannot just wander the halls.

E. BACKGROUND STATEMENT OF RELEVANT FACTS

19. The background information is vital to this complaint as it will expound how egregious the Defendants actions are and how much damage is caused by their actions. It shows the amount of work and effort that NM put into his own education and how much the Defendants have taken away from NM by denying him access to his Information Technology Specialist Training, as part of his transition.
20. It is important to show the extensive planning including all the trial and error of events that led to where NM currently is placed.
21. NM's high school career is laid out as follows:
2016-2017 school year, 9th grade age 16;
2017-2018 school year, 10th grade age 17
2018-2019 school year, 11th grade age 18 ← *MARCH 18, 2019 NM Starts IT training*
2019-2020 school year, 12th grade age 19
2020-2021 school year, 12th grade age 20
2021-2022 school year, 12th grade age 21
NM's last day of school will be March 24, 2022, grade 12, age 22 (approximately seven (7) months from now.
22. NM fell in a precarious place. NM's disabilities were not so debilitating as requiring such training provided to individuals with a very low IQ. NM also was not advanced enough to benefit from a more "verbal guidance only" program, of that of any individual with an IQ even in the low average to average range.
23. NM's almost decade long, gradual improvement, understanding of his disabilities and learning to use his coping skills left him able to function within a narrow corridor of learning/training and is consistent with his autism.

24. On or about August 30, 2018 Project Genesis began working with Nick. This was part of NM's transition planning. The goal was to assess NM and help him work in the community with a one-on-one mentor AND his paraprofessional, within the confines of the IWE (Independent Work Experience) offered at Wilby High School and under the direct supervision of his case manager, whom NM would check in with on a daily basis.
25. Project Genesis was unsuccessful and terminated on December 28, 2018. (See *Exhibit A Project Genesis email*).
26. On or about February 20, 2019 the Team met. Team planned and approved, "Naugatuck Valley Transition program discussed" [STEP 2]. "Will visit the program for 2 days." And additionally, "Work program hours and days to be determined." [IT Specialist Training]. (See *Exhibit B IEP*).
27. On or about March 11, 2019, Team meets to solidify IT Specialist Training schedule. NM starts IT Specialist Training on March 18, 2019. (See *Exhibit C Email conference*).
28. On or about March 13, 2019, Team met for a conference to discuss Transition Options, which include Naugatuck Valley Transition program, ie. Naugatuck Valley Community College; STEP 2 NVCC Transition Program. And, "Vocational (Wilby High School), Student will complete volunteer work experience through Wilby IT Department (times to be determined). Student also has the opportunity to complete a work based experience (with pay) through the DORS/BRS Level Up Program since he is a client." And, "Student and parent to explore taking computer classes possibly through Porter and Chester." (See *Exhibit D IT Dept.*).
29. On or about March 20, 2019, Team met "to conduct annual review". "Team discussed transition goals and objectives; Team discussed current work program planned at Wilby High with the IT Department; Team agreed to meet by the first week of June to discuss specialized services." "Goal # 4, Objective 2, Informal assessments indicate that he has two career cluster areas of interest. He is interested in the High Technology and Engineering cluster and the Applied Technology cluster." "Goal #5, Objective 1, *NM participated in an assessment*

*process to facilitate a job experience, but upon termination of this program, [Project Genesis] alternatives for job experience have been explored; NM will begin a job experience with the Information Technology Department at Wilby commencing 3-18-19" (See *Exhibit E IEP IT Dept.*).*

30. On or about June 4, 2019 the Team met for "Implement IEP dated 06/04/2019". "Report from paraprofessional reviewed" [Part of "job performance" *Exhibit R Job Performances Mark*]; NM has done a great job during his assignment at Wilby. He is prompt and works well at the tasks he is given. He always wants to learn more and provided the opportunity. He is focused when he is working and only uses his phone to listen to music when it is allowed by Mr. Fortier' NM expressed that he enjoys working at his school job site. NM reported that he would like a job where he works on his own after high school. Report from school based job site reviewed [Part of "job performance" *Exhibit R Job Performances Mark*]; NM has earned exemplary progress in every category that applies to his present job site. He has a great attitude and has a willingness to work." "NM reported he would like to continue his current job site." "Team discussed current job site hours and IWE hours next school year." "NM will be doing his IT work site during the IWE program." (See *Exhibit F IEP IT Dept.*). "Other: Employment: Impact of student's disability on involvement and progress in the general education curriculum: NM requires specialized services to be successful in content areas and make progress on individualized goals and objectives." (See *Exhibit F IEP IT Dept.*).
31. On or about September 17, 2019 the Team met for "Implement IEP dated 09/17/2019". "Transition Coordinator reported on current program. He is working with IT at Wilby High School. NM reported he is updating Windows 10 on the computers and he would like to continue this work. Parent expressed if NM can work Monday, Wednesday, and Friday with IT even if one of the days is unpaid. Transition Coordinator expressed that NM was doing volunteer work in the beginning of the school year and will be starting to get paid next week." "NM works with IT Monday, Wednesday, and Friday during period 5. Team to look into a class period 5 on Tuesday and Thursdays." (See *Exhibit G IEP IT Dept.*).

32. On or about October 3, 2019 the Team met for “Continue IEP dated 9/17/2019” and “Revise Goals and Objectives”. “Transition Coordinator explained the process of moving from school to NVCC to College work in regards to IT; DORS can do a work experience in IT as well; Progress reports reviewed [See *Exhibit R Job Performances Mark*]; Exemplary in all areas of work study. Discussed changing work site days.” “Goals and objectives to be revised to more fully align with NM transition program.” “NVCC discussed and recommended for NM last year with Waterbury Public Schools; Paraprofessional support discussed and recommend to be decreased from now until June 2020 in order for NM to be ready for the NVCC Step program.” “Vocational/Transition: NM would like to pursue post-secondary education upon graduation from high school.” “Impact of student’s disability on involvement and progress in the general education curriculum: NM requires specialized services in order to be successful in content areas and make progress on individualized goals and objectives.” “Other: Employment: Impact of student’s disability on involvement and progress in the general education curriculum: NM requires specialized services in order to be successful in content areas and make progress on individualized goals and objectives.” See (*Exhibit H IEP IT Dept.*).
33. On or about February 7, 2020 the Team met for “Implement IEP dated 02/07/2020”. “NM is doing very well in his area of interest. He works in the IT department and does very well. He recently fixed a computer in the IWE classroom. He follows directions, attends to his task, and asks for more work.” “NVCC Step 2 Program discussed. Ms. Wilson reported that most of the college classes are lectures and NM will need to take notes and need permission to record lectures. Students in the classes are independent and responsible for doing their work.” “Transition Options reviewed. [See *Exhibit D IT Dept.*]” “NVCC Step 2 teacher reported that students are not guaranteed acceptance and that he would have to show interest in wanting to attend the program. Team decided on NM shadowing the program in the first week of March.” “Transition Coordinator provided an application for the City of Waterbury Noncompetitive or Temporary Employment Human Resources.” It was at this point that the Transition

Coordinator informed NM that Civil Service stated, he would need A+ certification and Networking to qualify to work as an employee (not a student) for the City. NM's focus shifted at this point to learning the skills to obtain such certifications. "***NM has shown great growth over the years especially this school year. He has been flourishing within IT department and matured greatly in advocating for himself and independence.***" The previous quoted statement from the IEP record is the EXACT intended result of IDEA, 504, Public Act, Title II of the ADA were created and designed for. To give students like NM the opportunity to find his niche to become successful. Working in the IT department at Wilby provides this specialized and unique opportunity. "NM requires Individual Work Experience [IWE] and counseling to make progress on his transition goals and objectives." "Actions Proposed: No other options were considered and rejected." "Vocational/Transition: NM would like to pursue post-secondary education upon graduation from high school." "Impact of student's disability on involvement and progress in the general education curriculum: NM requires specialized services in order to be successful in content areas and make progress on individualized goals and objectives." "Other: Employment: Impact of student's disability on involvement and progress in the general education curriculum: NM requires specialized services in order to be successful in content areas and make progress on individualized goals and objectives." (See ***Exhibit I IEP IT Dept.***).

34. On or about October 5, 2020 the Team met to "Implement IEP dated 10/5/2020." "Review IEP; review current services and program; possibility of working from home on school IT Dept. materials; Supervisor will follow up to determine feasibility/permissions; [Parent] discussed possibility of obtaining bonding for NM, [This was successfully accomplished See ***Exhibit K Bonded Insurance.***]; Team determined that NM will remain in school until age 22." "Vocational/Transition: NM is currently participating in a school-based work experience as information technology specialist trainee." "Impact of student's disability on involvement and progress in the general education curriculum: NM requires specialized services in order to be successful in content areas and make

progress on individualized goals and objectives.” “Other: Employment: NM participates in information technology specialist training on campus during the school day. Impact of student’s disability on involvement and progress in the general education curriculum: NM requires specialized services in order to be successful in content areas and make progress on individualized goals and objectives.” “Measurable Annual Goal (Linked to Present Levels of Performance) #4 NM will work in an on-campus or off-campus part-time job in his area of interest while in college or trade school.” “Objective #5 NM will participate in information technology specialist training under guidance of the school Information technology specialist as determined as available.” (See *Exhibit J IEP IT Dept.*).

35. On or about October 7, 2020, due to the Corona Virus Pandemic and schools operating remotely, with NM working in the IT Department, it was necessary to continue to work remotely. In an act of extraordinary good faith on the part of NM, and to remove any obstacle or hesitation on the Waterbury School Districts’ part, NM obtained a Business Service Bond in the amount of One Hundred Thousand dollars, (\$100,000), protecting the Waterbury School Districts’ assets against loss, fraud, theft and other damage or malfeasance. NM was never asked to increase this amount. The amount of liability coverage is more than ample for the area of work that NM was doing. The policy is still in effect. NM plans to renew the Bond on its anniversary date in October 2021. (See *Exhibit K Bonded Insurance*).
36. On or about April 8, 2021, the Team met to “Conduct an annual review” “Implement IEP dated 4/8/2021.” “***Objective #8 NM will participate in Information Technology Specialist Training under guidance of the School Information Technology Specialist as determined as available.***” (See *Exhibit L IEP IT Dept.*) “5. Post-School Outcome Goal Statement(s) and Transition Services recommended in this IEP. Upon graduation from high school, NM will enroll in a computer technology training program.: Annual goal(s) and related objectives regarding Postsecondary Education or Training have been developed and are included in this IEP. : Upon graduation from high school, NM will obtain

employment in the computer technology field. Annual goal(s) and related objectives regarding Employment have been developed and are included in this IEP.” (See *Exhibit L IEP IT Dept.*)

“#6 Please select ONLY one: The course of study needed to assist the child in reaching the transition goals and related objectives **will include** NM will participate in a school-based Information Technology Specialist Training experience.” (See *Exhibit L IEP IT Dept.*)

“Parent reviewed NM’s current medications and diagnoses, and has made available to team, Psychologist report and Neuropsychological Evaluation.”
“Progress of current goals and objectives reviewed.” (See *Exhibit L IEP IT Dept.*)

“NM self assessment of strengths and weaknesses and O’Net Interest Profiler score reports.” “Parent stated that NM was interested in enrolling at Porter and Chester and would begin admission process spring 2022. Parent also stated that DCF would be involved in subsidizing tuition.” [DCF will pay tuition by Statute, only if certain conditions are met, including but not limited to, enrolling and attending a college or trade school immediately after graduation from high school. NM is remaining until age 22 to secure more training in IT to better prepare him for Porter and Chester. If he does not have access to that training this year, he will not be able to enroll in Porter and Chester immediately following graduating from high school and will lose the Statutory mandated funds from DCF.] “NM will receive the Principal’s Volunteer Service award for his volunteer IT work contributions to the school. [See *Exhibit N Volunteer Service Award*].”

“Vocational/Transition: NM is currently participating in a school-based work experience as information technology specialist trainee.” “Impact of student’s disability on involvement and progress in the general education curriculum: NM requires specialized services in order to be successful in content areas and make progress on individualized goals and objectives.” “Other: Employment: NM participates in information technology specialist training on campus during the school day. Impact of student’s disability on involvement and progress in the general education curriculum: NM requires specialized services in order to be

successful in content areas and make progress on individualized goals and objectives.” (See *Exhibit L IEP IT Dept.*)

“Special Factors, Progress Reporting, Exit Criteria; 1. For students whose behavior impedes her/his learning or that of others, the PPT has considered strategies, including positive behavioral interventions and supports to address that behavior, and IEP Goals and Objectives have been developed to address the behavior.” (See *Exhibit L IEP IT Dept.*).

37. On or about 8/30/2019 through 10/11/2019 paid work. NM was paid, for a time period by the City of Waterbury through funds received from CT Workforce. NM currently holds a Vendor number issued by the City of Waterbury Payroll. (See *Exhibit M Paid Job Site*).
38. On or about June 1, 2021 NM was awarded the Principal’s Volunteer Service award for his volunteer IT work contributions to the school. (See *Exhibit N Volunteer Service Award*).
39. On or about June 10, 2021 at a conference of team members, Civil Service, through the Transition Coordinator, Lori Pecukonis Rinaldi, instructed NM to use the “Application for Non Competitive or Temporary Employment”, after graduation. Civil Service at this conference, through the Transition Coordinator, Lori Pecukonis Rinaldi, informed NM that he would not be returning to work in the IT Department as an Information Technology Specialist Training because Dash did not want him in the IT room and Dash did not want to train him. (See *Exhibit O Conference Civil Service; application*).
40. At the conference, Transition Coordinator, Lori Pecukonis Rinaldi, stated about the ideas proposed, “Know that this is a proposal. Know that it has to...we have to...it has to be thought about and discussed and we have to meet again. And if any one of these pieces in this proposal comes 1,2,3 comes into play, we do have to meet with NOW.”
41. To which Plaintiff, Joshua stated, “If we need to go back and change the IEP then that’s when we will call an official PPT.”
42. (See *Exhibit P Resume*), NM’s resume. NM’s resume has been ever evolving and has been part of his IEP objective, in IWE, to continue to revise his resume.

- Being denied access to continuing as an Information Technology Specialist Trainee, negatively impacts NM's resume. After doing the job for three consecutive school years, denied access is paramount to being "terminated" and will be interpreted as such by potential employers and/or technical schools, such as Porter and Chester. NM will be asked why he is no longer in the program. NM will share his exemplary job performance reviews with potential employers/schools. With such glowing job performance reviews, employers/schools will only further question what NM did wrong to be "let go", when in fact, NM has done nothing wrong. The two data points do not make sense; doing an excellent job but being terminated.
43. On or about March 10, 2021, September 23, 2019, and January 13, 2018, NM submitted supporting psychological and psychiatric letters attesting to his diagnosed disabilities, including but not limited to autism; his list of medications and expert medical support for continued and ongoing transition support within school before and up until graduation. (See *Exhibit Q Medical letters*).
 44. On or about June 4, 2019, June 14, 2019, October 1, 2019, November 8, 2019, May 20, 2020, September 13, 2020 NM received excellent job performance reviews, directly from his then "boss", Mark Fortier. On or about September 22, 2020, before Mark left to pursue other opportunities, he wrote a glowing letter of recommendation for NM to use, to assist him in securing further education in the IT field and/or an employment position in the IT field. (See *Exhibit R Job Performances Mark*).
 45. After the April 8, 2021, PPT meeting, NM was provided a copy of the job performance evaluation dated March 25, 2021, submitted by "Dash". The job performance is not consistent with all the previous evaluations and is less than stellar. It is also not consistent with the reporting from other staff observations. It is not consistent with receiving an award for volunteer service. The evaluation scoring demonstrates Dash's contempt for NM and the program and his discrimination of NM. It is important to note that in all the hundreds of official (and unofficial) school records/documents, NM is ONLY referenced as "Grade 12", even though this current school year will be his third consecutive year in

Grade 12. Note Dash's passive aggressive, dig, disrespect and insulting comment on NM's disabilities by indicating, "Grade 12+" [Grade twelve plus]. This is purposeful and indicates that NM has remained in high school beyond Grade 12. Marking "plus" after the 12 shows the contempt Dash has for NM and his disabilities. The fact that the Superintendent, the City of Waterbury and the School Board is allowing this discrimination against NM by supporting Dash and the Civil Service to remove NM from the IT Specialist Training program, makes each party equally culpable and guilty of said discrimination against NM. (See *Exhibit S Job Performance Dash*).

F. STATEMENT OF ADDITIONAL RELEVANT FACTS

46. Education and access to education in Connecticut is not only an entitlement as opposed to a right, but is mandated by the State of Connecticut.
47. The last PPT meeting was conducted on April 8, 2021.
48. The last IEP was an annual IEP and was certified valid and effective on April 8, 2021.
49. The PPT Team met and agreed that NM will continue to work in the IT Department as an Information Technology Specialist Trainee. (See *Exhibit L IEP IT Dept.*). This was documented in NM's IEP. All parties listed in this Complaint are bound by the IEP. There can be no changes, alterations, diversions, exemptions, avoidance, lack of adherence or other maneuvers or actions or inactions that prevent NM from fully carrying out his goals and objectives within his IEP.
50. The IEP is a legal document.
51. The IEP is a legally binding contract on all parties without exception.
52. Dash replaced Mark Fortier, when he left, as the IT Specialist for Wilby and North End Schools. Where NM has been and is supposed to continue as an Information Technology Specialist Trainee.
53. Civil Service has overstepped its authority and in the process has denied legally protected educational entitlement benefit and protected disability accommodations to NM.

54. Civil Service's boundary clearly stops at personnel, salary and job duties but is prohibited and barred from changing or altering an agreed to legally binding IEP.
55. Civil Service has options at its disposal that would not interfere nor impede with NM's IEP AND allow the District to be compliant with NM's agreed to IEP. Civil Service can move personnel between schools. If Civil Service wants to accommodate Dash's targeted discrimination against NM by denying him access to continue to train as an Information Technology Specialist Trainee, Civil Service simply can move Dash to one of the other schools within the school district. Civil Service can then transfer another IT Specialist to Wilby that is more willing to comply with NM's IEP.
56. Civil Service can fill vacant IT positions and assign said person to work with NM.
57. Civil Service under the employment agreement with Dash, under "job duties", can force Dash under their paid employ to comply with the IEP or suffer disciplinary action, up to and including dismissal and termination. This however would leave Wilby and North End without any IT Specialist and clearly demonstrates why Civil Service has placed Dash, who threatened to quit, over the interests and rights of NM.
58. The IT job description allows for any job duties requested of person within the position of IT that relates to IT. Which means, within the job description of Dash, he is required and obligated to train NM within the bounds of school and within the criteria established and set in the IEP to accommodate NM's disabilities and transition.
59. The Superintendent, Dr. Ruffin can simply ignore the demands from Civil Service, where they clearly have no jurisdiction over students nor the IEP.
60. The School Board can direct the Superintendent, Dr. Ruffin to ignore the demands from Civil Service, where they clearly have no jurisdiction over students nor the IEP.
61. The City can direct the various Department, Agents, Agencies and personnel under it, to comply with the IEP.

COUNT ONE

VIOLATION OF SECTION 504

1 – 61. Paragraphs 1 through 61 of the Parties, Jurisdiction and Venue, Summary and Overview, Background Statement of Relevant Facts and Statement of Additional Relevant Facts, are hereby incorporated and part of this Count One as if more fully set forth herein:

62. 29 U.S.C. § 701 (b) Purpose. The purposes of this chapter are:

(1) to empower individuals with disabilities to maximize employment, economic self-sufficiency, independence, and inclusion and integration into society through:

(A) statewide workforce investment systems implemented in accordance with title I of the Workforce Investment Act of 1998 (29 U.S.C. §2801 *et seq.*), that include, as integral components, comprehensive and coordinated state-of-the-art programs of vocational rehabilitation.

(D) training

(E) demonstration projects and

(F) the guarantee of equal opportunity

63. NM's Information Technology Specialist Training is part of this coordinated training offered in coordination with BRS/DORS. Since NM attends school, it is best that he receive this hands-on IT training at school.

64. Section 504 of the Rehabilitation Act of 1973 prohibits discrimination based on disability in any program or activity operated by recipients of federal funds.

65. Section 504 states, "No otherwise qualified individual with a disability in the United States...shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance...."

66. Civil Service is directing the school district (without authority to do so), to bar, exclude, prohibit and deny NM from participating in IT which, the school district and specifically the IT Department, receives funds from the City and State, which receives funds indirectly from Federal funding as well as receiving Federal funding directly.

67. Civil Service is supporting “Dash’s” discrimination of NM, solely based on his disability, to refuse access to the IT Department and further and ongoing IT training .
68. Dr. Ruffin, as Superintendent, has accepted funds, to fund her schools, including the IT Department that supports her schools, including Wilby public high school, and funds the staff that support programs outlined in NM’s IEP, such as the IT Specialist Training. Dr. Ruffin has and is, barred/barring, excluded/excluding, prohibited/prohibiting and denied/denying NM access to the IT program he has been actively participating in for the past three (3) school years and has received a specialized award in, based upon “Dash’s” discrimination and refusal to comply with the IEP.
69. The City has accepted funds that support its’ schools in all aspects, including but not limited to the IT Department and the staff that support programs as outlined in NM’s IEP, including his continued participation in the IT Specialist Training program. The City has and is allowing the Civil Service Department to direct and guide (without authority), the activities within Wilby school, and lack of compliance with NM’s IEP. The City has and is barred/barring, excluded/excluding, prohibited/prohibiting and denied/denying NM continued access to the IT program he has been actively participating in for the past three (3) school years and has received a specialized award in, based upon “Dash’s” discrimination and refusal to comply with the IEP.
70. The BOE receives funds, directly and indirectly from the federal finances and manages the distribution and allocation of those funds, that include supporting staff and equipment used in the Waterbury District Public Schools, including Wilby public high school. The BOE, by allowing the City and Dr. Ruffin to take direction from Civil Service (who does not have authority), based on Dash’s discrimination of NM based on his disabilities, has condoned said actions and supported the lack of compliance with the IEP and has and is barred/barring, excluded/excluding, prohibited/prohibiting and denied/denying NM from the IT program he has been actively participating in for the past three (3) school years and has received a specialized award in.

