

**BOARD OF EDUCATION  
TOWN OF SOUTH WINDSOR, CONNECTICUT**

**REGULAR MEETING AGENDA**

PLACE: Timothy Edwards Middle School  
100 Arnold Way  
TIME: 7 p.m.  
DATE: January 10, 2017

Item	Item#	Action
I. Call to Order		
II. Pledge of Allegiance		
III. Roll Call		
IV. South Windsor Public Schools Vision Statement		
V. Approval of Minutes A. Approve Minutes of the December 13, 2016 Regular Meeting		
VI. Communications A. Superintendent B. Assistant Superintendent for Curriculum and Instruction C. Student Representatives D. Board Members		
VII. Hearing of Visitors		
VIII. Consent A. Approve Extended Leave of Absence	#1/10/17-1	
IX. Donations	#1/10/17-2	
X. Superintendent of Schools Report A. Curriculum Review – Mathematics B. Approve Resolution Regarding Elementary Facilities C. FY 2017 Second Budget Status Report	#1/10/17-3 #1/10/17-4 #1/10/17-5	
XI. Unfinished and New Business A. BOE Policy #4118.234 Prohibition of Recommendations of Psychotropic Drugs – Second Read & Approval B. BOE Policy# 5144.1 Physical Restraint & Seclusion of Students – Second Read & Approval C. Committee Reports	#1/10/17-6 #1/10/17-7	
XII. Hearing of Visitors		
XIII. Items for Future Agendas		
VX. Adjournment		

SOUTH WINDSOR BOARD OF EDUCATION  
SOUTH WINDSOR, CONNECTICUT

Welcome to this meeting of the South Windsor Board of Education. This meeting is a time when the board conducts its business and observers are always welcome.

The board is a policy-setting body. Because education is a state function, once board members are elected to office, they become officers of the state. Locally, the board is a legislative body responsible for establishing local policy ensuring that the schools are properly run in accordance with federal law, state law, and regulations. Copies of the policy manual are available in the library, the superintendent's office, and the town hall.

The board hires an administrative staff to oversee all of the daily operations in the schools and to do the staff work necessary for the board both to act on policy matters and evaluate, in a general sense, the overall functioning of the school system.

Thus, the board asks the administrative staff to do a variety of tasks involving data collection and analysis and to make recommendations where appropriate. In many instances, the law requires from the superintendent a recommendation upon which the board can act.

This is an official business meeting of the school board conducted under a prepared and limited agenda distributed to the board, town hall, and school offices several days ahead of time.

The policy of the board with respect to public participation during this meeting of the South Windsor Board of Education states:

***“All regular meetings of the board shall be open to the public”... “Time shall be reserved at each regular meeting of the board for hearing of visitors and citizens groups.”***

Visitors who address the board should be mindful of the following:

A fifteen-minute period \* will customarily be provided for public presentations at the beginning and end of the meeting.

In both instances, participants may present written or oral statements or requests. The board would appreciate receiving copies of any written statements. These statements or requests must be limited to three minutes. Unless an answer to a question is provided in the board's written policies, established regulations, or procedures, the board will not respond to the request at the same meeting, nor will it take action on a proposed recommendation, but may defer the item to a later meeting.

The board suggests some guidelines that may be helpful:

1. Each person wishing to speak should limit his or her remarks to three (3) minutes.
2. If there are many citizens desiring to speak on the same subject, they will be asked to limit their presentation so that each different subject may be given fair presentation time.
3. Citizens should not expect an immediate reply from the board since this is the time for citizens to be heard and not the time for decisions to be made. If the board feels there is need to discuss the citizen's matter of interest further, it may place the matter on the agenda for a future meeting.

The school board appreciates your assistance in helping it discharge its duties properly.

\* School board business may at times require reduction of time period.

# GOOD NEWS FROM SCHOOLS

January 10, 2017

## **PHILIP R. SMITH ELEMENTARY SCHOOL**

*Submitted by Principal, Michelle Dixon*

The Student Leadership Team held a very successful PJ Day for the kids on Friday, December 9. The school community raised \$360.46, which is directed to the Connecticut Children's Medical Center Cancer Treatment Center to help children who have cancer. This is the second year that the school has participated with the help of the Student Leadership Team.

Grace Yang and Paul Chen have been selected to participate in the CT Music Education Association Elementary Honors Orchestra. PRS is incredibly proud of them.

On December 8 Scott Driscoll spent time with fifth grade students at PRS sharing his incredible knowledge regarding internet safety.

## **ELI TERRY ELEMENTARY SCHOOL**

*Submitted by Principal, Vincent Federici*

Eli Terry has a new 5<sup>th</sup> grade community service group called Helping Hands, Loving Hearts. Throughout the year they will be going out into the community doing different activities to help make the world a better place. On Tuesday evening, December 20, a group of twenty-five 5<sup>th</sup> grade students and ten parents from this committee brought 136 toys that Eli Terry collected for the *We Are the Children* toy drive to the sorting location. Students enthusiastically sorted toys and had a ton of fun putting together bags that were given to each child on Christmas Day. Special thanks to Allison Beaulieu, 5<sup>th</sup> grade teacher, for creating this new opportunity for students.

