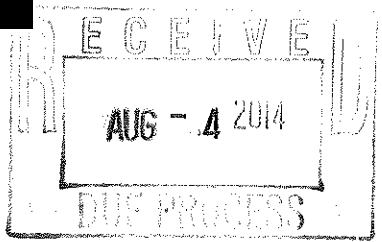


[Redacted]  
Newtown, CT 06470  
[Redacted]



Connecticut State Department of Education  
Bureau of Special Education  
165 Capitol Avenue, Room 364  
P.O. Box 2219  
Hartford, CT 06145-2219  
RE: Complaint Resolution Request

July 30, 2014

Dear Ms. Schierberl,

We are writing to open a complaint under the Connecticut State administrative complaint procedures on behalf of our daughter [Redacted] s a six-year old first-grade student enrolled in the Newtown Public School District.

**Complainant Name:** [Redacted]

**Complainant Relationship to Student:** Father and Mother

**Complainant Address:** [Redacted] Newtown, CT 06470

**Complainant Phone Numbers:** Home: (203) [Redacted]

**Email Address (Optional):** [Redacted]

**Student's Name:** [Redacted] (Student ID No. [Redacted])

**Student's Address (if address is different from complainant's address):** Not applicable

**Student's Age:** 6

**Student's Grade Level:** 1st

**Student's Area of Identified/Suspected Disability:** Autism

**Student's School District of Residence:** Newtown Public School

**Name of the school the student is attending:** Head O' Meadow Elementary

The violations we complain of occurred within one year of our writing this complaint letter.

Our complaint alleges the Newtown Public School District has not provided our daughter with a free appropriate public education under the IDEA.

**Background:**

We have always discussed our disagreements and complaints about [REDACTED] IEP with the Head O' Meadow Elementary PPT. Our concerns have not been resolved by the PPT.

We have made every reasonable effort to work courteously and collaboratively with the Head O' Meadow Elementary School PPT to correct this problem.

**Facts in support of this complaint:**

(A) Reading

[REDACTED] District Reading Assessment DRA score has remain a "3" since June 2013, of her kindergarten year. [REDACTED] did not achieve adequate yearly progress on many of her IEP academic goals.

At the end of the first grade, [REDACTED] has made no significant progress in reading. Her DRA Score remained at a score "3". The recommendation for [REDACTED] reading academic achievement the school made was to lower the expectations by repeating the same annual goals.

[REDACTED] s not making any progress in reading.

The District has also not conducted or provided a standardized reading evaluation. Instead, the District has lowered the expectations for [REDACTED] reading achievement.

Lowering a student's academic expectations cannot be considered providing a free appropriate public education, which is defined as an educational program that is individualized to a specific child, designed to meet that child's unique needs, provides access to the general curriculum, meets the grade-level standards established by the state, and from which the child receives educational benefit. (Emphasis added) 20 USC Section 1414 (d).

Lowering expectations and keeping [REDACTED] annual goals static is evidence that she is not receiving an educational benefit from her reading instructions.

**A proposed resolution to the problem:**

Provide a reading consultant employed by the District or an outside consultant to work with [REDACTED] until we find the teaching method that works.

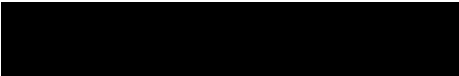
Provide [REDACTED] with a comprehensive reading evaluation that will assess all components of reading, and provide recommendations for [REDACTED] program.

We would also like to have the option of having a PPT facilitator present at PPTs to ensure the opportunity for us to express our concerns and proposals and develop an IEP that meets [REDACTED] educational needs.

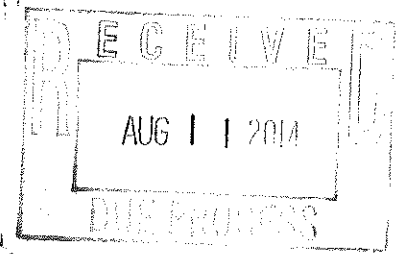
Respectfully submitted,

[REDACTED]

[REDACTED]



Newtown, CT 06470  
203-304-1633



Connecticut State Department of Education  
Bureau of Special Education  
165 Capitol Avenue, Room 364  
P.O. Box 2219  
Hartford, CT 06145-2219  
RE: Complaint Resolution Request

August 7, 2014

Dear Ms. Schierberl,

I ask to add to our state administrative complaint concerning our daughter against the Newtown Public Schools as follows:

- (1) On October 25, 2014 [REDACTED] was restrained on the school bus. The restraint incident was not reported by the school to the state of Connecticut.
- (2) We were told by Ms. Haggard at a PPT meeting that the reason why the restraint was not reported was because Laura Guerreia said the restraint did not need to be reported because the restraint was not done to hurt the child. Laura Guerreia never spoke to Mrs. Haggard per Laura Guerreia.
- (3) On 6/11/14 [REDACTED] IEP had many discrepancies. The main one was that the Special Education teacher service in reading instruction was reduced from five hours a week to one and half hours a week. We called an emergency PPT meeting on 7/11/14. This issue was discussed and we came away from the meeting with the understanding that the reading instruction by the Special Education teacher would be three hours. When we received the IEP we saw that he IEP did not include the change from one and a half hours of reading instruction to three hours of reading instruction. The evaluations, progress reports and Julia's present levels of reading show that [REDACTED] is not making adequate progress. This means the IEP should maintain at least the three hours of reading instruction - not less.

Thank you,