71. Individually and collectively the Defendants are violating Section 504 of the Rehabilitation Act of 1973.

COUNT TWO
VIOLATION OF TITLE II
OF THE AMERICANS WITH DISABILITIES ACT

1 – 71. Paragraphs 1 through 71 of the Parties, Jurisdiction and Venue, Summary and Overview, Background Statement of Relevant Facts and Statement of Additional Relevant Facts, are hereby incorporated and part of this Count Two as if more fully set forth herein:

72. Title II of the Americans with Disabilities Act of 1990 (ADA) prohibits discrimination based on disability by public entities, regardless of whether they receive federal financial assistance. Title II states, “[N]o qualified individual with a disability shall, by reason of such disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of a public entity or be subjected to discrimination by any such entity.”

73. ***Disability.*** The ADA definition of disability is comparable to the definition of the term “individual with handicaps” in § 7(8)(B) of the Rehabilitation Act of 1973.

A full definition of the term disability appears in § 3(2) of the ADA:

- a physical or mental impairment that substantially limits one or more of the major life activities of such individual;
- a record of such an impairment; or
- being regarded as having such an impairment.

If an individual meets any of these three tests, the person is considered to be an individual with a disability and is protected by the ADA.

74. Civil Service is directing the school district (without authority to do so), to bar, exclude, prohibit and deny NM from participating in IT which, the school district and specifically the IT Department based upon NM’s qualifying disability.

75. Dr. Ruffin has and is, barred/barring, excluded/excluding, prohibited/prohibiting and denied/denying NM access to the IT program he has been actively

- participating in for the past three (3) school years and has received a specialized award in, based upon “Dash’s” discrimination and refusal to comply with the IEP.
76. The City has and is allowing the Civil Service Department to direct and guide (without authority), the activities within Wilby school, and lack of compliance with NM’s IEP. The City has and is barred/barring, excluded/excluding, prohibited/prohibiting and denied/denying NM continued access to the IT program he has been actively participating in for the past three (3) school years and has received a specialized award in, based upon “Dash’s” discrimination and refusal to comply with the IEP.
77. The BOE, by allowing the City and Dr. Ruffin to take direction from Civil Service (who does not have authority), based on Dash’s discrimination of NM based on his disabilities, has condoned said actions and supported the lack of compliance with the IEP and has and is barred/barring, excluded/excluding, prohibited/prohibiting and denied/denying NM from the IT program he has been actively participating in for the past three (3) school years and has received a specialized award in.
78. Individually and collectively the Defendants are violating Title II of the Americans with Disabilities Act.

COUNT THREE

VIOLATION OF PUBLIC ACT 19-49

1 – 78. Paragraphs 1 through 78 of the Parties, Jurisdiction and Venue, Summary and Overview, Background Statement of Relevant Facts and Statement of Additional Relevant Facts, are hereby incorporated and part of this Count Three as if more fully set forth herein:

79. PA 19-49, AN ACT CONCERNING TRANSITIONAL SERVICES FOR CHILDREN WITH AUTISM SPECTRUM DISORDER, signed into law by Governor Lamont on June 21, 2019, as summarized by the Office of Legislative Research;
- This act requires the first individualized education plan (IEP) for a child who is at least 14 years old and diagnosed with autism spectrum disorder to include (1) appropriate measurable postsecondary goals and (2) transition services, including

courses of study, needed to assist a child in reaching those goals. Under the act, postsecondary goals are based on age-appropriate transition assessments related to training, education, employment, and where appropriate, independent living skills. Federal regulations impose these requirements beginning with the first IEP in effect when a child with a disability turns 16 or earlier if determined appropriate (34 C.F.R. § 300.32(b)). In practice, the Department of Rehabilitation Services (DORS) provides certain transition services for students with disabilities ages 16 and over. The act explicitly does not require DORS to begin providing such service at age 14. (PA 19-157 renames DORS as the “Department of Aging and Disability Services.”).

The act requires the planning and placement team [PPT] to update the child’s IEP annually with regard to the act’s requirements. Generally, a planning and placement team [PPT] is a group consisting of a student’s parents, teachers, and educational specialists who meet to develop and periodically review the student’s IEP, which lists special education services to which the student is entitled.

80. Civil Service is directing the school district (without authority to do so), to bar, exclude, prohibit and deny NM based on his disabilities, including but not limited to NM’s autism spectrum disorder, from participating in IT which, the school district and specifically the IT Department in clear opposition of the PPT’s agreed upon transition goals and objectives within NM’s IEP.
81. Dr. Ruffin has and is, barred/barring, excluded/excluding, prohibited/prohibiting and denied/denying NM based on his disabilities, including but not limited to NM’s autism spectrum disorder, access to the IT program he has been actively participating in for the past three (3) school years and has received a specialized award in, in clear opposition of the PPT’s agreed upon transition goals and objectives within NM’s IEP.
82. The City has and is allowing the Civil Service Department to direct and guide (without authority), the activities within Wilby school, and lack of compliance with NM’s IEP. The City has and is barred/barring, excluded/excluding, prohibited/prohibiting and denied/denying NM based on his disabilities, including

but not limited to NM's autism spectrum disorder, continued access to the IT program he has been actively participating in for the past three (3) school years and has received a specialized award in, in clear opposition of the PPT's agreed upon transition goals and objectives within NM's IEP.

83. The BOE, by allowing the City and Dr. Ruffin to take direction from Civil Service (who does not have authority), based on his disabilities, including but not limited to NM's autism spectrum disorder, has condoned said actions and supported the lack of compliance with the IEP and has and is barred/barring, excluded/excluding, prohibited/prohibiting and denied/denying NM from the IT program he has been actively participating in for the past three (3) school years and has received a specialized award in, in clear opposition of the PPT's agreed upon transition goals and objectives within NM's IEP.
84. Individually and collectively the Defendants are violating Public Act 19-49.

COUNT FOUR

VIOLATION OF IDEA, 20 U.S.C. § 1400 et seq.

1 – 84. Paragraphs 1 through 84 of the Parties, Jurisdiction and Venue, Summary and Overview, Background Statement of Relevant Facts and Statement of Additional Relevant Facts, are hereby incorporated and part of this Count Four as if more fully set forth herein:

85. Individuals with Disabilities Education Improvement Act 2004; 20 U.S.C. § 1400(d): Purposes: The purposes of this title are

(1) (A) to ensure that all children with disabilities have available to them a free appropriate public education that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment and independent living;

(The phrase “further education” and the emphasis on effective transition services is new. Section 1400(c) (14) describes “effective transition services to promote successful post-school employment or education.”

The definition of “transition services” was changed to a “results-oriented process that is focused on improving the academic and functional

achievement of the child” to facilitate “movement from school to post-school activities, including post-secondary education.”)

(B) to ensure that the **rights of children** with disabilities **and parents** of such children are protected and

(C) to assist States, localities, educational service agencies, and Federal agencies to provide for the education of all children with disabilities;

(3) to ensure that educators and parents have the necessary tools to improve educational results for children with disabilities by supporting system improvement activities; coordinated research and personnel preparation coordinated technical assistance, dissemination, and support; and technology development and media services; and

(4) to assess, and ensure the effectiveness of, efforts to educate children with disabilities.

86. 20 U.S.C. § 1415 Procedural Safeguards

(3) Written prior notice to the parents of the child, in accordance with subsection (c) (1), whenever the local education agency-

(The school district must provide, in writing, the reason for refusing to evaluate a child or change the educational program)

(A) proposes to initiate or change; or

(B) refuses to initiate or change, the identification, evaluation, or educational placement of the child, or the provision of a free appropriate public education to the child.

(5) An opportunity for mediation, in accordance with subsection ~~(E)~~,

(6) An opportunity for any party to present a complaint.

(A) with respect to any matter relating to the identification, evaluation, or educational placement of the child, or the provision of a free appropriate public education to such child; and

(B) which sets forth an alleged violation that occurred not more than 2 years before the date the parent or public agency knew or should have known about the alleged action that forms the basis of the complaint, or if the State has an explicit time limitation for presenting such a complaint under this part, in such time as the

- State law allows, except that the exceptions to the timeline described in subsection (f) (3) (D) shall apply to the timeline described in this subparagraph.
87. The Defendants unilaterally and arbitrarily and without notice simply changed what was agreed to within the IEP.
 88. What was developed within the IEP, specifically for NM to work in the IT Department as an Information Technology Specialist Trainee fulfills the purpose of IDEA, that is to provide and support his education to his level and interest that will best prepare him for post-secondary education and/or employment.
 89. By not providing any written notice of the change to the IEP, the Defendants barred NM and the parents (Plaintiffs), the right to due process, including but not limited to mediation.
 90. 20 U.S.C. § 1401(34) states Transition Services: The term transition services means a coordinated set of activities for a child with a disability that
 - (A) is designed to be within a results-oriented process, that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child's movement from school to post-school activities, including post-secondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation;
 - (B) is based on the individual child's needs, taking into account the child's strengths, preferences, and interests; and
 - (C) includes instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and, when appropriate, acquisition of daily living skills and functional vocational evaluation.
 91. Civil Service is directing the school district (without authority to do so), to bar, exclude, prohibit and deny NM based on his disabilities, including but not limited to NM's autism spectrum disorder, from participating in IT which, the school district and specifically the IT Department in clear opposition of the PPT's agreed upon transition goals and objectives within NM's IEP as late as NM's Annual IEP on April 8, 2021.

92. Dr. Ruffin has and is, barred/barring, excluded/excluding, prohibited/prohibiting and denied/denying NM based on his disabilities, including but not limited to NM's autism spectrum disorder, access to the IT program he has been actively participating in for the past three (3) school years and has received a specialized award in, in clear opposition of the PPT's agreed upon transition goals and objectives within NM's IEP as late as NM's Annual IEP on April 8, 2021.
93. The City has and is allowing the Civil Service Department to direct and guide (without authority), the activities within Wilby school, and lack of compliance with NM's IEP. The City has and is barred/barring, excluded/excluding, prohibited/prohibiting and denied/denying NM based on his disabilities, including but not limited to NM's autism spectrum disorder, continued access to the IT program he has been actively participating in for the past three (3) school years and has received a specialized award in, in clear opposition of the PPT's agreed upon transition goals and objectives within NM's IEP as late as NM's Annual IEP on April 8, 2021.
94. The BOE, by allowing the City and Dr. Ruffin to take direction from Civil Service (who does not have authority), based on his disabilities, including but not limited to NM's autism spectrum disorder, has condoned said actions and supported the lack of compliance with the IEP and has and is barred/barring, excluded/excluding, prohibited/prohibiting and denied/denying NM from the IT program he has been actively participating in for the past three (3) school years and has received a specialized award in, in clear opposition of the PPT's agreed upon transition goals and objectives within NM's IEP as late as NM's Annual IEP on April 8, 2021.
95. Individually and collectively the Defendants are violating IDEA 20 U.S.C. § 1400 et seq..

COUNT FIVE

VIOLATION OF FAPE (FREE APPROPRIATE PUBLIC EDUCATION)

1 – 95. Paragraphs 1 through 95 of the Parties, Jurisdiction and Venue, Summary and Overview, Background Statement of Relevant Facts and Statement of Additional

Relevant Facts, are hereby incorporated and part of this Count Five as if more fully set forth herein:

96. As per NM's IEP, when NM works in the IT Department as an IT Specialist Trainee, he receives "educational benefit" as defined by FAPE. According to the definitions contained within the Act, a "free appropriate public education", consists of educational instruction specially designed to meet the unique needs of the [special needs] child, supported by such services as are necessary to permit the child "to benefit" from the instruction. The instruction must comport with the child's IEP.
97. The free appropriate public education required by the Act is tailored to the unique needs of the [special needs] child by means of an "individualized education program" (IEP). (20 U.S.C § 1401 (18)). The IEP, which is prepared at a meeting between a qualified representative of the local educational agency, the child's teacher, the child's parents and where appropriate, the child, consists of a written document containing
 - (A) a statement of the present levels of educational performance of the child
 - (B) a statement of annual goals, including short term instructional objectives
 - (C) a statement of the specific educational services to be provided to such child, and the extent to which such child will be able to participate in regular education programs..
 - (D) the projected date for initiation and anticipated duration of such service, and
 - (E) appropriate objective criteria and evaluation procedures and schedules for determining, on at least an annual basis, whether instructional objectives are being achieved. (20 U.S.C § 1401 (19)).
98. 34 C.F.R. § 300.17 states Free appropriate public education or FAPE means special education and related services that (b) meet the standards of the SEA, including the requirements of this part; (c) include an appropriate....secondary school education in the State involved; and (d) are provided in conformity with an individualized education program (IEP) that meets the requirements of §§300.320 through 300.324 (IEP) (20 U.S.C § 1401 (9)).

(20 U.S.C § 1401 (5) defines SEA as Educational Service Agency. The term 'educational service agency', means a regional public multiservice agency- authorized by State law to develop, manage, and provide services or programs to local educational agencies; and recognized as an administrative agency for purposes of the provision of special education and related services provided within public elementary schools and secondary schools of the State; and includes any other public institution or agency having administrative control an direction over a public elementary or secondary school.

The SEA is the BOE and Dr. Ruffin, special education services. This provides them the authority over Civil Service as to what happens *IN* the schools. Civil Service is not responsible for the education or special education of the students. Civil Service does not develop, manage or provide services or programs to local education agencies. This is the job of the BOE, Superintendent and special education services.

99. 34 C.F.R. § 300.101(a) states, A free appropriate public education must be available to all children residing in the State between the ages of 3 and 21,.....
100. Civil Service is directing the school district (without authority to do so), to bar, exclude, prohibit and deny NM based on his disabilities, including but not limited to NM's autism spectrum disorder, from participating in IT which, the school district and specifically the IT Department in clear opposition of the PPT's agreed upon transition goals and objectives within NM's IEP as late as NM's Annual IEP on April 8, 2021, thereby denying NM a Free Appropriate Public Education.
101. Dr. Ruffin has and is, barred/barring, excluded/excluding, prohibited/prohibiting and denied/denying NM based on his disabilities, including but not limited to NM's autism spectrum disorder, access to the IT program he has been actively participating in for the past three (3) school years and has received a specialized award in, in clear opposition of the PPT's agreed upon transition goals and objectives within NM's IEP as late as NM's Annual IEP on April 8, 2021, thereby denying NM a Free Appropriate Public Education.
102. The City has and is allowing the Civil Service Department to direct and guide (without authority), the activities within Wilby school, and lack of compliance

with NM's IEP. The City has and is barred/barring, excluded/excluding, prohibited/prohibiting and denied/denying NM based on his disabilities, including but not limited to NM's autism spectrum disorder, continued access to the IT program he has been actively participating in for the past three (3) school years and has received a specialized award in, in clear opposition of the PPT's agreed upon transition goals and objectives within NM's IEP as late as NM's Annual IEP on April 8, 2021, thereby denying NM a Free Appropriate Public Education.

103. The BOE, by allowing the City and Dr. Ruffin to take direction from Civil Service (who does not have authority), based on his disabilities, including but not limited to NM's autism spectrum disorder, has condoned said actions and supported the lack of compliance with the IEP and has and is barred/barring, excluded/excluding, prohibited/prohibiting and denied/denying NM from the IT program he has been actively participating in for the past three (3) school years and has received a specialized award in, in clear opposition of the PPT's agreed upon transition goals and objectives within NM's IEP as late as NM's Annual IEP on April 8, 2021, thereby denying NM a Free Appropriate Public Education.
104. Individually and collectively the Defendants are violating FAPE by denying him a Free Appropriate Public Education.

WHEREFORE, the PLAINTIFF has been denied access to his transition planned Information Technology Specialist Training; prays the following relief:

1. Damages in excess of one hundred thousand dollars, (\$100,000), for private individualized Information Technology training for a period of approximately eight (8) months, in preparation of entry to Porter and Chester AND loss of DCF financial support for tuition to Porter and Chester. (29 U.S.C. § 794a In fashioning an equitable or affirmative action remedy under such section, a court may take into account the reasonableness of the cost of any necessary work place accommodation, and the availability of alternatives therefor or other appropriate relief in order to achieve an equitable and appropriate remedy.)

2. Punitive damages in excess of one hundred thousand dollars, (\$100,000), for loss of education at a critical point in time of education.
3. Consequential damages in excess of fifty thousand (\$50,000), including but not limited to continued therapy and inpatient hospitalization.
4. Reimbursement of all Attorneys fees, legal fees, and court costs.
5. Remedy requested, issue Order, under 20 U.S.C § 1416 for Federal and State Focused Monitoring and Enforcement.
6. Remedy requested, issue Order, under 20 U.S.C § 1234a, Recover funds and/or Withhold, in whole or in part, any further payments to the State.
7. All other relief in equity or law that the Court may deem proper.

Dated at Waterbury, CT this 23rd day of August, 2021.

JOSHUA MARCINISZYN

By Joshua Marciszyn
 Joshua Marciszyn
 633 Willow Street
 Waterbury, CT 06710
 marciszyn@comcast.net
 (203) 982-0050

DEMAND

The monetary damages, legal interest or property in demand, exclusive of interest and costs is in an amount:

- () less than \$2,500.00
- () \$2,500.00 through \$14,999.99
- (X) \$15,000 or more
- () Claiming other relief in addition to or in lieu of money damages.
- () The remedy sought is based upon an express or implied promise to pay a definitive sum.

SERVICE

Service having been made by State Marshal. See attached affidavit of Service.

JOSHUA MARCINISZYN

By *Joshua Marciszyn*
Joshua Marciszyn
633 Willow Street
Waterbury, CT 06710
marciszyn@comcast.net
(203) 982-0050

Exhibits Table of Contents

| | | | |
|------------------|--|---|--------|
| Exhibit A | December 28, 2018 | Project Genesis Declines Services | 7 |
| Exhibit B | February 20, 2019 | IEP Terminate Project Genesis, add Step2 NVC..... | 7 |
| Exhibit C | March 11, 2019 | Email Conference on 3/13/2019, Step2 NVCC unlikely | 7 |
| Exhibit D | March 13, 2019 | Conference, Transition Options, add IT Dept. (Start date 3/18/19) | 7,9 |
| Exhibit E | March 20, 2019 | PPT, IEP, IT Dept. job site confirmed NM started on 3/18/2019 | 8 |
| Exhibit F | June 4, 2019 | PPT, IEP IT Dept. job site affirmed, supported and continued. | 8 |
| Exhibit G | September 17, 2019 | PPT, IEP IT Dept. job site affirmed, supported and continued | 8 |
| Exhibit H | October 3, 2019 | PPT, IEP Preparing Nick to work in IT; DORS supports IT experience | 9 |
| Exhibit I | February 7, 2020 | PPT, IEP IT Dept. job site affirmed, support, continued; “flourishing”, “doing very well”, “does very well” | 10 |
| Exhibit J | October 5, 2020 | PPT, IEP IT Dept. work from home during pandemic, affirmed, supported and continued | 11 |
| Exhibit K | October 7, 2020 | NM secures a \$100k Business Service Bond to continue to work in IT from home | 10,11 |
| Exhibit L | April 8, 2021 | PPT, IEP NM shows progress in self development; IT Dept. is agreed and included in the upcoming school year | 13,15 |
| Exhibit M | Sept. 30 – Oct. 11, 2019 | Paid Job site CT Disability Employment Initiative, WRIB Youth Internship City of Waterbury Voucher, Vendor number | 13 |
| Exhibit N | June 1, 2021 | NM Principal’s Volunteer Service Award | 12,13 |
| Exhibit O | June 10, 2021 | Conference; Civil Service looks at student as employee, requires application | 13 |
| Exhibit P | no date | NM Resume | 13 |
| Exhibit Q | March 10, 2021; Sept. 23, 2019; January 13, 2018 | Medical letters of condition and Recommendations | 14 |
| Exhibit R | June 3, 2019 – Sept. 22, 2020 | Job performances; rated Exceptional, Excellent by Mark Fortier Network Specialist 2 | 8,9,14 |
| Exhibit S | April 8, 2021 | PPT, IEP Job performance, singular evaluation by “Dash” IT Dept. Supervisor | 15 |

EXHIBIT A

MELISSA BALDWIN <mbaldwin@waterbury.k12.ct.us>

12/12/2018 10:55 AM

FW: Project Genesis Waterbury Student

To Comcast <marciniszyn@comcast.net>

For your information. I will work with Lori Pecukonis on an alternatives.

From: Adib Quazi [<mailto:aquazi@projectgenesis.us>]
Sent: Wednesday, December 12, 2018 10:42 AM
To: MELISSA BALDWIN <mbaldwin@waterbury.k12.ct.us>
Subject: Project Genesis Waterbury Student

EXTERNAL MAIL

Melissa,

I regret to inform you that we will not be able to take on the Waterbury student that we completed the assessment, for regular programing. We have not been able to secure appropriate staffing for the student through interviewing. As of right now there has not been any appropriate matches and also the hours we are offering for the position doesn't fulfill the applicants needs for hours they would like. So I apologize, we will not be able to move forward with Waterbury's referral to our program for this student. If you have any questions, please feel free to reach out to me. Thank you.



Adib Quazi
SESS Program Manager
C (860) 377-2666
P (860) 456-1698 ext.23 www.projectgenesis.us
Affirmative Action and Equal Opportunity Employer



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EXHIBIT B

Student: N M

DOB: 03/25/2000

District: Waterbury Public School

Meeting Date: 02/20/2019

LIST OF PPT RECOMMENDATIONS

Team met to review IEP

Specialized services for 2018-2019: English, site 3, 3.75 hours/week Math, site 3, 3.75 hours/week Counseling, site 3, .25 hours/week Speech consult: .25 hours/month Paraprofessional support will gradually decrease until June of 2019

PLANNING AND PLACEMENT TEAM MEETING SUMMARY (OPTIONAL)

Parent and student invited and attended. Procedural Safeguards, Parental Rights, Restraint and Seclusion provided This meeting was rescheduled from 2/5/19; meeting 2/5/19 cancelled by parent; meeting rescheduled to 2/13/19, but not held due to inclement weather closing of schools.

Team met to review IEP

Ms. Merrill reviewed progress; N is a pleasure to have in class and has a 90 in the class; N is listening and following directions; Parent agreed for Ms. Merrill to be dismissed from the meeting;

Project Genesis discussed; N expressed that he was not happy with the program in general; N expressed that he did not like working at Petco; The paraprofessional stated the following: felt that the program should be more equipped to have the work available when N arrived; He stated that they were walking to other stores looking for work to do; Assessments from Project Genesis will not be a part of N educational or special education record; Workforce and job opportunity discussed;

Mr. Marciniszyn and the team discussed N becoming more independent and decreasing paraprofessional support; Paraprofessional support will gradually decrease over the course of the 3rd and 4th marking periods; Naugatuck Valley Transition program discussed; N will visit the program for 2 days Work program hours and days to be determined;

Progress discussed; Parent is concerned that N does not know how to complete the math objectives that he received satisfactory on in his last progress monitoring; Mr. Hodges stated that he did one of the areas today and handed it in; N attempted to convert the fractions into a decimal but had difficulty doing so without assistance; Mr. Hodges also stated that students are allowed to use their calculators at times; At the next meeting the teachers will provide work samples related to the objectives;

Parents please note: Effective October 1, 2009, parents must be provided with a copy of the state developed Parental Notification of the Laws Relating to Physical Restraint and Seclusion in the Public Schools (https://portal.ct.gov/SDE/Special-Education/Legal-and-Due-Process) at the first PPT meeting following a child's initial referral for special education. A copy of the Parental Notification of the Laws Relating to Physical Restraint and Seclusion in the Public Schools has been provided to the parents on 08/28/2018.

ED620, Revised July 2018

INDIVIDUALIZED EDUCATION PROGRAM

EXHIBIT C

JEANETTE ZURAITIS <jzuraitis@waterbury.k12.ct.us>

3/11/2019 7:34 AM

RE: N █ M #102231 Reminder

To Comcast <marciniszyn@comcast.net> • MELISSA BALDWIN <mbaldwin@waterbury.k12.ct.us>

Good Morning Josh,

I will send reminder confirmations to N █'s teachers regarding Wednesday's conference.

Also, Ms. Pecukonis, on Friday, left information regarding the IT work experience program at Wilby. This can be reviewed at Wednesday's conference, or beforehand if you choose. Please let me know.

Thank you.

Jeanette

Special Education
Department Chair
Wilby High School
460 Bucks Hill Road
Waterbury, CT 06704
Phone: 203-574-8100
Fax: 203-574-6896

*N █ starts
IT
3/18/19*

*3/11/19
11-17am
Ms. Pecukonis
will attend 10am*

From: Comcast [marciniszyn@comcast.net]
Sent: Monday, March 11, 2019 7:21 AM
To: MELISSA BALDWIN
Cc: JEANETTE ZURAITIS
Subject: Nick M #102231 Reminder

EXTERNAL MAIL- This email originated from outside the District. Do not click on links or open attachments unless you recognize the sender and know the content is safe.

Ms. Baldwin

Hello. Reminder that we have a conference regarding N █ this Wednesday 3/13 at 10am, with Mr. Imperato and Mr. Perusse to be in attendance, to discuss N █'s academic progress and gaps. And to start to develop a safety net plan should N █ not be accepted into the STEP program this year. We should also discuss implementing the IT work experience program since N █ has completed the workforce assessment.

Mr. Imperato and Mr. Perusse should be notified today, if they have not been notified already, so they can put it on their calendar.

Thank you
Joshua

Sent from my iPhone

EXHIBIT D

Transition Options

1. Graduation with Diploma June of 2020.

2. Academic (STEP 2 NVCC Transition Program)

Student will reapply to the program (complete application and participate in an interview). Student will shadow at the program for one week without the paraprofessional. Student will be transported via school bus with the rest of the students attending the program. Student will, once accepted, take the college courses assigned by the college (this is per our contract with NVCC). Student will also receive counseling services provided by the program from the counselor currently servicing the program. All PPTs will be held at Wilby High School with a Special Education Supervisor present. Student will participate in a volunteer work experience arranged by the Transition Coordinator either on or off campus. Upon the completion of the program, the student will receive diploma and exit (June 2021).

3. Vocational (Wilby High School)

Student will attend school 4 days per week from 8:00am to noon. Student will complete volunteer work experience through Wilby IT Department (times to be determined). Student will receive counseling services. Special Education Teacher from Wilby will be on consult .25 hrs. per week. Student also has the opportunity to complete a work based experience (with pay) through the DORS/BRS Level Up Program since he is a client. Parent and student need to reach out to Sheri Guerrero to arrange for this opportunity. Student will exit and receive diploma in June of 2021

4. Graduation with Diploma June of 2020.

Student and parent explore taking computer classes possibly through Porter and Chester.

EXHIBIT E

Student: N. [REDACTED] M. [REDACTED] Meeting Date: 03/20/2019
DOB: 03/25/2000 District: Waterbury Public School

LIST OF PPT RECOMMENDATIONS

Team met to conduct annual review.

- Specialized services 2018-2019:
- Resource Math, 3.75 hours/week, site 3
- Resource English, 3.75 hours/week, site 3
- Counseling, .25 hours/week, site 3
- Speech consult, .25 hours/month
- Paraprofessional support, gradually decreasing through end of school year

PLANNING AND PLACEMENT TEAM MEETING SUMMARY (OPTIONAL)

Parent and student invited and attended; Procedural Safeguards, Parental Rights, Restraint and Seclusion provided;

Planning and Placement Team Attendance forms completed and signed by parent and district representative for the absences of Diana Spedafino, Psychologist and Lori Pecukonis-Rinaldi, Transition Coordinator; Parent did not want additional pupil personnel staff in the meeting;

Team reviewed progress of goals and objectives; teacher reports reviewed; N. is doing well in Art class he currently has a 98; 2nd Art class, sometimes advocates and asks questions for clarity, positive behavior, stays on task, does cooperate by putting his phone aside when asked to do so; N. gets started with paraprofessional assistance but he works the entirety of the class without the assistance; very focused;

English report reviewed; advocates for self, completes assignments and homework, asks questions for clarity; still working hard, does need to be refocused on time; Current Grade of 89;

Medication reported by parents: Vyvanse 60mg; Trileptal 600mg (2x); Intuiv 4mg; Elavil 150mg; Buspar 15mb (2x);

N. will walk at graduation ceremony with his graduating class June 2019.

Parent requested objectives in the following area: recitation of the ABC's and writing name in cursive without guide;

Team discussed transition goals and objectives

Team discussed possible specialized services and courses for 2019-2020; iWE, Life Skills, English 10 (Mythology), Forensics, and Computers discussed as possible courses;

Team discussed current work program planned at Wilby High with the IT Department

Team discussed Extended School Year

Team agreed to meet by the first week of June to discuss specialized services and courses for 2019-2020.

Parents please note: Effective October 1, 2009, parents must be provided with a copy of the state developed *Parental Notification of the Laws Relating to Physical Restraint and Seclusion in the Public Schools* (<https://portal.ct.gov/SDE/Special-Education/Legal-and-Due-Process>) at the first PPT meeting following a child's initial referral for special education. A copy of the *Parental Notification of the Laws Relating to Physical Restraint and Seclusion in the Public Schools* has been provided to the parents on 02/26/2019.

Waterbury Public School

Annual Goal and Objectives Progress Report

| | |
|--|------------------------------|
| <input type="checkbox"/> Academic/Cognitive <input type="checkbox"/> Communication <input type="checkbox"/> Social/Behavioral <input type="checkbox"/> Gross/Fine Motor <input type="checkbox"/> Self Help | |
| <input type="checkbox"/> Community Participation <input type="checkbox"/> Independent Living <input type="checkbox"/> Health <input checked="" type="checkbox"/> Other: (specify) Post-Secondary Education/Training | |
| Student Name: N [REDACTED] M [REDACTED] | Reporter: J. Zuraitis |
| D.O.B.: 03/25/2000 | Goal #: 4 |
| School: Wilby High School | Date: 03/18/2019 |
| <p>Goal: Student will increase knowledge on future educational planning by completing the following short-term objectives:</p> <p>Objective #1: Student will attend a college fair or a college campus of his choice.</p> <p>Pre data: student records teacher report</p> <p>Post data: attendance at college fair or college campus visit</p> <p>Description of progress: N [REDACTED] has mastered this objective, as he has attended a college fair this school year, held at Wilby High School, in October, 2018.</p> | |
| <p>Objective #2: After researching careers, student will select at least two more career interests.</p> <p>Pre data: student records indicated N [REDACTED] had an interest in graphic arts and computers</p> <p>Post data: student interviews informal assessments teacher reporting</p> <p>Description of progress: Progress in ongoing for this objective. N [REDACTED] has completed college questionnaire called Landmark College's Guide to Assessing College Readiness. Informal assessments indicate that he has two career cluster areas of interest. He is interested in the High Technology and Engineering cluster and the Applied Technology cluster.</p> | |
| <p>Objective #3: Student will gather pertinent information for college applications.</p> <p>Pre data: N [REDACTED] had not gathered pertinent information for college applications.</p> <p>Post data: NVCC College Transition program application completed</p> <p>Description of progress: N [REDACTED] completed an application for the NVCC College Transition program. He has not, however, gathered pertinent information for independent application to a college(s).</p> | |

Waterbury Public School

Annual Goal and Objectives Progress Report

| | | | | |
|--|---|--|---|------------------------------------|
| <input type="checkbox"/> Academic/Cognitive | <input type="checkbox"/> Communication | <input type="checkbox"/> Social/Behavioral | <input type="checkbox"/> Gross/Fine Motor | <input type="checkbox"/> Self Help |
| <input type="checkbox"/> Community Participation | <input type="checkbox"/> Independent Living | <input type="checkbox"/> Health | <input checked="" type="checkbox"/> Other: (specify) Employment | |

| | | | |
|----------------------|---------------------------|------------------|-------------|
| Student Name: | N [REDACTED] M [REDACTED] | Reporter: | J. Zuraitis |
| D.O.B: | 03/25/2000 | Goal #: | 5 |
| School: | Wilby High School | Date: | 03/18/2019 |

Goal: Student will explore the field of employment in order to plan for a career/paying job after high school.

Objective #1: Student will create at least one job experience to add on his current resume.

Pre data: no previous job experience

Post data: anticipated upcoming job experience

Description of progress: N [REDACTED] participated in an assessment process to facilitate a job experience, but upon termination of this program, alternatives for a job experience have been explored;

N [REDACTED] will begin a job experience with the Information Technology Department at Wilby commencing 3-18-19.

Objective #2: Student will identify his strengths and weaknesses as a possible employee.

Pre data: student records

Post data: student records

Description of progress: Progress is ongoing for this objective.

Objective #3: Student will create a list of at least 5 possible interview questions, which he will write an answer for each question.

Pre data: Interview questions have not been created

Post data: The objective/benchmark has not yet been introduced.

Description of progress: The objective/benchmark has not yet been introduced.

EXHIBIT F

Student: N [REDACTED] M [REDACTED]

DOB: 03/25/2000

District: Waterbury Public School

Meeting Date: 06/04/2019

LIST OF PPT RECOMMENDATIONS

Team met to Review/Revise IEP;

Team recommends the following specialized instruction for the 2019-2020 school year;

- 3.75 hours/week, English, Site 1;
- 3.75 hours/week, Life Skills, Site 3;
- 3 hours/week, IWE, Site 2;
- 4.5 hours/week, IWE, Site 4;
- .25 hours/week, Counseling, Site 2;
- Consult basis .25 hours/month, Communication, site 2

Implement IEP dated 06/04/2019;

PLANNING AND PLACEMENT TEAM MEETING SUMMARY (OPTIONAL)

Student and parent invited and attended. Procedural Safeguards, Parental Rights, Restraint and Seclusion provided 08/28/2018

Student progress/teacher reports reviewed; In Printmaking, Nick is always prepared and he is doing very well;

Parent dismissed the regular education teacher;

Parent expressed concern regarding Mr. Hodges not being reimbursed for travel time when he attended Project Genesis with N [REDACTED]. Parent expressed he would like it on record that he is insisting Mr. Hodges get paid for his services for that time in order for the relationship to not be affected next school year;

Report from paraprofessional reviewed; N [REDACTED] has done a great job during his assignment at Wilby. He is prompt and works very well at the tasks he is given. He always wants to learn more and provided the opportunity. He is focused when he is working and only uses his phone to listen to music when it is allowed by Mr. Fortier;

N [REDACTED] expressed that he enjoys working at his school job site. N [REDACTED] reported that he would like a job where he works on his own after high school.

Report from school based job site reviewed; N [REDACTED] has earned exemplary progress in every category that applies to his present job site. He has a great attitude and has a willingness to work;

Case manager reported that she sat in on an interview N [REDACTED] had and she reported N [REDACTED] did an exceptional job;

N [REDACTED] reported he would like to continue his current job site; In Math, N [REDACTED] is prepared, shows interest in class, advocates for himself, and sometimes experiences success on tests/quizzes. N [REDACTED] often asks questions for clarity but needs to trust his ability more. He participates, stays on task, and often listens attentively. His teacher reported that BDLC might not be appropriate or help N [REDACTED] as he prepares for college; In English, N [REDACTED] does all of his work, shows interest, has success on tests/quizzes, and does not have any behavioral issues; In Computers, N [REDACTED] has a 100 for the fourth marking period; In Drawing, N [REDACTED] is missing 2 assignments and because of that his grade is a 45. Once the assignments are submitted his grade will improve. N [REDACTED] often is tired or has a headache and asks to put his head down politely;

Team discussed current job site hours and IWE hours next school year;

Team discussed N [REDACTED] being able to go to his Drawing teacher during period 4 since he is doing well in Computers;

IEP goals/objectives reviewed; Parent requested to continue Read Theory daily; Counseling goals/objectives to be amended; Post secondary goals/objectives reviewed;

Employment goals/objectives reviewed to include to update his resume; Accommodations reviewed regarding the communication consultative services. Dad reported he has not received an update on communication. Team discussed case manager contacting speech and language pathologist;

Team discussed services for the 2019-2020 school year; Team discussed exiting N [REDACTED] from the BDLC program; Team discussed Reading class being able to count as an English credit for grade nine. Team discussed Nick being placed in an English 10th grade co-taught class. Dad reported that Nick has expressed interest in Forensics. Team discussed there is no special education support within this class but the paraprofessional support will be available. IWE discussed. N [REDACTED] will be doing his IT work site during the IWE program.

Team discussed a Life Skills class to address the life skills objectives for English and math.

Team discussed attendance. Dad reported his doctor provided Nick a note regarding absences.

Parents please note: Effective October 1, 2009, parents must be provided with a copy of the state developed *Parental Notification of the Laws Relating to Physical Restraint and Seclusion in the Public Schools* (<https://portal.ct.gov/SDE/Special-Education/Legal-and-Due-Process>) at the first PPT meeting following a child's initial referral for special education. A copy of the *Parental Notification of the Laws Relating to Physical Restraint and Seclusion in the Public Schools* has been provided to the parents on 08/28/2018.

Student: N [REDACTED]

DOB: 03/25/2000

District: Waterbury Public School

Meeting Date: 06/04/2019

Present Levels of Academic and Functional Performance

| | | | |
|--|--|--|---|
| Area (briefly describe current performance) | Strengths (include data as appropriate) | Concerns/Challenges/Needs (requiring specialized instruction) | Impact of student's disability on involvement and progress in the general education curriculum or appropriate preschool activities. |
|--|--|--|---|

6/11/2019

Individualized Education Plan (IEP) for N [REDACTED] (102231)

| | | | |
|---|-------------------|------------------------------------|---|
| <input type="checkbox"/> Other: Employment <input type="checkbox"/> Age Appropriate Nick does not currently hold a job outside of school. | motivated to work | accessing employment opportunities | Nick [REDACTED] requires specialized services to be successful in content areas and make progress on individualized goals and objectives. |
|---|-------------------|------------------------------------|---|

ED620, February 2009

Individualized Education Plan

EXHIBIT G

Student: N. M.

DOB: 03/25/2000

District: Waterbury Public School

Meeting Date: 09/17/2019

LIST OF PPT RECOMMENDATIONS

Team met per Parent Request to Review/Revise IEP;

Team recommends implementing an accommodation for N. to be able to audio record the Forensic class for the purpose of reviewing the class material when he is at home;

Parent and team recommends removing the communication consult.

Parent and team recommends removing Read Theory from the IEP.

Implement IEP dated 09/17/2019;

PLANNING AND PLACEMENT TEAM MEETING SUMMARY (OPTIONAL)

Student and parent invited and attended; Procedural Safeguards, Parental Rights, Restraint and Seclusion provided 08/29/2019; Parent and district are excusing the special education case manager from the meeting today and have signed off on the PPT Attendance form. Student progress reviewed; In Forensics N. is well behaved in class. There are times he is on his phone and listening to music, however, when he needs to pay attention he will take the headphones out. He has done well on his assignments and currently has a 95. N. does not particularly like to interact with other students but he has when he has needed to. He also does well advocating for himself. Teacher reported that he is allowed to take the text book with him. Teacher explained that there may be some topics that make people queasy but they do not shy away from those topics because that is the field.

Parent expressed that N. wanted to take Forensics because it was interesting to him. It is currently being used as a stepping stone to understand college classes. Parent explained that N. has been in classes with a lot of modifications and accommodations and Forensics is now a class without those supports. Team discussed N. needing more time in order to understand topics. A concern is that N. is not taking a lot of notes in class and it may hinder him from understanding the topics when he is at home. Team discussed implementing an accommodation for N. to be able to tape record the class in order to review when he is at home. Parent expressed that the purpose of the tape recorder would be solely for N. to listen back to the material in the class, not the other extraneous comments that might happen with other students. Team discussed audio recording and not video recording. Regular education teacher expressed that he has been able to grasp the concepts so far and does not seem to have difficulty because he is very interested in the class. Parent expressed that the first time the recording is used inappropriately the accommodation gets removed. Paraprofessional expressed that he comes in and out of the class to give N. more independence and have it be more of a college class. Teacher gave N. the textbook to take home.

Transition Coordinator reported on N. current program. He is working with IT at Wilby High School. N. reported he is updating Windows 10 on the computers and he would like to continue this work. Parent expressed removing N. from the BDLC Life Skills class. Parent expressed if N. can work Monday, Wednesday, and Friday with IT even if one of the days is unpaid. Transition Coordinator expressed that N. was doing volunteer work in the beginning of the school year and will be starting to get paid next week. Team excused Transition Coordinator from the meeting.

Life Skills goals/objectives reviewed. Life skills objectives are being worked on in other goals. Team discussed removing Life Skills in the BDLC classroom. Team discussed having N. work with IT Monday, Wednesday, and Friday during period 5. Team to look into a class period 5 on Tuesday and Thursdays. Team discussed N. not going back to BDLC after today.

Parent expressed to remove the communication consult from the IEP.

Parent expressed to remove the Read Theory from his IEP.

Parent reported on N. medications and will provide documentation for the school. Parent reported on DSM V diagnoses.

Parent expressed past paraprofessional issues and guidelines for a 1:1 paraprofessional. Paraprofessional reported that he is with N. but has been giving N. more independence. Parent expressed that when the paraprofessional is with N. he is only to be with N. but there will be instances where he is not with N. to give N. more independence.

Parent expressed concern regarding N. being stopped when he comes in third period and being asked to sign in as being late but he is supposed to come in third period. Parent expressed concern regarding N. being stopped in the halls when he leaves class early to get to his next class. Team discussed having a laminated pass for N. to use to leave class 3 minutes early as well as coming in third period.

Parent expressed that N. is very comfortable in the BDLC Life Skills class but showed maturity in understanding it is not the appropriate setting for him at this time.

Student: N. Meeting Date: 09/17/2019

District: Waterbury Public School

DOB: 03/25/2000

Present Levels of Academic and Functional Performance

| Area (briefly describe current performance) | Strengths (include data as appropriate) | Concerns/Challenges/Needs (requiring specialized instruction) | Impact of student's disability on involvement and progress in the general education curriculum or appropriate preschool activities. |
|--|---|---|--|
| Behavioral/Social/Emotional <input type="checkbox"/> Age Appropriate N. has great understanding in coping skills and utilizing coping skills when needed. He also has the ability to initiate conversations with peers that are familiar to him as well as staff members he has developed a rapport with. He has developed skills to build and maintain appropriate relationships whom he has is familiar with. | N. strengths are his ability to advocate for himself when he needs to utilize a coping skill. He has also developed the ability to sustain appropriate social interactions with peers and staff he is familiar with and has developed a rapport with. | N. has difficulty with social interactions with unfamiliar people. N. also has difficulty with executive functioning skills such as time management, organizational skills, and planning skills. N. also has difficulty complying with the directive to take his ear buds out and put his phone away. | N. requires counseling services to develop new social skills, develop and utilize executive functioning skills, and maintain appropriate behaviors in class that will enable him to make progress on his goals and objectives. |
| Communication: Oral and/or Written Language <input type="checkbox"/> Age Appropriate | | | |
| Vocational/Transition <input type="checkbox"/> Age Appropriate <input type="checkbox"/> N/A due to age N. would like to pursue post secondary education upon graduation from high school. | N. is on track to have earned all necessary credits to graduate values education | new vocabulary reading comprehension | N. requires specialized services in order to be successful in content areas and make progress on individualized goals and objectives. |
| Health and Development - Including Vision And Hearing <input type="checkbox"/> Age Appropriate | | | |
| Fine and Gross Motor <input type="checkbox"/> Age Appropriate | | | |
| Activities of Daily Living <input type="checkbox"/> Age Appropriate | | | |

| | | | |
|--|--------------------------|---|---|
| <p>Other: Employment <input type="checkbox"/> Age Appropriate N. does not currently hold a job outside of school.</p> | <p>motivated to work</p> | <p>accessing employment opportunities</p> | <p>N. requires specialized services to be successful in content areas and make progress on individualized goals and objectives.</p> |
|--|--------------------------|---|---|

ED620, February 2009

Individualized Education Plan

EXHIBIT H

Student: N [REDACTED] M [REDACTED]

DOB: 03/25/2000

District: Waterbury Public School

Meeting Date: 10/03/2019

LIST OF PPT RECOMMENDATIONS

Continue IEP dated 9/17/2019;
Revise Goals and Objectives;

PLANNING AND PLACEMENT TEAM MEETING SUMMARY (OPTIONAL)

Parent and student invited and attended. Procedural Safeguards, Parental Rights, Restraint and Seclusion provided 09/17/2019;
Team excused the presence of guidance counselor and regular education teacher;
Team met at request of parent;
Transition Coordinator explained the process of moving from school to NVCC to College to work in regards to IT; DORS discussed; DORS can do a work experience in IT as well;
Parent expressed interest in N [REDACTED] working in the city IT department;
Progress reports reviewed;

Exemplary in all areas for work study;
Discussed changing work site days;
Ms. Rinaldi excused from the meeting;
In Forensics, N [REDACTED] is doing well and has a 71. Team discussed N [REDACTED] working on audio taping the class in order to review at home. Team discussed N [REDACTED] audio taping the lectures in particular to help N [REDACTED] remember. N [REDACTED] reported he recorded the class yesterday. N [REDACTED] reported that he listens to the play back when he has a test and has found it helpful.
In English, N [REDACTED] currently has a 99. He is doing very well, is prepared, and sometimes needs prompting. The regular education teacher is very strict about N [REDACTED] phone. Dad reported that the school is not allowed to take N [REDACTED] phone, it is N [REDACTED] personal property. Officer Blocker is allowed to take the phone under probable cause.
Team discussed that N [REDACTED] puts his phone away when prompted. N [REDACTED] uses his music as a coping skill. Dad reported that if N [REDACTED] needs to listen to music then the paraprofessional is to take N [REDACTED] to the library. Counseling progress reviewed. N [REDACTED] is doing well. Schedule to be adjusted to meet with N [REDACTED] in a one on one setting as opposed to the group setting like last school year.

Ms. Elias and Ms. Spedafino excused from the meeting;
Goals and objectives to be revised to more fully align with N [REDACTED] transition program;
Discontinue reading goals and objectives;
Discussed N [REDACTED] going out to the Community school with the other student's in the class;
Discussed travel training;
If the Library is closed, the back up location for N [REDACTED] will be the support staff office;
Community service discussed;

Current medications:
Trileptal
Vyvanse
BuSpar
Intuniv

Period 5 discussed; N [REDACTED] to Audit family and consumer science class;
NVCC discussed and recommended for N [REDACTED] last year with Waterbury Public Schools;
Paraprofessional support discussed and recommended to be decreased from now until June, 2020 in order for N [REDACTED] to be ready for the NVCC Step program.

Parents please note: Effective October 1, 2009, parents must be provided with a copy of the state developed *Parental Notification of the Laws Relating to Physical Restraint and Seclusion in the Public Schools* (<https://portal.ct.gov/SDE/Special-Education/Legal-and-Due-Process>) at the first PPT meeting following a child's initial referral for special education. A copy of the *Parental Notification of the Laws Relating to Physical Restraint and Seclusion in the Public Schools* has been provided to the parents on 09/17/2019.

Student: N. M. Meeting Date: 10/03/2019

DOB: 03/25/2000 District: Waterbury Public School

Present Levels of Academic and Functional Performance

| Area (briefly describe current performance) | Strengths (include data as appropriate) | Concerns/Challenges/Needs (requiring specialized instruction) | Impact of student's disability on involvement and progress in the general education curriculum or appropriate preschool activities. |
|---|--|--|---|
| Behavioral/Social/Emotional <input type="checkbox"/> Age Appropriate N. M. has great understanding in coping skills and utilizing coping skills when needed. He also has the ability to initiate conversations with peers that are familiar to him as well as staff members he has developed a rapport with. He has developed skills to build and maintain appropriate relationships whom he is familiar with. | N. M. strengths are his ability to advocate for himself when he needs to utilize a coping skill. He has also developed the ability to sustain appropriate social interactions with peers and staff he is familiar with and has developed a rapport with. | N. M. has difficulty with social interactions with unfamiliar people. N. M. also has difficulty with executive functioning skills such as time management, organizational skills, and planning skills. N. M. also has difficulty complying with the directive to take his ear buds out and put his phone away. | N. M. requires counseling services to develop new social skills, develop and utilize executive functioning skills, and maintain appropriate behaviors in class that will enable him to make progress on his goals and objectives. |
| Communication: Oral and/or Written Language <input type="checkbox"/> Age Appropriate | | | |
| Vocational/Transition <input type="checkbox"/> Age Appropriate <input checked="" type="checkbox"/> N/A due to age N. M. would like to pursue post secondary education upon graduation from high school. | N. M. is on track to have earned all necessary credits to graduate values education | new vocabulary reading comprehension | N. M. requires specialized services in order to be successful in content areas and make progress on individualized goals and objectives. |
| Health and Development - Including Vision And Hearing <input type="checkbox"/> Age Appropriate | | | |
| Fine and Gross Motor <input type="checkbox"/> Age Appropriate | | | |
| Activities of Daily Living <input type="checkbox"/> Age Appropriate | | | |

| | | | |
|--|--------------------------|---|---|
| <p>Other: Employment <input type="checkbox"/> Age Appropriate Nick does not currently hold a job outside of school.</p> | <p>motivated to work</p> | <p>accessing employment opportunities</p> | <p>N [REDACTED] requires specialized services to be successful in content areas and make progress on individualized goals and objectives.</p> |
|--|--------------------------|---|---|

ED620, February 2009 Individualized Education Plan 5

EXHIBIT I

LIST OF PPT RECOMMENDATIONS

Team met to Review/Discuss Transition;

Implement IEP dated 02/07/2020

PLANNING AND PLACEMENT TEAM MEETING SUMMARY (OPTIONAL)

Student and parent invited and attended. Procedural Safeguards, Parental Rights, Restraint and Seclusion provided 11/14/2019. Student progress reviewed; N [REDACTED] is doing well in his classes. In Forensics, N [REDACTED] seems to enjoy the class and likes to materials. He does most of the work but does not like to take his work home. He does most of his work in the library and turns most of it in. He is not in danger of failing the class but he received a 59 on his midterm. There are no behavior issues in class, however, he tends to not want to work in a group during group activities. He is occasionally on his phone but when the teacher is instructing he is paying attention. Teacher reported on a big paper that they are currently working on regarding serial killers. Dad reported that N [REDACTED] will need to retake the Forensics midterm because he received less than 70%; In IWE, N [REDACTED] is doing very well in his area of interest. He works in the IT department and does very well. He recently fixed a computer in the IWE classroom. He follows directions, attends to his task, and asks for more work. NVCC Step 2 Program discussed. Ms. Wilson reported that most of the college classes are lectures and N [REDACTED] will need to take notes and need permission to record lectures. Students in the classes are independent and responsible for doing their work.

Transition Options reviewed; Information provided to parent to review for upcoming annual review PPT. Dad expressed concerns regarding N [REDACTED] needing to reapply to the NVCC Step 2 program. Dad reported that previous Special Education Director reported N [REDACTED] would not need to reapply to the program. NVCC Step 2 teacher reported that students are not guaranteed acceptance and that he would have to show interest in wanting to attend the program. Team decided on N [REDACTED] shadowing the program in the first week of March with a snow back up plan of the second week of March. Transition Coordinator provided an application for the City of Waterbury Noncompetitive or Temporary Employment Human Resources.

DDS discussed. Counseling progress discussed. N [REDACTED] is doing great. For the objective of planning ahead the mode of how he will plan ahead has changed. Instead of using a planner it was discussed to use his cell phone. N [REDACTED] has shown great growth over the years especially this school year. He has been flourishing within the IT department and matured greatly in advocating for himself and independence. Dad asked regarding the investigation of the regular education English teacher that there was an issue with. Special Education Supervisor reported they are finishing up the interviews and near completion. Supervisor to contact Josh to follow up regarding when it will be completed. Dad has asked the paraprofessional regarding if someone has talked to him regarding the investigation but the paraprofessional has not been contacted. Dad reported that N [REDACTED] has reported the English teacher has been leaving N [REDACTED] alone.

Parents please note: Effective October 1, 2009, parents must be provided with a copy of the state developed Parental Notification of the Laws Relating to Physical Restraint and Seclusion in the Public Schools (<https://portal.ct.gov/SDE/Special-Education/Legal-and-Due-Process>) at the first PPT meeting following a child's initial referral for special education. A copy of the Parental Notification of the Laws Relating to Physical Restraint and Seclusion in the Public Schools has been provided to the parents on 11/14/2019.

ED620, Revised July 2018

INDIVIDUALIZED EDUCATION PROGRAM

PRIOR WRITTEN NOTICE

Student: N [REDACTED] Meeting Date: 02/07/2020

Date of Birth: 03/25/2000

| Actions Proposed | Reasons for proposed actions | Evaluation procedure, assessment, records, or reports used as basis for the actions proposed (dated) | Date these actions will be implemented |
|---|--|--|---|
| <p>Team met to Review/Discuss Transition; Implement IEP dated 02/07/2020</p> | <p><input checked="" type="checkbox"/> Educational performance supports proposed actions <input type="checkbox"/> Evaluation results support proposed actions <input type="checkbox"/> Previous IEP goals and objectives have been satisfactorily achieved <input type="checkbox"/> Student has met Exit Criteria <input type="checkbox"/> Other:</p> | <p><input type="checkbox"/> Achievement <input type="checkbox"/> Motor <input checked="" type="checkbox"/> Adaptive <input checked="" type="checkbox"/> Report Cards <input type="checkbox"/> Classroom Observation <input checked="" type="checkbox"/> Review of Records <input checked="" type="checkbox"/> Cognitive <input checked="" type="checkbox"/> Social Emotional Behavior <input type="checkbox"/> Communication <input checked="" type="checkbox"/> Teacher Reports <input type="checkbox"/> Developmental <input type="checkbox"/> Other <input type="checkbox"/> Health/Medical</p> | <p>02/25/2020</p> |
| <p>Actions Refused</p> <p>None</p> | <p>Reasons for refused actions</p> <p><input type="checkbox"/> Educational performance supports refusal <input type="checkbox"/> Evaluation results support refusal <input type="checkbox"/> Previous IEP goals and objectives have been satisfactorily achieved <input type="checkbox"/> Student has met Exit Criteria <input type="checkbox"/> Other:</p> | <p>Evaluation procedure, assessment, records, or reports used as basis for the actions refused (dated)</p> <p><input type="checkbox"/> Achievement <input type="checkbox"/> Motor <input type="checkbox"/> Adaptive <input type="checkbox"/> Report Cards <input type="checkbox"/> Classroom Observation <input type="checkbox"/> Review of Records <input type="checkbox"/> Cognitive <input type="checkbox"/> Social Emotional Behavior <input type="checkbox"/> Communication <input type="checkbox"/> Teacher Reports <input type="checkbox"/> Developmental <input type="checkbox"/> Other <input type="checkbox"/> Health/Medical</p> | |
| <p>Other options considered and rejected in favor of the proposed actions</p> <p><input type="checkbox"/> Full-time placement in general education with supplementary aids and services <input checked="" type="checkbox"/> No other options were considered and rejected. <input type="checkbox"/> Other options considered and rejected in favor of this action:</p> | <p>Rationale for rejecting other options</p> <p><input checked="" type="checkbox"/> Options would not provide student with an appropriate program in the Least Restrictive Environment <input type="checkbox"/> Other</p> | <p>Other factors that are relevant to this action</p> <p><input type="checkbox"/> There are no other factors that are relevant to the PPT decision <input checked="" type="checkbox"/> Information/concerns shared by the parents <input checked="" type="checkbox"/> Information/preferences shared by the student <input type="checkbox"/> Other</p> | <p>Exit Information</p> <p><input type="checkbox"/> Date of exit from Special Education: <input type="checkbox"/> Returning to general education <input type="checkbox"/> Reason for</p> |

Student: N. M. District: Waterbury Public School Meeting Date: 02/07/2020

DOB: 03/25/2000

Present Levels of Academic and Functional Performance

| Area (briefly describe current performance) | Strengths (include data as appropriate) | Concerns/Challenges/Needs (requiring specialized instruction) | Impact of student's disability on involvement and progress in the general education curriculum or appropriate preschool activities. |
|--|---|---|--|
| <p>Behavioral/Social/Emotional <input type="checkbox"/> Age Appropriate N. M. has great understanding in coping skills and utilizing coping skills when needed. He also has the ability to initiate conversations with peers that are familiar to him as well as staff members he has developed a rapport with. He has developed skills to build and maintain appropriate relationships whom he has is familiar with.</p> | <p>N. M. strengths are his ability to advocate for himself when he needs to utilize a coping skill. He has also developed the ability to sustain appropriate social interactions with peers and staff he is familiar with and has developed a rapport with.</p> | <p>N. M. has difficulty with social interactions with unfamiliar people. N. M. also has difficulty with executive functioning skills such as time management, organizational skills, and planning skills. N. M. also has difficulty complying with the directive to take his ear buds out and put his phone away.</p> | <p>N. M. requires counseling services to develop new social skills, develop and utilize executive functioning skills, and maintain appropriate behaviors in class that will enable him to make progress on his goals and objectives.</p> |
| <p>Communication: Oral and/or Written Language <input type="checkbox"/> Age Appropriate</p> | | | |
| <p>Vocational/Transition <input type="checkbox"/> Age Appropriate <input type="checkbox"/> N/A due to age N. M. would like to pursue post secondary education upon graduation from high school.</p> | <p>N. M. is on track to have earned all necessary credits to graduate values education</p> | <p>new vocabulary reading comprehension</p> | <p>N. M. requires specialized services in order to be successful in content areas and make progress on individualized goals and objectives.</p> |
| <p>Health and Development - Including Vision And Hearing <input type="checkbox"/> Age Appropriate</p> | | | |
| <p>Fine and Gross Motor <input type="checkbox"/> Age Appropriate</p> | | | |
| <p>Activities of Daily Living <input type="checkbox"/> Age Appropriate</p> | | | |

| | | | |
|--|--------------------------|---|---|
| <p>Other: Employment <input type="checkbox"/> Age Appropriate Nick does not currently hold a job outside of school.</p> | <p>motivated to work</p> | <p>accessing employment opportunities</p> | <p>N [REDACTED] requires specializes services to be successful in content areas and make progress on individualized goals and objectives.</p> |
|--|--------------------------|---|---|

ED620, February 2009 Individualized Education Plan 5

Student: N [REDACTED] M [REDACTED]

DOB: 03/25/2000 District: Waterbury Public School

Meeting Date: 02/07/2020

Transition Planning

1. Not Applicable: Student has not reached the age of 15 and transition planning is not required or appropriate at this time.
 This is either the first IEP to be in effect when the student turns 16 (or younger, if appropriate and transition planning is needed) or the student is 16 or older and transition planning is required.

2. Student Preferences/Interests - document the following:
 a) Was the student invited to attend his Planning and Placement Team (PPT) meeting? Yes No
 b) Did the student attend? Yes No
 c) How were the student's preferences/interests, as they relate to planning for transition services, determined?
 Personal Interviews Comments at Meeting Functional Vocational Evaluations Age appropriate transition assessments Other: (specify)
 d) Summarize student preferences/interests as they relate to planning for transition services: Nick is interested in the field of electronics/computers. He is also interested in creating video games and ultimately to be the Chief Operating Officer of his own company.

3. Age Appropriate Transition Assessment(s) performed: (Specify assessment(s) and dates administered)
 Informal assessments, PRO-ED, Inc, were administered January, 2019 and September 2019:
 • High School to College Transition Questionnaire (Post-Secondary Education focus)
 • What are My Values? (Post-Secondary Education focus)
 • I Like To... (Employment and Careers focus)
 • Moving On To Your Future (Employment and Careers focus)
 • Connecting to Your Future (Employment and Careers focus)
 • What's Important to You? (Employment and Careers focus)
 • Ansell-Casey Life Skills Assessment (Independent Living and Community Participation focus)

4. Agency Participation
 a) Were any outside agencies invited to attend the PPT meeting? Yes, with written consent No (If No, specify reason): 02 Not appropriate
 b) If yes, did the agency's representative attend? Yes No Written consent to invite was obtained from the parent (or the child if over 18) (If Yes, specify):

c) Has any participating agency agreed to propose or pay for services/linkages? Yes No
 5. Post-School Outcome Goal Statement(s) and Transition Services recommended in this IEP
 a) Post-School Outcome Goal Statement - Postsecondary Education or Training:
 After graduation, Nick will enroll in a college degree or trade program of his choice.
 Annual goal(s) and related objectives regarding Postsecondary Education or Training have been developed and are included in this IEP
 b) Post-School Outcome Goal Statement - Employment:
 After college or trade school, Nick will pursue a career in the field of electronics/computers.
 Annual goal(s) and related objectives regarding Employment have been developed and are included in this IEP
 c) Post-School Outcome Goal Statement - Independent Living Skills (if appropriate):

Annual goals and related objectives regarding Independent Living have been developed and are included in this IEP (may include Community Participation)
 6. Please select ONLY one
 The course of study needed to assist the child in reaching the transition goals and related objectives will include (including general education activities): Student will be enrolled in college prep courses

Student has completed academic requirements; no academic course of study is required - student's IEP includes only transition goals and services.
 7. At least one year prior to reaching age 18, the student must be informed of his rights under IDEA which will transfer to him at age 18.
 NA (Student will not be 17 within one year) The student has been informed of his rights under IDEA which will transfer at age 18 No IDEA rights will transfer

8. For a child whose eligibility under special education will terminate the following year due to graduation with a regular education diploma or due to exceeding the age

would attend if not disabled, the PPT must justify this removal from the regular education environment.

- Not applicable: Student will participate fully.
- The IEP requires removal of the student from the regular education environment because: (Provide a detailed explanation) N [REDACTED] requires Individual Work Experience and counseling to make progress on his transition goals and objectives.

Note: The LRE Checklist (ED632) must be completed and attached to this IEP if the student is to be removed from the regular education environment for 60% or more of the time. It is recommended that the LRE Checklist be utilized when making any placement decision to ensure conformity with the LRE provisions of the individuals with Disabilities Education Act.

ED620, February 2009

Individualized Education Plan

EXHIBIT J

LIST OF PPT RECOMMENDATIONS

Team met to Review IEP.
Team met to plan reevaluation.

Continue goals and objectives IEP dated 5/22/2020

Implement IEP dated 10/5/2020.

PLANNING AND PLACEMENT TEAM MEETING SUMMARY (OPTIONAL)

Parent and student invited and attended
Reevaluation planned; parent in agreement with planning reevaluation due in March, 2021 at this time, as it was not included on the invitation.

Review IEP; review current services and program

Mr. Marciszyn shared N [REDACTED] current medications and diagnoses:

- Trileptal 600mg 2x
- Vyvanse 60mg 1x
- Buspar 15mg 2x
- Intuniv 4mg 1x
- Elavil 150mg
- Skelaxin 800mg 2x
- Baclofen 10mg 3x

Diagnoses per DSM V:

- Generalized Anxiety Disorder
- Attention Deficit Hyperactivity Disorder (ADHD)
- Reactive Attachment Disorder (RAD)
- Post-traumatic stress disorder (PTSD)
- Disruptive mood dysregulation disorder (DMDD)
- Autism Spectrum Disorder

Ms. Sheri Guerrero, DADS, reviewed transition activities available through Level Up program.

Team discussed options in the event of school closure due to Covid -19 pandemic: Options include:

- participation in Individual Work Experience class for 7.5 hours/week;
- possibility of working from home on school IT Dept. materials; Supervisor will follow up to determine feasibility/permissions; Mr. Marciszyn discussed possibility of obtaining bonding for N [REDACTED]
- Connect-Ability distance learning modules (online e-Learning modules focused on vocational topics created by The Bureau of Rehabilitation Services and the Department of Mental Health and Addition Services); N [REDACTED] to register for Connect-Ability.

Team determined that N [REDACTED] will remain in school until age 22.

Parents please note: Effective October 1, 2009, parents must be provided with a copy of the state developed *Parental Notification of the Laws Relating to Physical Restraint and Seclusion in the Public Schools* (<https://portal.ct.gov/SDE/Special-Education/Legal-and-Due-Process>) at the first PPT meeting following a child's initial referral for

Student: N [REDACTED] M [REDACTED] Date of Birth: 03/25/2000 District: Waterbury Public School Meeting Date: 10/05/2020

PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

| Area (briefly describe current performance) | Strengths (include data as appropriate) | Concerns/Challenges/Needs (requiring specialized instruction) | Impact of student's disability on involvement and progress in the general education curriculum or appropriate preschool activities. |
|--|--|--|---|
| Behavioral/Social/Emotional <input type="checkbox"/> Age Appropriate N [REDACTED] has great understanding in coping skills and utilizing coping skills when needed. He also has the ability to initiate conversations with peers that are familiar to him as well as staff members he has developed a rapport with. He has developed skills to build and maintain appropriate relationships whom he has is familiar with. | N [REDACTED] strengths are his ability to advocate for himself when he needs to utilize a coping skill. He has also developed the ability to sustain appropriate social interactions with peers and staff. | N [REDACTED] has difficulty with executive functioning skills such as time management, organizational skills, and planning skills. | N [REDACTED] requires counseling services to develop and utilize executive functioning skills. |
| Communication: Oral and/or Written Language <input checked="" type="checkbox"/> Age Appropriate | | | |
| Vocational/Transition <input type="checkbox"/> Age Appropriate <input type="checkbox"/> N/A due to age N [REDACTED] is currently participating in a school-based work experience as an information technology specialist trainee | N [REDACTED] has earned all necessary credits for high school graduation. N [REDACTED] values education; he has interest and aptitude in the computer technology field. | preparing for application to post-secondary education/training pursuits | N [REDACTED] requires specialized services in order to be successful in content areas and make progress on individualized goals and objectives. |
| Health and Development - Including Vision And Hearing <input checked="" type="checkbox"/> Age Appropriate | | | |
| Fine and Gross Motor <input checked="" type="checkbox"/> Age Appropriate | | | |
| Activities of Daily Living <input checked="" type="checkbox"/> Age Appropriate | | | |

| | | | |
|---|---|---|--|
| <p>Other: <input type="checkbox"/> Age Appropriate Employment: N. M. participates in information technology specialist training on campus during the school day. N. M. does not currently hold a job outside of school.</p> | <p>conscientious worker; attentive to detail; task accuracy; task completion</p> | <p>accessing employment opportunities</p> | <p>N. M. requires specialized services to be successful in content areas and make progress on individualized goals and objectives.</p> |
|---|---|---|--|

ED620, Revised February 2009a

INDIVIDUALIZED EDUCATION PROGRAM

TRANSITION PLANNING

1. Not Applicable: Student has not reached the age of 15 and transition planning is not required or appropriate at this time.
 This is either the first IEP to be in effect when the student turns 16 (or younger if appropriate and transition planning is needed) or the student is 16 or older and transition planning is required.

2. Student Preferences/Interests - document the following:
 a) Was the student invited to attend his Planning and Placement Team (PPT) meeting? Yes No
 b) Did the student attend? Yes No
 c) How were the student's preferences/interests, as they relate to planning for transition services, determined?
 Personal Interviews Comments at Meeting Functional Vocational Evaluations Age appropriate transition assessments Other:
 d) Summarize student preferences/interests as they relate to planning for transition services:
 Nick is interested in pursuing a career in the information technology/electronics field.

3. Age Appropriate Transition Assessment(s) performed: (Specify assessment(s) and dates administered)
 Pro Ed:
 Connecting to Your Future (Employment and Careers focus)
 What's Important to You? (Employment and Careers focus)
 Ansell-Casey Life Skills Assessment (Independent Living and Community Participation focus)

4. Agency Participation
 a) Were any outside agencies invited to attend the PPT meeting? Yes, with written consent No (If No, specify reason): 02 Not appropriate
 b) If yes, did the agency's representative attend? Yes No
 c) Has any participating agency agreed to propose or pay for services/linkages? Yes No

5. Post-School Outcome Goal Statement(s) and Transition Services recommended in this IEP
 a) Post-School Outcome Goal Statement - Postsecondary Education or Training:
 Nick will enroll in a college or trade program in electronics/information technology.
 Annual goal(s) and related objectives regarding Postsecondary Education or Training have been developed and are included in this IEP
 b) Post-School Outcome Goal Statement - Employment:
 After graduation, Nick will pursue a career in the field of electronics/information technology.
 Annual goal(s) and related objectives regarding Employment have been developed and are included in this IEP
 c) Post-School Outcome Goal Statement - Independent Living Skills (if appropriate):
 Annual goals and related objectives regarding Independent Living have been developed and are included in this IEP (may include Community Participation)

6. Please select ONLY one
 The course of study needed to assist the child in reaching the transition goals and related objectives will include (including general education activities):
 Student will participate in career awareness exploration class.
 Student has completed academic requirements; no academic course of study is required - student's IEP includes only transition goals and services.
 7. At least one year prior to reaching age 18, the student must be informed of his/her rights under IDEA which will transfer to him/her at age 18.
 NA (Student will not be 17 within one year) The student has been informed of his rights under IDEA which will transfer at age 18 No IDEA rights will transfer

8. For a child whose eligibility under special education will terminate the following year due to graduation with a regular education diploma or due to exceeding the age of eligibility, the Summary of Performance will be completed on or before:
 Parents please note: Rights afforded to parents under the Individuals with Disabilities Education Act (IDEA) transfer to students at the age of 18, unless legal guardianship has been obtained.

Meeting Date: 10/05/2020

MEASURABLE ANNUAL GOAL AND SHORT TERM OBJECTIVES

Student: N [REDACTED] M [REDACTED] Date of Birth: 03/25/2000 District: Waterbury Public School

Academic/Cognitive
 Gross/Fine Motor
 Employment
 Other:
 Social/Behavioral
 Postsecondary Education/Training
 Independent Living
 Communication
 Self Help
 Health

Check here if the student is 15 years of age. (Note: Page 6, Transition Planning, must be completed if this box is checked)

Select a marking period

| | | | |
|---------------|---------------|---------------|---------------|
| 1. 11/30/2020 | 2. 01/30/2021 | 3. 03/30/2021 | 4. 06/30/2021 |
| 5. | 6. | 7. | 8. |

Measurable Annual Goal* (Linked to Present Levels of Performance) # 4
 N [REDACTED] will work in an on-campus or off-campus part-time job in his area of interest while in college or trade school.

Eval. Procedure: 10
 Perf. Criteria: H
 (% Trials, etc.): 100%

Short-Term Objectives/Benchmarks (Linked to achieving progress towards Annual Goal)

Objective #1
 N [REDACTED] will obtain at least three written references for employment.

Eval. Procedure: 9
 Perf. Criteria: G
 (% Trials, etc.): 100%

Objective #2
 N [REDACTED] will complete a simulated interview exhibiting interview behaviors and preparedness needed to attain employment.

Eval. Procedure: 9
 Perf. Criteria: G
 (% Trials, etc.): 100%

Objective #3
 N [REDACTED] will update his current resume.

Eval. Procedure: 9
 Perf. Criteria: G
 (% Trials, etc.): 100%

Objective #4
 N [REDACTED] will utilize agency resources available to him to obtain assistance in finding employment.

Eval. Procedure: 11 - agency contact/communication
 Perf. Criteria: G
 (% Trials, etc.): 100%

Objective #5
 N [REDACTED] will participate in information technology specialist training under guidance of the school Information technology specialist as determined as available.

Eval. Procedure: 12 - in school work training/assignment
 Perf. Criteria: G
 (% Trials, etc.): 100%

| Objective | Short-Term Objectives/Benchmarks | Eval. Procedure | Perf. Criteria | Report Progress Below (Use Reporting Key) |
|--------------|--|---|----------------|---|
| Objective #1 | N [REDACTED] will obtain at least three written references for employment. | 9 | G | 1. 2. 3. 4. 5. 6. 7. 8. |
| Objective #2 | N [REDACTED] will complete a simulated interview exhibiting interview behaviors and preparedness needed to attain employment. | 9 | G | 1. 2. 3. 4. 5. 6. 7. 8. |
| Objective #3 | N [REDACTED] will update his current resume. | 9 | G | 1. 2. 3. 4. 5. 6. 7. 8. |
| Objective #4 | N [REDACTED] will utilize agency resources available to him to obtain assistance in finding employment. | 11 - agency contact/communication | G | 1. 2. 3. 4. 5. 6. 7. 8. |
| Objective #5 | N [REDACTED] will participate in information technology specialist training under guidance of the school Information technology specialist as determined as available. | 12 - in school work training/assignment | G | 1. 2. 3. 4. 5. 6. 7. 8. |

Performance Criteria

A. Percent of Change
 B. Months Growth
 C. Standard Score Increase
 D. Passing Grades/Score
 E. Frequency/Trials
 F. Duration
 G. Successful Completion of Task/Activity
 H. Mastery
 I. Other: (specify) See above if applicable
 J. Other: (specify) See above if applicable

Progress Reporting Key: (indicating extent to which progress is sufficient to achieve goal by the end of the year)
 M = Mastered
 S = Satisfactory Progress -- Likely to achieve goal

| | | | | | | |
|--------------|---|---|--|------|----|----|
| Objective #5 | <p>██████████ will participate in information technology specialist training under guidance of the school Information technology specialist as determined as available.</p> | <p>Eval. Procedure: 12 - in school work training/assignment Perf. Criteria: G (%; Trials, etc.); 100%</p> | Report Progress Below (Use Reporting Key) | | | |
| | | | 1. | 2. S | 3. | 4. |
| | | | 5. | 6. | 7. | 8. |

| Evaluation Procedures | Performance Criteria |
|--|--|
| 1. Criterion-Referenced/Curriculum Based Assessment 2. Pre & Post Standardized Assessment 3. Pre & Post Base Line Data 4. Quizzes/Tests 5. Student Self-assessment/Rubric 6. Project/Experiment/Portfolio | A. Percent of Change B. Months Growth C. Standard Score Increase D. Passing Grades/Score E. Frequency/Trials F. Duration G. Successful Completion of Task/Activity H. Mastery I. Other: (specify) See above if applicable J. Other: (specify) See above if applicable |
| 7. Behavior/Performance Rating Scale 8. Smarter Balanced and CT Alternate Assessments 9. Work Samples, Job Performance or Products 10. Achievement of Objectives (Note: use with goal only) 11. Other: (specify) See above if applicable 12. Other: (specify) See above if applicable | |

Progress Reporting Key: (indicating extent to which progress is sufficient to achieve goal by the end of the year)
U = Unsatisfactory Progress -- *Unlikely to achieve goal* **N** = No Progress -- *Will not achieve goal* **M** = Mastered **S** = Satisfactory Progress -- *Likely to achieve goal*
U = Unsatisfactory Progress -- *Unlikely to achieve goal* **N** = Not Introduced **O** = Other: (specify)

* Related to meeting the student's needs that result from the individual's disability, to enable the student to be involved in and progress in the general curriculum; and to meet each of the student's other educational needs that result from the student's disability.

Revision Date:

Meeting Date: 10/05/2020

District: Waterbury Public School

Date of Birth: 03/25/2000

Student: M [REDACTED]

PROGRESS REPORT

| | | | |
|--|---|--|---|
| <input type="checkbox"/> Academic/Cognitive | <input type="checkbox"/> Social/Behavioral | <input type="checkbox"/> Communication | Enter Dates for Evaluating and Reporting Progress in Boxes Below |
| <input type="checkbox"/> Gross/Fine Motor | <input type="checkbox"/> Postsecondary Education/Training | <input type="checkbox"/> Self Help | |
| <input checked="" type="checkbox"/> Employment | <input type="checkbox"/> Independent Living | <input type="checkbox"/> Health | |
| <input type="checkbox"/> Other: | | | |

Check here if the student is 15 years of age. (Note: Page 6, Transition Planning, must be completed if this box is checked)

| Select a marking period | | | |
|-------------------------|---------------|---------------|---------------|
| 1. 11/30/2020 | 2. 01/30/2021 | 3. 03/30/2021 | 4. 06/30/2021 |
| 5. | 6. | 7. | 8. |

Measurable Annual Goal* (Linked to Present Levels of Performance)# 4
 N [REDACTED] will work in an on-campus or off-campus part-time job in his area of interest while in college or trade school.

Eval. Procedure: 10
 Perf. Criteria: H
 (% , Trials, etc.): 100%

| Report Progress Below (Use Reporting Key) | | | |
|---|------|----|----|
| 1. | 2. S | 3. | 4. |
| 5. | 6. | 7. | 8. |

Short-Term Objectives/Benchmarks (Linked to achieving progress towards Annual Goal)

| | | | |
|---------------------|---|---|--|
| Objective #1 | N [REDACTED] will obtain at least three written references for employment. | Eval. Procedure: 9 Perf. Criteria: G (% , Trials, etc.): 100% | Report Progress Below (Use Reporting Key) |
| Objective #2 | N [REDACTED] will complete a simulated interview exhibiting interview behaviors and preparedness needed to attain employment. | Eval. Procedure: 9 Perf. Criteria: G (% , Trials, etc.): 100% | Report Progress Below (Use Reporting Key) |
| Objective #3 | N [REDACTED] will update his current resume. | Eval. Procedure: 9 Perf. Criteria: G (% , Trials, etc.): 100% | Report Progress Below (Use Reporting Key) |
| Objective #4 | N [REDACTED] will utilize agency resources available to him to obtain assistance in finding employment. | Eval. Procedure: 11 - agency contact/communication Perf. Criteria: G (% , Trials, etc.): 100% | Report Progress Below (Use Reporting Key) |

EXHIBIT K

BUSINESS SERVICE BOND

In consideration of an agreed premium, Hudson Insurance Company ("Surety"), a corporation organized under the laws of the State of Delaware and duly authorized to transact surety business, hereby agrees to indemnify North M... ("Principal") against direct pecuniary loss which any Client actually incurs when such loss arises from any Fraudulent or Dishonest Act, as hereinafter defined, of Principal or Principal's Employee, as hereinafter defined, committed during the term of this bond and while Principal is acting in the capacity as Information Technology for Client pursuant to a written agreement between Principal and Client, subject to the limit of liability provided herein.

LIMIT OF LIABILITY: The limit of liability of Surety for all loss arising from all claims against this bond, regardless of the number of Clients of Principal, shall not exceed the sum of (\$ 100000), One Hundred Thousand Dollars, regardless of the number of years this bond is in force. This limit shall apply in the aggregate so that Surety's total liability for all claims shall in no event exceed this amount, whether by reason of Fraudulent or Dishonest Act(s), or any other reason whatsoever.

BOND TERM: This bond shall be effective from the 7th day of October, 2020, until midnight on the 6th day of October, 2021, Eastern Standard Time, unless cancelled earlier in accordance herewith. This bond may be extended only by Continuation Certificate signed by Surety.

DEFINITIONS:

- (i) "Client" shall mean any person, firm or corporation for whom Principal provides services in his, her or its business capacity as stated in the first paragraph of this bond.
- (ii) "Discovery" shall mean when Client, or any director or officer of Principal not in collusion, first become aware of facts which would cause a reasonable person to assume that a loss covered by this bond has been, or may be incurred even though the exact amount or details of the loss may not then be known. Discovery shall include that time at which Client, or any director or officer of Principal not in collusion, should have discovered such possible Fraudulent or Dishonest Act in the exercise of reasonable care.
- (iii) "Employee" shall mean any natural person whom the Principal has the right to direct and control while performing services for Client in the ordinary course of Principal's business capacity as stated in the first paragraph of this bond, and that Principal compensates directly by salary, wages, or commissions (except directors or officers of Principal, if a corporation, who are not also Employees thereof in some other capacity), and who is engaged in such service in any of the states of the United States of America, or in the District of Columbia.
- (iv) "Fraudulent or Dishonest Act" shall mean an act of theft, larceny or fraud punishable as such under the criminal code in the jurisdiction within which the act occurred, for which a conviction has been obtained.

DISCOVERY: Loss is covered under this bond only if Discovery occurs prior to the expiration, cancellation or termination of this bond, or any Continuation Certificate extending the term of this bond; provided, however, that if this bond is cancelled by Surety, the limitation or cessation of Surety's obligation shall be as provided in the Cancellation provision hereof.

TERMINATION AS TO FUTURE ACTS OF PRINCIPAL OR EMPLOYEE: This bond shall terminate as to future acts of Principal or Principal's Employee immediately upon Discovery of any Fraudulent or Dishonest Act on the part of Principal or Principal's Employee.

OTHER SURETYSHIP OR INSURANCE: Coverage under this bond shall be excess over any other applicable bond or insurance coverage whether such other bond or coverage is primary, excess, contributory, contingent, or otherwise, and whether such coverage is collectible or not. In the event that any loss covered by this bond is also covered, in whole or in part, under other bonds or insurance coverage issued by another party, the total liability of

Surety under this bond shall not exceed, in the aggregate, the lesser of (a) the amount of this bond as set forth above; or (b) that portion of the amount of this bond as set forth above, computed pro rata with the amount available under such other bond or insurance coverage.

NOTICE OF LOSS: As soon as possible, and in no event more than fifteen (15) days after Discovery by Client, Client shall give Surety written notice of any possible Fraudulent or Dishonest act on the part of Principal or any Employee. No suit to recover on account of loss under this bond shall be brought after the expiration of one year (12months) from Discovery by Client of the Fraudulent or Dishonest Act causing such loss. The address for notification of loss is:

**Hudson Insurance Company
1035 Greenwood Blvd, Suite 265
Lake Mary, FL 32746**

CANCELLATION: This bond may be cancelled by Surety by mailing written notice of cancellation to Principal. Such cancellation by Surety shall be effective fifteen (15) days after the date of mailing such notice; provided, however, that if the effective date of cancellation listed in the notice is less than that required under the law where Principal is located, then the effective date of cancellation shall be deemed to be amended to conform to the minimum period required by such law. In the event of cancellation, Surety shall have no obligation after the effective date of cancellation except for claims made for Fraudulent or Dishonest Act(s) committed during the effective period of this bond.

PRIOR FRAUD, DISHONESTY OR CANCELLATION: Principal hereby warrants that neither the Principal nor any Employee has committed any Fraudulent or Dishonest Act in the service of any Client, or otherwise. Surety shall have no liability whatsoever if the Principal or any Employee, prior to the issuance of this bond, committed any Fraudulent or Dishonest Act which the Principal (or any director or officer of Principal not in collusion with such Employee) had, or in the exercise of reasonable care should have had, knowledge. If prior to the issuance of this bond, any bond or insurance issued in favor of Principal or any predecessor in interest of Principal covering Principal or any Employee shall have been cancelled as to Principal or said Employee by reason of (a) the discovery of any Fraudulent or Dishonest Act on the part of Principal or said Employee, or (b) the giving of written notice of cancellation as to Principal or said Employee by any such surety or insurer, whether Surety or not, and if Principal or said Employee shall not have been reinstated under the coverage of any such bond or insurance, Surety shall not be liable under this bond. For purposes of this Section only, a Fraudulent or Dishonest Act includes any such act punishable as a crime under the law of the jurisdiction in which the act occurred, whether or not a conviction was obtained therefore.

EXCLUSIONS: This bond does not apply to the defense of any legal proceedings brought against Principal, or to fees, costs or expenses incurred or paid by Principal in prosecuting or defending any legal proceedings whether or not such proceedings would result in a loss to Principal covered by this bond.

NO THIRD PARTY BENEFICIARIES OR TRANSFEREES: This bond shall inure to the benefit of the named Principal only and no other person shall any have any rights under this bond. The rights of Principal under this bond may not be transferred to any other person without Surety's prior written consent.

SIGNED AND SEALED this 8th day of October, 2020 .

Hudson Insurance Company



Eric Fauerbach, Attorney in Fact





bond number: 800886

POWER OF ATTORNEY

KNOW ALL MEN BY THESE PRESENTS: That HUDSON INSURANCE COMPANY, a corporation of the State of Delaware, with offices at 100 William Street, New York, New York, 10038, has made, constituted and appointed, and by these presents, does make, constitute and appoint

Eric Fauerbach
of the State of SC

its true and lawful Attorney(s)-in-Fact, at New York, New York, each of them alone to have full power to act without the other or others, to make, execute and deliver on its behalf, as Surety, bonds and undertakings given for any and all purposes, also to execute and deliver on its behalf as aforesaid renewals, extensions, agreements, waivers, consents or stipulations relating to such bonds or undertakings provided, however, that no single bond or undertaking shall obligate said Company for any portion of the penal sum thereof in excess of the sum of

One Hundred Thousand And 00/100 Dollars (\$100,000.00)

Such bonds and undertakings when duly executed by said Attorney(s)-in-Fact, shall be binding upon said Company as fully and to the same extent as if signed by the President of said Company under its corporate seal attested by its Secretary.

In Witness Whereof, HUDSON INSURANCE COMPANY has caused these presents to be of its Senior Vice President thereunto duly on this 6th day of February, 20 20 at New York, New York.



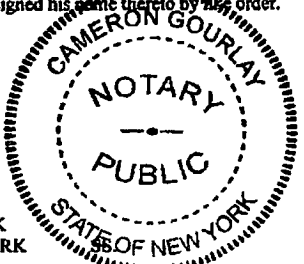
Attest: Dina Daskalakis
Corporate Secretary

HUDSON INSURANCE COMPANY
By: Michael P. Cifone
Senior Vice President

STATE OF NEW YORK
COUNTY OF NEW YORK, SS.

On the 6th day of February, 20 20 before me personally came Michael P. Cifone to me known, who being by me duly sworn did depose and say that he is a Senior Vice President of HUDSON INSURANCE COMPANY, the corporation described herein and which executed the above instrument, that he knows the seal of said Corporation, that the seal affixed to said instrument is such corporate seal, that it was so affixed by order of the Board of Directors of said Corporation, and that he signed his name thereto by the order.

(Notarial Seal)



CAMERON GOURLAY
Notary Public, State of New York
No. 01GO6372305
Qualified in New York County
Commission Expires June 4, 2022

CERTIFICATION

STATE OF NEW YORK
COUNTY OF NEW YORK

The undersigned Dina Daskalakis hereby certifies: That the original resolution, of which the following is a true and correct copy, was duly adopted by unanimous written consent of the Board of Directors of Hudson Insurance Company dated July 27th, 2007, and has not since been revoked, amended or modified:

"RESOLVED, that the President, the Executive Vice Presidents, the Senior Vice Presidents and the Vice Presidents shall have the authority and discretion, to appoint such agent or agents, or attorney or attorneys-in-fact, for the purpose of carrying on this Company's surety business, and to empower such agent or agents, or attorney or attorneys-in-fact, to execute and deliver, under this Company's seal or otherwise, bonds obligations, and recognizances, whether made by this Company as surety thereon or otherwise, indemnity contracts, contracts and certificates, and any and all other contracts and undertakings made in the course of this Company's surety business, and renewals, extensions, agreements, waivers, consents or stipulations regarding undertakings so made; and

FURTHER RESOLVED, that the signature of any such Officer of the Company and the Company's seal may be affixed by facsimile to any power of attorney or certification given for the execution of any bond, undertaking, recognizance, contract of indemnity or other written obligation in the nature thereof or related thereto, such signature and seal when so used whether heretofore or hereafter, being hereby adopted by the Company as the original signature of such officer and the original seal of the Company, to be valid and binding upon the Company with the same force and effect as though manually affixed."

THAT the above and foregoing is a full, true and correct copy of Power of Attorney issued by said Company, and of the whole of the original and that the said Power of Attorney is still in full force and effect and has not been revoked, and furthermore that the Resolution of the Board of Directors, set forth in the said Power of Attorney is now in force.

In witness the hand of the undersigned and the seal of said Corporation this 8th day of October, 20 20



By: Dina Daskalakis
Dina Daskalakis, Corporate Secretary

EXHIBIT L

| | | | | | | | | | | | | | | | | | | | |
|-----------------------|---|--|---|-----------------------|--|--|--|---------------------|--|------|----|----|--|------|----|----|--|----|----|
| Objective #6 | N[redacted] will update his current resume. | Eval. Procedure: 9 Perf. Criteria: G (%, Trials, etc.): 100% | <table border="1"> <tr><td>1.</td><td></td><td></td><td></td></tr> <tr><td>2.</td><td></td><td>3. S</td><td>4.</td></tr> <tr><td>5.</td><td></td><td>7.</td><td>8.</td></tr> </table> | 1. | | | | 2. | | 3. S | 4. | 5. | | 7. | 8. | | | | |
| 1. | | | | | | | | | | | | | | | | | | | |
| 2. | | 3. S | 4. | | | | | | | | | | | | | | | | |
| 5. | | 7. | 8. | | | | | | | | | | | | | | | | |
| Objective #7 | N[redacted] will utilize agency resources available to him to obtain assistance in finding employment. | Eval. Procedure: 9 Perf. Criteria: G (%, Trials, etc.): 100% | <table border="1"> <tr><td colspan="4">Report Progress Below</td></tr> <tr><td colspan="4">(Use Reporting Key)</td></tr> <tr><td>1.</td><td></td><td>3. S</td><td>4.</td></tr> <tr><td>5.</td><td></td><td>7.</td><td>8.</td></tr> </table> | Report Progress Below | | | | (Use Reporting Key) | | | | 1. | | 3. S | 4. | 5. | | 7. | 8. |
| Report Progress Below | | | | | | | | | | | | | | | | | | | |
| (Use Reporting Key) | | | | | | | | | | | | | | | | | | | |
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| Objective #8 | N[redacted] will participate in information technology specialist training under guidance of the school Information technology specialist as determined as available. | Eval. Procedure: 9 Perf. Criteria: G (%, Trials, etc.): 100% | <table border="1"> <tr><td colspan="4">Report Progress Below</td></tr> <tr><td colspan="4">(Use Reporting Key)</td></tr> <tr><td>1.</td><td></td><td>3. S</td><td>4.</td></tr> <tr><td>5.</td><td></td><td>7.</td><td>8.</td></tr> </table> | Report Progress Below | | | | (Use Reporting Key) | | | | 1. | | 3. S | 4. | 5. | | 7. | 8. |
| Report Progress Below | | | | | | | | | | | | | | | | | | | |
| (Use Reporting Key) | | | | | | | | | | | | | | | | | | | |
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| 5. | | 7. | 8. | | | | | | | | | | | | | | | | |

| Evaluation Procedures | Performance Criteria |
|--|--|
| 1. Criterion-Referenced/Curriculum Based Assessment 2. Pre & Post Standardized Assessment 3. Pre & Post Base Line Data 4. Quizzes/Tests 5. Student Self-assessment/Rubric 6. Project/Experiment/Portfolio | A. Percent of Change B. Months Growth C. Standard Score Increase D. Passing Grades/Score E. Frequency/Trials F. Duration G. Successful Completion of Task/Activity H. Mastery I. Other: (specify) See above if applicable J. Other: (specify) See above if applicable |
| 7. Behavior/Performance Rating Scale 8. Smarter Balanced and CT Alternate Assessments 9. Work Samples, Job Performance or Products 10. Achievement of Objectives (Note: use with goal only) 11. Other: (specify) See above if applicable 12. Other: (specify) See above if applicable | M = Mastered NI = Not Introduced O = Other: (specify) |

Progress Reporting Key: (indicating extent to which progress is sufficient to achieve goal by the end of the year)
U = Unsatisfactory Progress -- *Unlikely to achieve goal* **N** = No Progress -- *Will not achieve goal*
 * Related to meeting the student's needs that result from the individual's disability, to enable the student to be involved in and progress in the general curriculum; and to meet each of the student's other educational needs that result from the student's disability.

TRANSITION PLANNING

- 1. Not Applicable: Student has not reached the age of 15 and transition planning is not required or appropriate at this time.
- This is either the first IEP to be in effect when the student turns 16 (or younger if appropriate and transition planning is needed) or the student is 16 or older and transition planning is required.

2. Student Preferences/Interests - document the following:

- a) Was the student invited to attend his Planning and Placement Team (PPT) meeting? Yes No
- b) Did the student attend? Yes No
- c) How were the student's preferences/interests, as they relate to planning for transition services, determined?
 - Personal Interviews Comments at Meeting Functional Vocational Evaluations Age appropriate transition assessments Other:
- d) Summarize student preferences/interests as they relate to planning for transition services:
 N [REDACTED] is interested in the field of computer technology.

3. Age Appropriate Transition Assessment(s) performed: (Specify assessment(s) and dates administered)

- Work Based Experience Report 12/4/2020
- O Net Interest Profiler 3/10/2021
- Identifying Your Strengths Worksheet 2/23/2021

4. Agency Participation

- a) Were any outside agencies invited to attend the PPT meeting? Yes, with written consent No (If No, specify reason): 02 Not appropriate
- b) If yes, did the agency's representative attend? Yes No
- c) Has any participating agency agreed to propose or pay for services/linkages? Yes No

5. Post-School Outcome Goal Statement(s) and Transition Services recommended in this IEP

- a) **Post-School Outcome Goal Statement - Postsecondary Education or Training:**
 Upon graduation from high school, N [REDACTED] will enroll in a computer technology training program.
 - Annual goal(s) and related objectives regarding Postsecondary Education or Training have been developed and are included in this IEP
- b) **Post-School Outcome Goal Statement - Employment:**
 Upon graduation from high school, N [REDACTED] will obtain employment in the computer technology field.
 - Annual goal(s) and related objectives regarding Employment have been developed and are included in this IEP
- c) **Post-School Outcome Goal Statement - Independent Living Skills (if appropriate):**
 - Annual goals and related objectives regarding Independent Living have been developed and are included in this IEP (may include Community Participation)

6. Please select ONLY one

- The course of study needed to assist the child in reaching the transition goals and related objectives will include (including general education activities):
 N [REDACTED] will participate in a school-based information technology specialist training experience
 - Student has completed academic requirements; no academic course of study is required -- student's IEP includes only transition goals and services.
7. At least one year prior to reaching age 18, the student must be informed of his/her rights under IDEA which will transfer to him/her at age 18.
- NA (Student will not be 17 within one year) The student has been informed of his rights under IDEA which will transfer at age 18 No IDEA rights will transfer

LIST OF PPT RECOMMENDATIONS

Team conducted an annual review.

Team conducted reevaluation; results of a reevaluation discussed. Based upon testing results in conjunction with academic functioning the team finds that Nicholas continues to be eligible for special education and related services as a student with emotional disturbance.

Team recommends special instruction: Individual Work Experience 1.5 hours/week, site 3
Team recommends counseling services on consult basis.

Implement IEP dated 4/8/2021.

PLANNING AND PLACEMENT TEAM MEETING SUMMARY (OPTIONAL)

- PPT was rescheduled from 3/12/2021 per request of parent.
- Parent rights previously sent on 9/25/2020
- Parent reviewed [REDACTED] current medications and diagnoses, and has made available to team Psychologist report and Neuropsychological Evaluation
- Progress of current goals and objectives reviewed.
- [REDACTED] will pursue obtaining reference from Take 2 staff with assistance of case manager.
- IWE classroom assignments shared: [REDACTED] self assessment of strengths and weaknesses and O'Net Interest Profiler score reports.
- Parent stated that [REDACTED] was interested in enrolling at Porter and Chester and would begin admission process spring/2022. Parent also stated that DCF would be involved in subsidizing tuition.
- [REDACTED] participates in school-based IT work experience as an information technology specialist trainee; He has shown progress working independently on a variety of tasks both in the IT workroom and in the Architectural Cad classroom working on classroom computers when school is in person; he works at home on school computer materials when school is virtual. He also participated in a work based experience through the Level Up Program at Take 2 Inc. Level Up Exit Report discussed.
- Counseling service discussed. Counseling to be implemented on a consult basis.
- Draft goals reviewed. Team in agreement that goals and objectives from IEP dated 10/5/2020 to be continued along with draft goals.
- Reevaluation testing reviewed. Cognitive evaluation reviewed and discussed; behavior/adaptive evaluation reviewed and discussed; achievement evaluation reviewed.
- Transition options were discussed for further consideration:
- The following transition options shared for collaborative discussion for the 2021/2022 School Year (August/September 2021 to March 2022)
1. Wilby High School/Prevocational/Vocational Services with NOW Inc
Wilby: Classes can include: Software Systems, Drone Technology, IWE
In lieu of the above, parent suggested Crosby and Kennedy IT Departments for volunteer work. Team will explore the possibility of the suggested option
NOW Inc (in collaboration with Level Up) Transition Services:
Self Advocacy Workshop: (4 hours), This can be broken down into 4 one hour sessions.
Workplace Readiness: (4 hours), This can be broken down into 4 one hour sessions.
Interview Preparation: (4 hours), This can be broken down into 4 one hour sessions.
Job Shadows (2 to 3 opportunities: each shadow is 3 to 4 hours)
Informational Interview: (4 hours), This can be broken down into 4 one hour sessions.
Career Assessment: World of Work Inventory (WOWI)
Transportation Training (Public Bus) can be done by NOW or can be arranged with the Kennedy Center by Transition Coordinator.
Two Work Based experiences (one experience to begin mid-October, and the other experience in January). Each experience would be 60 hours with 40 hours of support
2. Exit with Diploma June 2021
- Parent shared suggestion regarding transition options (IT with other high school campuses).

- Accommodations reviewed; remove paraprofessional support; remove Forensics class lessons may be recorded
- N will receive the Principal's Volunteer Service award for his volunteer IT work contributions to the school.
- Team to re meet prior to June 14, 2021.

Parents please note: Effective October 1, 2009, parents must be provided with a copy of the state developed *Parental Notification of the Laws Relating to Physical Restraint and Seclusion in the Public Schools* (<https://portal.ct.gov/SDE/Special-Education/Special-Education-Legal-and-Due-Process>) at the first PPT meeting following a child's initial referral for special education. A copy of the *Parental Notification of the Laws Relating to Physical Restraint and Seclusion in the Public Schools* has been provided to the parents on 09/25/2020.

PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

| Area (briefly describe current performance) | Strengths (include data as appropriate) | Concerns/Challenges/Needs (requiring specialized instruction) | Impact of student's disability on involvement and progress in the general education curriculum or appropriate preschool activities |
|--|--|---|--|
| Behavioral/Social/Emotional <input type="checkbox"/> Age Appropriate BASC-3 and Vineland-3 rating scales | Attitude to Teachers is very positive and N [REDACTED] enjoys learning. | Locus of control, Social Stress, Relations with Parents, Personal Adjustment, Attitude to School, Depression, Sense of Inadequacy, Somatization, Interpersonal Relations, Self-Esteem, and Self-Reliance. Adaptive skills in need of support are Communication Skills, Daily Living Skills, Social Skills and Relationships were all rated Low compared to others his age on the Vineland-3 rating scale. | N [REDACTED] social skills deficits could negatively impact his performance at a job site when he needs to interact with coworkers or supervisors. Practice in these areas will assist him in the long term to be able to more easily navigate a work environment. |
| Communication: Oral and/or Written Language <input checked="" type="checkbox"/> Age Appropriate | | | |
| Vocational/Transition <input type="checkbox"/> Age Appropriate <input type="checkbox"/> N/A due to age N [REDACTED] is currently participating in a school-based work experience as an information technology specialist trainee | N [REDACTED] has earned all necessary credits for high school graduation. N [REDACTED] values education; he has interest and aptitude in the computer technology field. | N [REDACTED] can work to improve his work pace and completion of tasks in a timely manner. He can improve upon his organizational skills. | N [REDACTED] requires specialized services in order to be successful in content areas and make progress on individualized goals and objectives. |
| Health and Development - Including Vision And Hearing <input type="checkbox"/> Age Appropriate | | | |
| Fine and Gross Motor <input type="checkbox"/> Age Appropriate | | | |
| Activities of Daily Living <input type="checkbox"/> Age Appropriate | | | |
| Other: <input type="checkbox"/> Age Appropriate | conscientious worker; attentive to detail; | accessing employment opportunities demonstrating appropriate work place skills | N [REDACTED] requires specializes services to be successful in content areas and make progress on |

| | | | |
|---|---|--|---|
| <p> N participates in information technology specialist training on campus during the school day. N does not currently hold a job outside of school. </p> | <p> task accuracy; retains information learned </p> | | <p> individualized goals and objectives. </p> |
|---|---|--|---|

ED620, Revised February 2009a

INDIVIDUALIZED EDUCATION PROGRAM

STATE AND DISTRICT TESTING AND ACCOMMODATIONS
STATEWIDE ASSESSMENTS AND DISTRICTWIDE ASSESSMENTS section must be completed

| | |
|--|---|
| <p>STATEWIDE ASSESSMENTS Check the grade the student will be in when the test is given.</p> <p> <input type="checkbox"/> Grade Pre-K <input type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2 <input type="checkbox"/> <u>Grade 3</u> <input type="checkbox"/> <u>Grade 4</u> <input type="checkbox"/> <u>Grade 5</u> <input type="checkbox"/> <u>Grade 6</u> <input type="checkbox"/> <u>Grade 7</u> <input type="checkbox"/> <u>Grade 8</u> <input type="checkbox"/> Grade 9 <input type="checkbox"/> Grade 10 <input type="checkbox"/> <u>Grade 11</u> <input checked="" type="checkbox"/> Grade 12 </p> <p>Standard Assessments and Alternate Assessments Smarter Balanced Assessments (Grades 3-8), Connecticut SAT (Grade 11) and the Connecticut Alternate Assessments (CTAA) include English Language Arts and Mathematics (Grades 3-8 & 11). Standard Science Assessment or Alternate Science Assessment required in <u>Grades 5, 8 and 11</u></p> <p>Assessment Options: (Select ONE Option.)</p> <p> <input type="checkbox"/> 1. Smarter Balanced Assessments (Includes Standard Science Assessment – Grades 5 & 8) <input type="checkbox"/> 2. CTAA* – (Includes Alternate Science Assessment for Grades 5, 8, and 11) ★ <input type="checkbox"/> 3. Connecticut SAT and Standard Science Assessment (Grade 11) </p> <p>English Language Proficiency Assessment <input type="checkbox"/> English Language Proficiency Assessment required for all English Learners Grades K-12 <input type="checkbox"/> Student requires designated supports/accommodations on the ELP assessment</p> <p>Administration Options - Accommodations will be provided. (Select One Option):</p> <p> <input type="checkbox"/> The student is participating in the Smarter Balanced Assessments & Standard Science Assessment and requires designated supports and/or accommodations* <input type="checkbox"/> The student is participating in the Connecticut SAT & Standard Science Assessment and will request accommodations** </p> | <p>DISTRICTWIDE ASSESSMENTS Check the grade the student will be in when the test is given.</p> <p> <input type="checkbox"/> Grade Pre-K <input type="checkbox"/> Grade K <input type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2 <input type="checkbox"/> Grade 3 <input type="checkbox"/> Grade 4 <input type="checkbox"/> Grade 5 <input type="checkbox"/> Grade 6 <input type="checkbox"/> Grade 7 <input type="checkbox"/> Grade 8 <input type="checkbox"/> Grade 9 <input type="checkbox"/> Grade 10 <input type="checkbox"/> Grade 11 <input checked="" type="checkbox"/> Grade 12 </p> <p>DISTRICTWIDE ASSESSMENT (Select all appropriate options.)</p> <p> <input type="checkbox"/> N/A - No districtwide assessments are scheduled during the term of this IEP. <input type="checkbox"/> Alternate Assessment(s) ★ </p> <p>Select one of the following options:</p> <p> <input type="checkbox"/> No accommodations will be provided, OR <input checked="" type="checkbox"/> Accommodations will be provided as specified on Page 8, OR <input type="checkbox"/> Accommodations will be provided as specified below. </p> |
|--|---|

* If supports/accommodations are given, attach a copy of the *Test Designated Supports/Accommodations Form* for the IEP and provide a copy to the district test coordinator for required registration.

** Please note: There are two options for requesting accommodations for the Connecticut SAT. One option is through the **College Board (CB) process**: If all accommodations are approved through the CB process, test scores can be used for college admission and state accountability. The other option is through the **State Allowed Accommodations (SAA) process**: If accommodations are approved through the SAA process, test scores can **ONLY** be used for state accountability and NOT for college admission. **Please make sure to discuss these options at a PPT meeting before completing this page of the IEP.**

The Alternate Assessment Eligibility Form must be submitted and approved for Statewide Assessments.
 The form is recommended for use in determining the need for alternate Districtwide Assessments.

★ Alternate assessments must be specified and a statement provided for each as to why the child cannot participate in the standard assessment and why the particular alternate assessment selected is appropriate for the child.

NOTE: A PPT decision to assess the student using the CTAA and Alternate Science Assessment must be recorded on page 3 of the IEP, Prior Written Notice.

SPECIAL FACTORS, PROGRESS REPORTING, EXIT CRITERIA

CONSIDERATION OF SPECIAL FACTORS

1. For students whose behavior impedes her/his learning or that of others, the PPT has considered strategies, including positive behavioral interventions and supports to address that behavior, and:

- NA A behavioral intervention plan has been developed
- IEP Goals and Objectives have been developed to address the behavior
- Other

2. For students with limited English proficiency, the PPT has considered the language needs of the student as they relate to the student's IEP and recommended the following:

- NA Recommendation:

3. For students who are Blind or Visually Impaired (VI):

- NA Instruction in braille or the use of braille is being provided, as required

The PPT has determined, after an evaluation of the student's reading and writing skills, needs, and appropriate reading and writing media (including an evaluation of the student's future need for instruction in braille or the use of braille), that instruction in braille or the use of braille is not appropriate for this student.

4. For students with print-related disabilities (such as SLD/Dyslexia, blind/VI, physical limitations or organic dysfunction):

- NA The PPT has considered accessible instructional/educational material (AEM) and/or accommodations noted on page 8 of the IEP-- if so which format/accommodation utilized:

5. For students who are deaf or hard of hearing:

- NA See attached required Language and Communication Plan (Form ED 638) - The PPT has determined (after considering the student's language and communication needs), opportunities for direct communications with peers and professional personnel in the child's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the student's language and communication mode, and considering whether the student requires assistive technology.

Progress Reporting

- 1. A report of progress toward meeting the Measurable annual goals and short Term Objectives included in this IEP will be sent to parents periodically, according to the following schedule:
 - Quarterly
 - Consistent with grade level report cards
 - Other:

Exit Criteria

- 1. Exit Criteria: Student will be exited from Special Education upon: (Check One)
 - Ability to succeed in Regular Education without Special Education support
 - Graduation
 - Age 21
 - Other

INFORMATION ON IEPs and SECONDARY TRANSITION

1. Parents, including Surrogate Parents and the student if 18 or older have been provided electronically or in hard copy) with relevant information and resources relating to IEPs created by the CSDE (including, but not limited to, information relating to transition resources and services for high school students) immediately upon the formal identification of any child as a child requiring special education and at each PPT meeting thereafter:

- Building a Bridge*
- Parent's Guide to Special Education*
- IEP Manual*
- OTHER:

2. The *Transition Bill of Rights* has been provided to parents of students in sixth through twelfth grade to ensure that the PPT discusses transition services: *Transition Bill of Rights*:

- is available on the school district website
- is enclosed with this document
- was already provided, reviewed and discussed this school year

EXHIBIT M

City of Waterbury
Non - PO Voucher (AP20)



Vendor #: 23132

Vendor Name: N [REDACTED] M [REDACTED]

Address 1: [REDACTED]

Address 2: [REDACTED]

City Waterbury State: CT Zip: 06710

Department: School business Office-Nicholas Henebery

Date Submitted: 10/11/19

Approval (Dept. head) *J.P. [Signature]*

Description: Students participating in Workforce in Opp Student 2019

Finance Office Use only

Voucher # _____
Date Entered: _____
By: _____

Invoice #: NIM11119
Invoice Date: 11/01/19
Handling Code: No PO
Invoice Amount: \$ 546.00

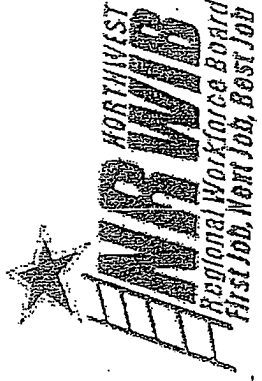
| Process Level (Fund) | Accounting Unit | Account | Activity | Category | Distribution Amount |
|-----------------------|-----------------|---------|----------------|----------|---------------------|
| 1 29199 | 24105-2019 | 559008 | 24105201918852 | 500 | \$ 546.00 |
| 2 | | | | | |
| 3 | | | | | |
| 4 | | | | | |
| 5 | | | | | |
| 6 | | | | | |
| 7 | | | | | |

Comments:

Totals \$ 546.00

Date received in Finance

MAKE SURE TO ATTACH ALL SUPPORTING DOCUMENTATION



CT DISABILITY EMPLOYMENT INITIATIVE
 NRWIB YOUTH INTERNSHIP ATTENDANCE / TIME SHEET

39 Total Hours
 \$114 per hour
 \$546

Youth Intern Name: [Redacted]
 Worksite Name: [Redacted]
 Assignment Start Date: 8/26/19 End Date: 8-30-19

Instructions for Worksite Supervisor: Please verify this youth intern's actual attendance by writing in the number of actual hours worked

| Attendance Record Week | Monday Hours | Tuesday Hours | Wednesday Hours | Thursday Hours | Friday Hours | Saturday Hours | Sunday Hours |
|------------------------|--------------------------|---------------|--------------------------|----------------|--------------------------|----------------|--------------|
| From _____ | 9:30 9:30 10:49 11:00 | X | 9:30 9:30 10:49 11:00 | X | 9:23 9:30 10:49 11:00 | X | 4 |
| To _____ | 1.5 | 1.5 | 1.5 | 1.5 | 1.5 | 1.5 | 4.5 |

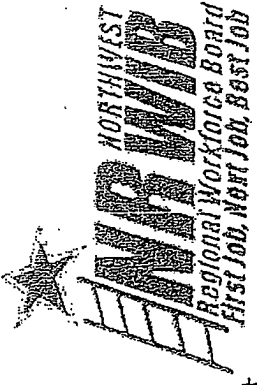
All forms must be completely filled out

This form must be completed by the worksite supervisor and the youth intern by each providing a name, signature, and date as proof of actual attendance.

Worksite Supervisor Name: [Signature] Date: 8.30.19
 Worksite Supervisor Signature: [Signature] Date: 8.30.19

Youth Intern Name: [Redacted] Youth Intern Signature: [Redacted] Date: 8-30-19

COMMENTS



CT DISABILITY EMPLOYMENT INITIATIVE
 NRWIB YOUTH INTERNSHIP ATTENDANCE /TIME SHEET

Youth Intern Name: [Redacted]
 Worksite Name: Wilton High Sch. End Date: 9-6-19
 Assignment Start Date: 9/4/19

Instructions for Worksite Supervisor: Please verify this youth intern's actual attendance by writing in the number of actual hours worked

| Attendance Record Week | Monday Hours | Tuesday Hours | Wednesday Hours | Thursday Hours | Friday Hours | Saturday Hours | Sunday Hours |
|------------------------|--------------|---------------|---------------------|----------------|---------------------|----------------|--------------|
| From _____ To _____ | X | X | X | X | X | X | X |
| | | | 9:30-11:00 10:49 | | 9:30-10:49 11:00 | | |
| | | | 1.5 | | 1.5 | | |

*** All forms must be completely filled out ***

This form must be completed by the worksite supervisor and the youth intern by each providing a name, signature, and date as proof of actual attendance.

[Signature]
 Worksite Supervisor Name

[Signature]
 Worksite Supervisor Signature

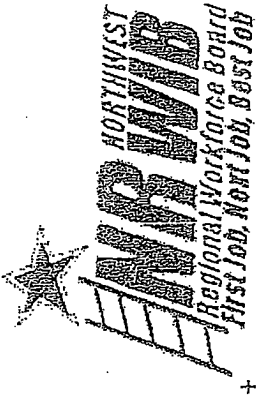
9-6-19
 Date

[Redacted]
 Youth Intern Name

[Redacted]
 Youth Intern Signature

9/6/19
 Date

COMMENTS



CT DISABILITY EMPLOYMENT INITIATIVE
NRWIB YOUTH INTERNSHIP ATTENDANCE / TIME SHEET

Youth Intern Name: N M [REDACTED]
 Worksite Name: Wilby High
 Assignment Start Date: 9-9-19 End Date: 9/13/19

Instructions for Worksite Supervisor: Please verify this youth intern's actual attendance by writing in the number of actual hours worked

| Attendance Record Week | Monday Hours | Tuesday Hours | Wednesday Hours | Thursday Hours | Friday Hours | Saturday Hours | Sunday Hours |
|------------------------|--------------|---------------|-----------------|----------------|--------------|----------------|--------------|
| From <u>9:30</u> 11:00 | <u>9:30</u> | <u>9:30</u> | <u>9:30</u> | <u>9:30</u> | <u>9:30</u> | <u>9:30</u> | <u>9:30</u> |
| To <u>10:45</u> | <u>10:45</u> | <u>10:45</u> | <u>10:45</u> | <u>10:45</u> | <u>10:45</u> | <u>10:45</u> | <u>10:45</u> |
| | 1.5 | 1.5 | 1.5 | 1.5 | 1.5 | 1.5 | 1.5 |

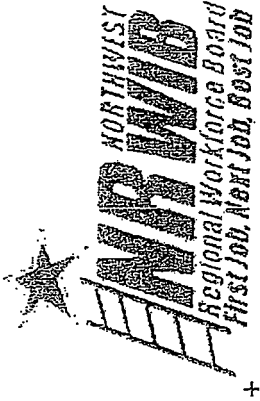
All forms must be completely filled out

This form must be completed by the worksite supervisor and the youth intern by each providing a name, signature, and date as proof of actual attendance.

Worksite Supervisor Name: [Signature] Date: 9/13/19
 Worksite Supervisor Signature: [Signature] Date: 9/13/19

Youth Intern Name: N M [REDACTED] Date: 9/13/19
 Youth Intern Signature: [Signature] Date: 9/13/19

COMMENTS



**CT DISABILITY EMPLOYMENT INITIATIVE
NRWIB YOUTH INTERNSHIP ATTENDANCE / TIME SHEET**

Youth Intern Name: [Redacted]
 Worksite Name: Wilby High
 Assignment Start Date: 9-16-19 End Date: 9-20-19

Instructions for Worksite Supervisor: Please verify this youth intern's actual attendance by writing in the number of actual hours worked

| Attendance Record Week | Monday Hours | Tuesday Hours | Wednesday Hours | Thursday Hours | Friday Hours | Saturday Hours | Sunday Hours |
|------------------------|--------------------------|---------------|-------------------------------------|----------------|--------------------------|----------------|--------------|
| From _____ | 9:23 9:30 10:49 11:00 | 0 | half day 8:27 8:30 9:56 10:00 | X | 9:23 9:30 10:49 11:00 | X | X |
| To _____ | | | | | | | |

1.5 1.5 1.5 = 4.5

*** All forms must be completely filled out ***

This form must be completed by the worksite supervisor and the youth intern by each providing a name, signature, and date as proof of actual attendance.

Worksite Supervisor Name: Dwane Hads Date: 9-16-19
 Worksite Supervisor Signature: [Signature]

Youth Intern Name: [Redacted] Date: 9/20/19
 Youth Intern Signature: [Redacted]

COMMENTS



CT DISABILITY EMPLOYMENT INITIATIVE
 NRWIB YOUTH INTERNSHIP ATTENDANCE / TIME SHEET

Youth Intern Name: Nick M [REDACTED]
 Worksite Name: Wilton High
 Assignment Start Date: 9-23-19 End Date: 9-27-19

Instructions for Worksite Supervisor: Please verify this youth intern's actual attendance by writing in the number of actual hours worked

| Attendance Record Week | Monday Hours | Tuesday Hours | Wednesday Hours | Thursday Hours | Friday Hours | Saturday Hours | Sunday Hours |
|------------------------|--------------|---------------|--------------------|----------------|-----------------|----------------|--------------|
| From | 9:23 9:30 | X | 9:56 8:30 10:00 | X | SICK WAS OUT | X | X |
| To | 10:49 | | | | | | |

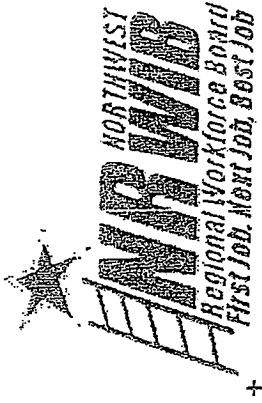
6.5 + 1.5 = 8
 All forms must be completely filled out

This form must be completed by the worksite supervisor and the youth intern by each providing a name, signature, and date as proof of actual attendance.

Worksite Supervisor Name: Dwaine Hodges Worksite Supervisor Signature: [Signature] Date: 9-27-19

Youth Intern Name: Nick M [REDACTED] Youth Intern Signature: [Signature] Date: 9/27/19

COMMENTS



CT DISABILITY EMPLOYMENT INITIATIVE
NRWB YOUTH INTERNSHIP ATTENDANCE / TIME SHEET

Youth Intern Name: [Redacted]
 Worksite Name: [Redacted]
 Assignment Start Date: 9/30/19 End Date: 9-30-19

Instructions for Worksite Supervisor: Please verify this youth intern's actual attendance by writing in the number of actual hours worked

| Attendance Record Week | Monday Hours | Tuesday Hours | Wednesday Hours | Thursday Hours | Friday Hours | Saturday Hours | Sunday Hours |
|------------------------|--------------|---------------|-----------------|----------------|--------------|----------------|--------------|
| From _____ | 9:23-4:30 | A | A | A | A | A | A |
| To _____ | 10:49-11:00 | | | | | | |

(1.5)

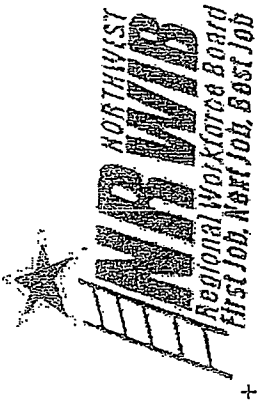
All forms must be completely filled out

This form must be completed by the worksite supervisor and the youth intern by each providing a name, signature, and date as proof of actual attendance.

Worksite Supervisor Name: Dawn Hayes Signature: [Signature] Date: 9/30/19

Youth Intern Name: [Redacted] Signature: [Redacted] Date: 9/30/19

COMMENTS



CT DISABILITY EMPLOYMENT INITIATIVE
 NRWIB YOUTH INTERNSHIP ATTENDANCE / TIME SHEET

Youth Intern Name: [Redacted]
 Worksite Name: Wilby Fish
 Assignment Start Date: 10-7-19 End Date: 10-11-19

Instructions for Worksite Supervisor: Please verify this youth intern's actual attendance by writing in the number of actual hours worked

| Attendance Record Week | Monday Hours | Tuesday Hours | Wednesday Hours | Thursday Hours | Friday Hours | Saturday Hours | Sunday Hours |
|------------------------|--------------|---------------|-----------------|----------------|--------------|----------------|--------------|
| 0 | 9:30-11:00 | X | 9:30-10:40 | X | 9:30-10:40 | X | X |
| 1 | 10:40-11:00 | | 10:40-11:00 | | | | |
| | 1.5 | | 1.5 | | 1.5 | 4.5 | |

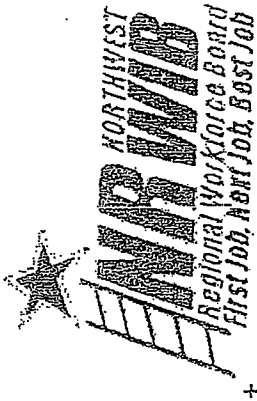
All forms must be completely filled out

This form must be completed by the worksite supervisor and the youth intern by each providing a name, signature, and date as proof of actual attendance.

Worksite Supervisor Name: Diana Hodges Signature: [Signature] Date: 10-7-19

Youth Intern Name: [Redacted] Signature: [Redacted] Date: 10/11/19

COMMENTS



CT DISABILITY EMPLOYMENT INITIATIVE
 NRWIB YOUTH INTERNSHIP ATTENDANCE / TIME SHEET

Youth Intern Name: [Redacted]
 Worksite Name: Wilby II
 Assignment Start Date: 10/14/19 End Date: 10/18/19

Instructions for Worksite Supervisor: Please verify this youth intern's actual attendance by writing in the number of actual hours worked

| Attendance Record Week | Monday Hours | Tuesday Hours | Wednesday Hours | Thursday Hours | Friday Hours | Saturday Hours | Sunday Hours |
|------------------------|--------------|---------------|-----------------|----------------|---------------|----------------|--------------|
| from _____ to _____ | | X | sat | X | 9:30 10:49 | X | X |

1.5

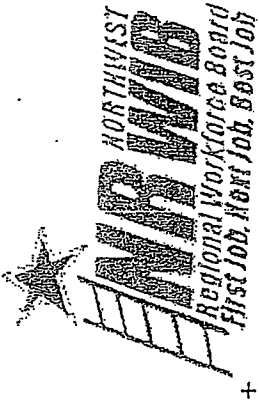
All forms must be completely filled out

This form must be completed by the worksite supervisor and the youth intern by each providing a name, signature, and date as proof of actual attendance.

Diane Hodges Worksite Supervisor Name
[Signature] Worksite Supervisor Signature
10/18/19 Date

[Redacted] Youth Intern Name
[Redacted] Youth Intern Signature
10/18/19 Date

COMMENTS



CT DISABILITY EMPLOYMENT INITIATIVE
 NRWIB YOUTH INTERNSHIP ATTENDANCE / TIME SHEET

Youth Intern Name: [Redacted]
 Worksite Name: Wilby High
 Assignment Start Date: 10-16-19 End Date: 10-18-19

Instructions for Worksite Supervisor: Please verify this youth intern's actual attendance by writing in the number of actual hours worked

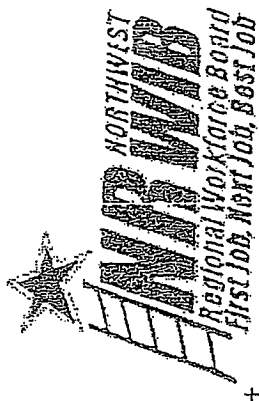
| Attendance Record Week | Monday Hours | Tuesday Hours | Wednesday Hours | Thursday Hours | Friday Hours | Saturday Hours | Sunday Hours |
|------------------------|--------------|---------------|--------------------------|----------------|--------------------------|----------------|--------------|
| from _____ to _____ | X | X | 9:23 9:30 10:49 11:00 | X | 9:23 9:30 10:49 11:00 | X | X |

1.5 + 1.5 = 3
 All forms must be completely filled out

This form must be completed by the worksite supervisor and the youth intern by each providing a name, signature, and date as proof of actual attendance.

D. O'Hodgins Worksite Supervisor Name
[Redacted] Youth Intern Name
[Signature] Worksite Supervisor Signature
[Redacted] Youth Intern Signature
10-18-19 Date
10/18/19 Date

COMMENTS



CT DISABILITY EMPLOYMENT INITIATIVE
 NRWIB YOUTH INTERNSHIP ATTENDANCE / TIME SHEET

Youth Intern Name: [Redacted]
 Worksite Name: Wilby High
 Assignment Start Date: 10-21-19 End Date: 10-25-19

Instructions for Worksite Supervisor: Please verify this youth intern's actual attendance by writing in the number of actual hours worked

| Attendance Record Week | Monday Hours | Tuesday Hours | Wednesday Hours | Thursday Hours | Friday Hours | Saturday Hours | Sunday Hours |
|------------------------|---------------------|---------------|-----------------|----------------|---------------|----------------|--------------|
| 1 | 9:30 +6 11:00 | X | 9:30 11:00 | 9 | 9:30 11:00 | X | 4 |
| 2 | 6.5 | X | 6.5 | X | 6.5 | 4.5 | |

All forms must be completely filled out

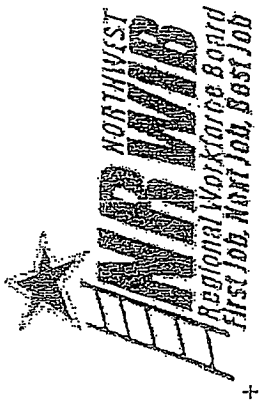
This form must be completed by the worksite supervisor and the youth intern by each providing a name, signature, and date as proof of actual attendance.

Worksite Supervisor Name: Darlene Hodges Signature: [Signature] Date: 10-25-19

Youth Intern Name: [Redacted] Signature: [Redacted] Date: 10/25/19

that's an N.

COMMENTS



CT DISABILITY EMPLOYMENT INITIATIVE
NRWIB YOUTH INTERNSHIP ATTENDANCE / TIME SHEET

Youth Intern Name: [Redacted]
 Worksite Name: Wilby High School, CT
 Assignment Start Date: 10/28/19 End Date: 11/1/19

Instructions for Worksite Supervisor: Please verify this youth intern's actual attendance by writing in the number of actual hours worked

| Attendance Record Week | Monday Hours | Tuesday Hours | Wednesday Hours | Thursday Hours | Friday Hours | Saturday Hours | Sunday Hours |
|------------------------|---------------|---------------|-----------------|----------------|---------------|----------------|--------------|
| 1 | 9:30 11:00 | X | 9:30 11:00 | X | 7:30 11:00 | X | X |
| 2 | 1.5 | | 1.5 | | 1.5 | 4.5 | |

All forms must be completely filled out

This form must be completed by the worksite supervisor and the youth intern by each providing a name, signature, and date as proof of actual attendance.

Worksite Supervisor Name: D. Hodges Signature: [Signature] Date: 11-1-19
 Youth Intern Name: [Redacted] Signature: [Redacted] Date: 11/1/19

COMMENTS

EXHIBIT N

Certificate of Award

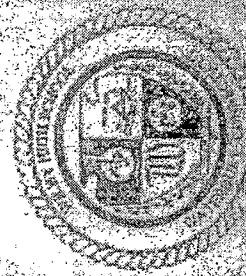
This certificate is awarded to

M [redacted] M [redacted]

In recognition of the

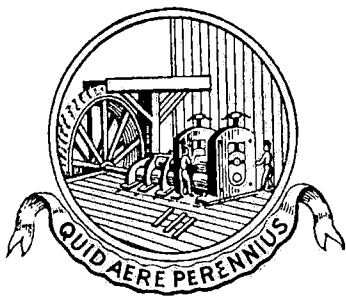
Principal's Volunteer Service Award

On this 1st day of June, 2021



D. M. [redacted]
Principal

EXHIBIT O



CITY OF WATERBURY
 HUMAN RESOURCES
 236 Grand Street
 Waterbury, CT 06702
 Phone 203-574-6761 Fax 203-574-8087
 www.waterburyct.org
 An Equal Opportunity Employer

APPLICATION FOR NON COMPETITIVE OR TEMPORARY EMPLOYMENT

(PLEASE TYPE OR PRINT CLEARLY IN INK)

GENERAL INFORMATION Position Applying for: _____

Name: _____ □ □ □ □
 (Last) (First) (Middle) Last 4 Digits SSN

Address _____
 (Street/Apt #) (City) (State) (ZIP)

Home Telephone: _____ Work Telephone _____ Cell Phone _____
 (Area Code) (Area Code)

Email Address: _____

May We Call You At Work? YES NO Best daytime contact: Home Work Cell

Are you now, or have you ever been employed by the City of Waterbury? YES NO
 (If yes, please give dates of employment and job title _____)

Do you have a valid driver's license? Yes No

Are you legally authorized to work in the United States? Yes No

Are you at least 18 years old? Yes No

Note: Verification of identity and employment eligibility required at time of hire.

EDUCATION

| <u>Type of School</u> | <u>Name and Location</u> | <u># of Years Attended</u> | <u>Did you Graduate?</u> | <u>Type of Degree</u> | <u>List Major</u> |
|-----------------------|--------------------------|----------------------------|--------------------------|-----------------------|-------------------|
| High School or G.E.D. | | | | | |
| College or University | | | | | |
| Other Education | | | | | |
| Other Education | | | | | |

EMPLOYMENT HISTORY

Beginning with your PRESENT OR MOST RECENT employment experience and working backward, list **all positions** held for the past 10 years, including any job related military experience or volunteer activities and **list any gaps in employment to include a reason**. In addition to the positions you held over the past 10 years you should also list any prior employment, even if more than 10 years ago, which is necessary for determining your eligibility for employment as stated on the exam announcement. List all positions (Name/Titles) separately, even if with the same employer. Clearly describe the work (duties) you personally performed. If additional space is required, **attach a Supplemental Employment History form**. Note that failing to disclose any employment during the past 10 years is considered a material omission and may be grounds for withdrawal of a job offer or dismissal whenever discovered

(Start with most recent job)

Official Job Title _____ Company Name _____

Name & Title of Immediate Supervisor _____ Dept. Where Assigned _____

Business Address/Phone # _____

Employed From $\frac{\quad}{\text{(mo/yr)}}$ To $\frac{\quad}{\text{(mo/yr)}}$ Total $\frac{\quad}{\text{(yr/mo)}}$ Hours per week _____

Reason for Leaving: _____

DUTIES (must be listed): _____

Official Job Title _____ Company Name _____

Name & Title of Immediate Supervisor _____ Dept. Where Assigned _____

Business Address/Phone # _____

Employed From $\frac{\quad}{\text{(mo/yr)}}$ To $\frac{\quad}{\text{(mo/yr)}}$ Total $\frac{\quad}{\text{(yr/mo)}}$ Hours per week _____

Reason for Leaving: _____

DUTIES (must be listed): _____

Official Job Title _____ Company Name _____

Name & Title of Immediate Supervisor _____ Dept. Where Assigned _____

Business Address/Phone # _____

Employed From $\frac{\quad}{\text{(mo/yr)}}$ To $\frac{\quad}{\text{(mo/yr)}}$ Total $\frac{\quad}{\text{(yr/mo)}}$ Hours per week _____

Reason for Leaving: _____

DUTIES (must be listed): _____

If you have any additional education or experience, or have taken SPECIAL COURSES, or have a REQUIRED SPECIAL LICENSE (e.g., CDL, Nurse, Plumbing or Electrical, Etc.), list these below. Please include: Where acquired and the total number of hours involved.

REFERENCES

PROFESSIONAL references, please do not indicate friend or family members.

| | | |
|---------------|-------------------------|--|
| _____ Name | _____ Company/School | _____ Phone Numbers & Email Address |
| _____ Name | _____ Company/School | _____ Phone Numbers & Email Address |
| _____ Name | _____ Company/School | _____ Phone Numbers & Email Address |

Would you accept part-time employment? Yes [] No []

Would you accept temporary employment? Yes [] No []

NOTE:

1. **Temporary positions will not exceed a one (1) year. To qualify to be re-hired for any other temporary position, six months must lapse between employment periods.**
2. **Qualified applicants will be notified as positions become available. Not all applicants will be contacted.**
3. **Temporary positions do not qualify for any benefits offered by the City of Waterbury.**
4. **This application remains on file for one (1) year, after that you must reapply in order to be considered.**
5. **Working in a temporary position has no impact on any Civil Service Exams or positions.**

DISMISSAL:

Have you ever been dismissed from employment for inefficiency, delinquency or misconduct?) Yes No

If, "Yes", below please provide a detailed explanation.

Have you ever applied for and been denied unemployment compensation benefits? Yes No If "Yes", please explain:

The City of Waterbury and the Waterbury Board of Education (hereafter "WATERBURY") are equal opportunity employers, dedicated to a policy of nondiscrimination in employment on any basis prohibited by law. WATERBURY considers applicants for all positions without regard to race, color, religion, gender, national origin/ancestry, age, disability, marital or civil union party status, sexual orientation, gender identity/expression, genetic information, or any other legally protected status. WATERBURY is committed to providing equal opportunity in compliance with all applicable laws. EEOP Utilization Report is available upon request.

NOTICE TO APPLICANTS REGARDING PRE-EMPLOYMENT DRUG TESTING

Any individual applying for employment with the City of Waterbury or the Waterbury Board of Education (hereafter collectively "WATERBURY") may be required to submit to a urinalysis drug test as a mandatory part of the employment application process.

This notice serves as a written statement of WATERBURY's intention to conduct drug testing as part of the application process. The testing will be conducted in accordance with the procedures required by applicable state and federal regulations. Tested applicants will be given a copy of any positive test result. All test results shall be considered confidential by WATERBURY and shall only be disclosed to such persons for whom such disclosure is necessary. Positive test results, or a refusal to sign this consent form and participate in pre-employment drug testing, shall be grounds for denial of employment. Arrangements for testing will be made by a representative of WATERBURY, in consultation with each applicant. Cooperation in scheduling the testing is important for processing an application.

Further, WATERBURY prohibits employees from possessing or being under the influence of alcohol or illegal drugs while performing work-related functions. Failure to consent to a properly requested test for drugs or alcohol during the course of employment or failing a drug or alcohol test are grounds for termination of employment.

By signing below, you consent to be drug tested and acknowledge you have thoroughly read the foregoing notice and policy, and you understand and agree that in order to be considered for employment with WATERBURY, you will comply in full with WATERBURY's drug and alcohol policies.

Applicant Signature: _____

Date: _____

Printed Name: _____

NOTICE OF BACKGROUND CHECK AND FAIR CREDIT REPORTING ACT DISCLOSURE

As part of the interview process, the City of Waterbury or the Waterbury Board of Education (hereafter collectively "WATERBURY") and its representatives and/or agents, including the Waterbury Civil Service Commission, may conduct a background check. If you are hired, WATERBURY may also conduct a background check in deciding whether to continue your employment and when making other employment-related decisions directly affecting you. As part of any background check, WATERBURY may obtain a "consumer report" from a "consumer reporting agency." These terms are defined in the Fair Credit Reporting Act ("FCRA"), which applies to you. A consumer report may include information regarding such issues as your criminal record, motor vehicle record, character and reputation or other public record information on file in local, state or federal agencies. These reports may contain information regarding your use of social media, and other publicly accessible information. Social media includes, but is not limited to, social networking websites (e.g., Facebook), professional networking websites (e.g., LinkedIn), blogs, and other online media.

WATERBURY may only obtain and/or use a credit report pertaining to any Connecticut applicants/employees: (a) when the report is required by law; or (b) when WATERBURY reasonably believes the employee engaged in any activity that constitutes a violation of the law related to his/her employment; or (c) when the report is substantially related to the applicant/employee's current or potential job or when WATERBURY has a bona fide purpose for requesting or using the information in the credit report that is substantially job-related and is disclosed in writing to the applicant/employee.

If WATERBURY obtains a "consumer report" about you, and considers any information in the "consumer report" when making an employment-related decision that directly and adversely affects you, you will be provided with a copy of the report before the decision is finalized and other information required by the FCRA (including a summary of your rights under the FCRA and the name, address and telephone number of the consumer reporting agency and other applicable federal agencies).

CERTIFICATION:

I certify that the statements made by me on this application are true and complete to the best of my knowledge and are made in good faith. I understand that if I knowingly make any misstatement of fact, I am subject to disqualification and dismissal and to such other penalties as may be prescribed by law or personnel regulations. All statements made on this application, including employment information, are subject to verification as a condition of employment. I voluntarily give the Civil Service Commission of the City of Waterbury, Connecticut, or its duly authorized representative the right to make a thorough investigation of my past employment and activities, agree to cooperate in such investigation, and release from all liability or responsibility all persons, companies, or corporations supplying such information.

APPLICANT'S STATEMENT AND SIGNATURE:

I attest that the above information is true; I understand that if I am offered a position: (a) I will be responsible for the requirements and terms of the job description, (b) I will be required to attend training and orientation as needed for the position (c) an offer of a position may be contingent upon my completing and verifying required certifications at least two weeks before the position starts, and upon successfully completing other requirements; I further understand that the position for which I am applying is a part time, seasonal position for which there are no benefits or other compensation when the job is terminated.

Signature _____

Date _____

NOTE: This application remains on file for 6 months, after that you must reapply in order to be considered.

EXHIBIT P

N [REDACTED] M [REDACTED]

[REDACTED]
Waterbury, CT 06710

[REDACTED]@gmail.com

Objective

I am interested in accomplishing many things. I am determined to design a virtual video game. Ultimately, I hope to become the CEO of my own company to reach my goal of making things that people have not yet created.

Skills

As an Information Technology Specialist Trainee, I am trained to repair internet cables and install Windows 10 onto computers. I enjoy working in the Information Technology Department and can follow directions and am very knowledgeable about electronics.

Bonding

I hold a \$100,000 business service bond through Hudson Insurance Company.

Hobbies

I play video games, so I am up-to-date on the latest technology for game users. I also enjoy movies and series. Comedy is my favorite genre.

Work and Volunteer Experience

Individual Work Experience Program, Wilby High School,
November, 2018 to present

Wilby Information Technology Department

Position: Information Technology Specialist Trainee

Duties: troubleshooting and repairing computer wires and Internet connections; installing Windows 10 onto computers

I also volunteer to perform the above duties without pay as my time allows.

Education

Wilby High School, 460 Bucks Hill Road, Waterbury, CT 06704

Diploma expected March, 2022

EXHIBIT Q



675 Tower Avenue, Suite 301
Hartford CT 06112-1260
Phone: 860-714-2750
Fax: 860-714-8591

March 10, 2021

Patient: **N [REDACTED] M [REDACTED]**
Date of Birth: **3/25/2000**
Date of Visit: **3/10/2021**

To Whom it May Concern:

N [REDACTED] M [REDACTED] is under my care for psychiatric treatment and carries the following diagnoses:

Intellectual disability, mild
Autism spectrum disorder, with accompanying intellectual impairment
Disruptive Mood dysregulation disorder
Generalized Anxiety Disorder
ADHD, combined type
Reactive attachment disorder
PTSD, chronic

His current psychotropic medication regimen includes the following:

Amitriptyline 150 mg nightly
Oxcarbazepine 600 mg twice a day
Vyvanse 60 mg daily
Buspirone 15 mg twice a day
Guanfacine ER 4 mg daily

If you have any questions or concerns, please don't hesitate to call.

Sincerely,
Nayla Hariz, MD
Psychiatrist

EXHIBIT R

Wilby High School

Principal
Joseph Begnal, Jr.
Michelle Baker
Lauren Elias



Assistant Principal
Paul Drewry
Elizabeth Henson
Lori Peck

September 22, 2020

To whom it may concern,

I would like to take this opportunity to make a formal recommendation for N [REDACTED] M [REDACTED]. As a Network Specialist 2 with the Waterbury Public School system, I have many responsibilities in the two schools that I support, as well as various other tasks throughout the district. I had the pleasure to have N [REDACTED] intern with me this past year. He exhibited a great work ethic, routinely displayed a willingness to take on any task that he was given, and accomplished them all efficiently and completely.

N [REDACTED] assisted me in day-to-day technical support for a school complex that comprises one high school and one middle school and includes teachers and support staff utilizing over 1,500 devices. N [REDACTED] worked primarily in my work room that housed a variety of computers and peripherals. N [REDACTED] was tasked with manually reimaging over 100 used computers. Each machine required a memory upgrade and a hardware diagnostic after the computer was reimaged and updated to verify that it was ready for redeployment within the building or district. N [REDACTED] was also responsible for testing and repairing any CAT5 ethernet cables that were used within the building. During any down time from these activities, N [REDACTED] would inventory and organize the work room.

During my time with N [REDACTED], it was very evident that his dedication, work ethic and attention to detail are attributes that he will bring to any position he takes. I feel that his technical abilities combined with his interpersonal skills will make him an invaluable asset to your organization. If you have any questions regarding N [REDACTED] or this recommendation, please contact me.

Sincerely,

Mark Fortier
Network Specialist 2
Wilby High School / North End Middle School
203-509-0952

The mission of Wilby High School is to involve school, home, and community resources to provide all students a safe environment where they have the opportunity to acquire the knowledge, skills, and experience needed to reach their full potential as responsible, contributing members of society.

568 Bucks Hill Road
Waterbury, Connecticut 06704
Phone 203 574-8100 Fax 203-574-6896

Mr. Fortier
IT Dept

| Individual Work Experience (IWE) Rubric | | | | | | | | |
|---|--|--|--|---|---|---|---|---|
| Student Self-Assessment | | | Teacher Assessment | | | | | |
| NAME: Nicholas M | | | | | | | | |
| GRADE: 12 | | | | | | | | |
| WORKSITE: Wilby IT | | | | | | | | |
| DATE: 9/12/2020 | | | | | | | | |
| PROCEDURAL SKILLS (EPS, SDL, CCW) | | | 6 | 5 | 4 | 3 | 2 | 1 |
| Follows directions (1 step, 2 step, multi step) | | | ✓ | | | | | |
| Names 3 tasks of specific job | | | ✓ | | | | | |
| Begins tasks promptly | | | ✓ | | | | | |
| Stays on task through completion of activity | | | ✓ | | | | | |
| Completes tasks on time | | | ✓ | | | | | |
| Identifies and follows safety procedures | | | ✓ | | | | | |
| Identifies 3 strengths and 1-2 areas of improvement | | | ✓ | | | | | |
| SOCIAL SKILLS (RP, CCW, CC) | | | | | | | | |
| Appropriate dress | | | ✓ | | | | | |
| Positive attitude | | | ✓ | | | | | |
| Accepts directives from authority | | | ✓ | | | | | |
| Displays proper job conduct | | | ✓ | | | | | |
| Cooperates with others | | | ✓ | | | | | |
| Accepts constructive criticism | | | ✓ | | | | | |
| Maintains self control | | | ✓ | | | | | |
| Accepts responsibility for behavior | | | ✓ | | | | | |
| PROBLEM SOLVING SKILLS (EPS, SDL) | | | | | | | | |
| Makes appropriate decisions on the job | | | ✓ | | | | | |
| Perseveres if frustration occurs | | | ✓ | | | | | |
| Copes with changes in routine | | | ✓ | | | | | |
| Copes with work problems | | | ✓ | | | | | |
| Seeks assistance when necessary | | | ✓ | | | | | |
| CLASSROOM TASKS (SDL, RP, CCW, CC) | | | | | | | | |
| Attendance | | | ✓ | | | | | |
| Displays appropriate class behavior | | | | | | | | |
| Completes Class Work | | | | | | | | |
| Works independently | | | | | | | | |
| Participates in class | | | | | | | | |
| TOTALS | | | | | | | | |
| GRADE: | | | | | | | | |
| COMMENTS: Great attitude, interested to learn | | | | | | | | |
| Key (See attached explanation) | | | | | | | | |
| 6 Exemplary | | | The Wilby High School Student will be an Effective Reader, Effective Writer, Effective Problem-Solver, Self-Directed Learner, Respectful Person, Collaborative and Cooperative Worker, Community Contributor | | | | | |
| 5 Goal | | | | | | | | |
| 4 Proficient | | | | | | | | |
| 3 Working Toward Proficiency | | | | | | | | |
| 2 Needs Improvement | | | | | | | | |
| 1 Not Acceptable | | | | | | | | |

Mr. Fortier
I.T.

| Individual Work Experience (IWE) Rubric | | | | | | |
|---|--|----------|----------|----------|----------|----------|
| Student Self-Assessment | Teacher Assessment | | | | | |
| NAME: <u>N. M.</u> | | | | | | |
| GRADE: <u>12</u> | | | | | | |
| WORKSITE: <u>Wilby Jr</u> | | | | | | |
| DATE: <u>11/8/19</u> | | | | | | |
| PROCEDURAL SKILLS (EPS,SDL,CCW) | <u>6</u> | <u>5</u> | <u>4</u> | <u>3</u> | <u>2</u> | <u>1</u> |
| Follows directions (1 step, 2 step, multi step) | ✓ | | | | | |
| Names 3 tasks of specific job | ✓ | | | | | |
| Begins tasks promptly | ✓ | | | | | |
| Stays on task through completion of activity | ✓ | | | | | |
| Completes tasks on time | ✓ | | | | | |
| Identifies and follows safety procedures | ✓ | | | | | |
| Identifies 3 strengths and 1-2 areas of improvement | ✓ | | | | | |
| SOCIAL SKILLS (RP,CCW,CC) | | | | | | |
| Appropriate dress | ✓ | | | | | |
| Positive attitude | ✓ | | | | | |
| Accepts directives from authority | ✓ | | | | | |
| Displays proper job conduct | ✓ | | | | | |
| Cooperates with others | ✓ | | | | | |
| Accepts constructive criticism | ✓ | | | | | |
| Maintains self control | ✓ | | | | | |
| Accepts responsibility for behavior | ✓ | | | | | |
| PROBLEM SOLVING SKILLS (EPS,SDL) | | | | | | |
| Makes appropriate decisions on the job | ✓ | | | | | |
| Perseveres if frustration occurs | ✓ | | | | | |
| Copes with changes in routine | ✓ | | | | | |
| Copes with work problems | ✓ | | | | | |
| Seeks assistance when necessary | ✓ | | | | | |
| CLASSROOM TASKS (SDL,RP,CCW,CC) | | | | | | |
| Attendance | ✓ | | | | | |
| Displays appropriate class behavior | ✓ | | | | | |
| Completes Class Work | | | | | | |
| Works independently | ✓ | | | | | |
| Participates in class | | | | | | |
| TOTALS | | | | | | |
| GRADE: | | | | | | |
| COMMENTS: | | | | | | |
| Key (See attached explanation) | The Wilby High School Student will be an Effective Reader, Effective Writer, Effective Problem-Solver, Self-Directed Learner, Respectful Person, Collaborative and Cooperative Worker, Community Contributor | | | | | |
| 6 Exemplary | | | | | | |
| 5 Goal | | | | | | |
| 4 Proficient | | | | | | |
| 3 Working Toward Proficiency | | | | | | |
| 2 Needs Improvement | | | | | | |
| 1 Not Acceptable | | | | | | |

Ms. Fortier

| Individual Work Experience (IWE) Rubric | | | | | | |
|---|--|----------|----------|----------|----------|----------|
| Student Self-Assessment | Teacher Assessment | | | | | |
| NAME: N. M. | | | | | | |
| GRADE: 12 | | | | | | |
| WORKSITE: Wilby IT | | | | | | |
| DATE: 10/1/19 | | | | | | |
| PROCEDURAL SKILLS (EPS,SDL,CCW) | 6 | 5 | 4 | 3 | 2 | 1 |
| Follows directions (1 step, 2 step, multi step) | ✓ | | | | | |
| Names 3 tasks of specific job | ✓ | | | | | |
| Begins tasks promptly | ✓ | | | | | |
| Stays on task through completion of activity | ✓ | | | | | |
| Completes tasks on time | ✓ | | | | | |
| Identifies and follows safety procedures | ✓ | | | | | |
| Identifies 3 strengths and 1-2 areas of improvement | ✓ | | | | | |
| SOCIAL SKILLS (RP,CCW,CC) | | | | | | |
| Appropriate dress | ✓ | | | | | |
| Positive attitude | ✓ | | | | | |
| Accepts directives from authority | ✓ | | | | | |
| Displays proper job conduct | ✓ | | | | | |
| Cooperates with others | ✓ | | | | | |
| Accepts constructive criticism | ✓ | | | | | |
| Maintains self control | ✓ | | | | | |
| Accepts responsibility for behavior | ✓ | | | | | |
| PROBLEM SOLVING SKILLS (EPS,SDL) | | | | | | |
| Makes appropriate decisions on the job | ✓ | | | | | |
| Perseveres if frustration occurs | ✓ | | | | | |
| Copes with changes in routine | ✓ | | | | | |
| Copes with work problems | ✓ | | | | | |
| Seeks assistance when necessary | ✓ | | | | | |
| CLASSROOM TASKS (SDL,RP,CCW,CC) | | | | | | |
| Attendance | ✓ | | | | | |
| Displays appropriate class behavior | ✓ | | | | | |
| Completes Class Work | ✓ | | | | | |
| Works independently | ✓ | | | | | |
| Participates in class | ✓ | | | | | |
| TOTALS | | | | | | |
| GRADE: | | | | | | |
| COMMENTS: | | | | | | |
| Key (See attached explanation) | The Wilby High School Student will be an Effective Reader, Effective Writer, Effective Problem-Solver, Self-Directed Learner, Respectful Person, Collaborative and Cooperative Worker, Community Contributor | | | | | |
| 6 Exemplary | | | | | | |
| 5 Goal | | | | | | |
| 4 Proficient | | | | | | |
| 3 Working Toward Proficiency | | | | | | |
| 2 Needs Improvement | | | | | | |
| 1 Not Acceptable | | | | | | |

Mr. Fortier
5/31/19

Community Based Training (CBT) Rubric

NAME: N. M.

GRADE: 12

WORKSITE: Wilby I.T. Dept

DATE: 6/4/19

PROCEDURAL SKILLS (CCW,GT,SDL)

| | <u>6</u> | <u>5</u> | <u>4</u> | <u>3</u> | <u>2</u> | <u>1</u> |
|---|----------|----------|----------|----------|----------|----------|
| Follows directions (1 step, 2 step, multi step) | <u>6</u> | | | | | |
| Names 3 tasks of specific job | <u>6</u> | | | | | |
| Begins tasks promptly | <u>6</u> | | | | | |
| Stays on task through completion of activity | <u>6</u> | | | | | |
| Completes tasks on time | <u>6</u> | | | | | |
| Identifies and follows safety procedures | <u>6</u> | | | | | |
| Identifies 3 strengths and 1-2 areas of improvement | <u>6</u> | | | | | |

SOCIAL SKILLS (ECP,CCW, CC)

| | | | | | | |
|-------------------------------------|-----------|--|--|--|--|--|
| Appropriate dress | <u>6</u> | | | | | |
| Positive attitude | <u>6</u> | | | | | |
| Accepts directives from authority | <u>6</u> | | | | | |
| Displays proper job conduct | <u>6</u> | | | | | |
| Cooperates with others | <u>NA</u> | | | | | |
| Accepts constructive criticism | <u>6</u> | | | | | |
| Maintains self control | <u>6</u> | | | | | |
| Accepts responsibility for behavior | <u>6</u> | | | | | |

PROBLEM SOLVING SKILLS (KP, SIP,CT, SDL)

| | | | | | | |
|--|----------|--|--|--|--|--|
| Makes appropriate decisions on the job | <u>6</u> | | | | | |
| Perseveres if frustration occurs | <u>6</u> | | | | | |
| Copes with changes in routine | <u>6</u> | | | | | |
| Copes with work problems | <u>6</u> | | | | | |
| Seeks assistance when necessary | <u>6</u> | | | | | |

CLASSROOM TASKS (KP, CCW, GT, SDL, CC)

| | | | | | | |
|-------------------------------------|-----------|--|--|--|--|--|
| Attendance | <u>NA</u> | | | | | |
| Displays appropriate class behavior | <u>NA</u> | | | | | |
| Completes Class Work | <u>NA</u> | | | | | |
| Works independently | <u>NA</u> | | | | | |
| Participates in class | <u>NA</u> | | | | | |

TOTALS

GRADE:

COMMENTS: Great attitude, willingness to work

KEY (See attached explanation)

6 Exemplary

5 Goal

4 Proficient

3 Working Toward Proficiency

2 Needs Improvement

1 Not Acceptable

Date: 6-3-19

From: Dwane Hodges

Re: N [REDACTED] M [REDACTED] Progress

Worksite: IT Department Wilby High

N [REDACTED] has been excellent in every way in his present job program at Wilby. He loves the assignment. He is prompt, follows all directions, and is always happy to go to the jobsite. He works really well at the tasks he's given. He always wants to learn more, and Mr. Fortier always provides the next step. He is currently working on network cabling (RJ45 and RJ11).

N [REDACTED] is focused when he is working. He only uses the phone to listen to music with permission from Mr. Fortier.

Overall, he appears to be doing excellent and appears to really love his job.

A handwritten signature in cursive script that reads "Dwane Hodges". The signature is written in black ink and includes a long horizontal flourish extending to the right.

EXHIBIT S

Individual Work Experience (IWE) Rubric

Student Self-Assessment

Teacher Assessment

NAME: N M

GRADE: 12+

WORKSITE: Wilby IT

DATE: 3-25-2021

PROCEDURAL SKILLS (EPS, SDL, CCW)

| | 6 | 5 | 4 | 3 | 2 | 1 |
|---|---|---|---|---|---|---|
| Follows directions (1 step, 2 step, multi step) | | ✓ | | | | |
| Names 3 tasks of specific job | | ✓ | | | | |
| Begins tasks promptly | | ✓ | | | | |
| Stays on task through completion of activity | | ✓ | | | | |
| Completes tasks on time | | ✓ | | | | |
| Identifies and follows safety procedures | | ✓ | | | | |
| Identifies 3 strengths and 1-2 areas of improvement | | | ✓ | | | |

SOCIAL SKILLS (RP, CCW, CC)

| | | | | | | |
|-------------------------------------|--|---|---|--|--|--|
| Appropriate dress | | ✓ | | | | |
| Positive attitude | | ✓ | | | | |
| Accepts directives from authority | | ✓ | | | | |
| Displays proper job conduct | | ✓ | | | | |
| Cooperates with others | | ✓ | | | | |
| Accepts constructive criticism | | | ✓ | | | |
| Maintains self control | | ✓ | | | | |
| Accepts responsibility for behavior | | ✓ | | | | |

PROBLEM SOLVING SKILLS (EPS, SDL)

| | | | | | | |
|--|---|--|---|---|--|--|
| Makes appropriate decisions on the job | | | ✓ | | | |
| Perseveres if frustration occurs | | | ✓ | | | |
| Copes with changes in routine | | | | ✓ | | |
| Copes with work problems | | | | ✓ | | |
| Seeks assistance when necessary | ✓ | | | | | |

CLASSROOM TASKS (SDL, RP, CCW, CC)

| | | | | | | |
|-------------------------------------|--|--|--|--|--|--|
| Attendance | | | | | | |
| Displays appropriate class behavior | | | | | | |
| Completes Class Work | | | | | | |
| Works independently | | | | | | |
| Participates in class | | | | | | |

TOTALS

GRADE:

COMMENTS:

Key (See attached explanation)

- 6 Exemplary
- 5 Goal
- 4 Proficient
- 3 Working Toward Proficiency
- 2 Needs Improvement
- 1 Not Acceptable

The Wilby High School Student will be an Effective Reader, Effective Writer, Effective Problem-Solver, Self-Directed Learner, Respectful Person, Collaborative and Cooperative Worker, Community Contributor