## **PLEASANT VALLEY ELEMENTARY SCHOOL**

*Submitted by Principal, Tiffany Caouette*

Pleasant Valley will be participating in two teacher artist collaboratives in the coming months. During the months of January and February, Suzanne Sayers and Ann Shapiro, local storytellers, will be working with six classes in total. Each class will work with one artist for a 10-day residency as the social studies and ELA curriculum are brought to life and students are taught the art of storytelling. This exciting collaborative is part of the HOT School process.

## **SOUTH WINDSOR HIGH SCHOOL**

*Submitted by Principal, Daniel Sullivan*

Students Jason Rickenbacher and Lindsey Hurd are the recipients of South Windsor High School's Hugh O'Brian Youth Leadership (*HOBY*) Award given annually to 1 or 2 SWHS sophomores.

*HOBY* is one of the most prestigious recognitions for sophomores, as it nationally recognizes students who have demonstrated leadership and show promise in these areas: outstanding oral and/or written communication skills, critical and/or creative thinking, strong decision making skills, sensitivity to the needs and/or concerns of others and charismatic personality.

Jason and Lindsey will represent SWHS in a *HOBY* State Leadership Seminar in the spring and some of these attendees will have the opportunity to attend a national conference next summer. The seminars

allow students to recognize their leadership talents and apply them in becoming effective ethical leaders in their home, school, and community. Congratulations is also in order to Ronnak Saxena, selected as SWHS's *HOBY* Alternate.

**PERSONNEL AND ADMINISTRATION**  
South Windsor Public Schools  
1737 Main Street  
South Windsor, CT 06074

**MEMORANDUM**

[cmcnamara@swindsor.k12.ct.us](mailto:cmcnamara@swindsor.k12.ct.us)

Date: January 6, 2017

To: Kate Carter, Ed.D.  
Superintendent of Schools

From: Colin J. McNamara  
Assistant Superintendent  
Personnel and Administration

Subject: Request for Unpaid Leave of Absence

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Susan Grenier, a teacher currently on a one year leave of absence, has requested an extension of her leave of absence through the 2017-18 school year. This request is due to personal reasons.

As you know, Item XI.G.1 of the SWEA contract states that any teacher, upon approval of the Board, may be granted an unpaid leave of absence. A leave of absence may be for up to 2 years and must be approved by the Board of Education.

I would recommend that the Board of Education approve this leave request at the January 10, 2017 meeting.

Please let me know if you have any questions.



*South Windsor Public Schools*  
*Office of the Superintendent*  
*Memorandum*

TO: Members, Board of Education

FROM: Kate Carter, Ed.D.  
 Superintendent of Schools

RE: Gift Acceptance – January 10, 2016

<b>Organization/Person Making Donation</b>	<b>Gift</b>	<b>Recipient</b>	<b>Category</b>
Mr. & Mrs. Mutchek	\$1,000	Timothy Edwards Middle School	Student Activities
The Benevity Community Impact Fund	\$170	Philip R. Smith Elementary School	Student Activities
The Kula Foundation	\$30.14	South Windsor High School	Student Activities
South Windsor Public Education Fund	\$1,260	Orchard Hill Elementary School	Classroom Support
South Windsor Public Education Fund	\$5,494.62	South Windsor Public Schools	Other: Grant to create a lending library of bilingual materials districtwide
South Windsor Public Education Fund	\$1,000	Eli Terry Elementary School	Classroom Support
South Windsor Public Education Fund	\$1,185	Eli Terry Elementary School	Classroom Support
South Windsor Community Foundation	\$2,000	South Windsor High School	Robotics
Travelers CyberGrants Inc.	\$101	Timothy Edwards Middle School	Student Activities
Travelers CyberGrants Inc.	\$240	South Windsor Public Schools	Student Activities

Each donation provided to the board for its acceptance is associated with one of the following categories: Athletics, Classroom Support, Cultural Arts, Field Trips, Performing Arts, Robotics, Student Activities, Technology, Other (with explanation)

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## *Memorandum*

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January 4, 2017

*To:* Dr. Kate Carter, Superintendent of Schools

*From:* Sheryl L. Mortensen, Assistant Superintendent for Curriculum and Instruction

*Subject:* K-12 Curriculum Review – Mathematics

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In accordance with the Long-Range Curriculum Planning Calendar, curriculum leaders work with appropriate stakeholders to conduct a curriculum review. The South Windsor Curriculum Development Guide is aligned with the October 2008 Connecticut Curriculum Development Guide published by the Connecticut State Department of Education.

The curriculum review for the grade K-12 Mathematics program will be presented on January 10, 2017 to members of the board of education by Sharon Keegan, K-12 Curriculum Specialist. Attached is a copy of the Mathematics commendations and recommendations summary. Mrs. Keegan's PowerPoint slides are also attached.

<b>Prepared by:</b> Sharon Keegan, Curriculum Specialist	<b>Date:</b> January 4, 2017
<b>Content Area:</b> Mathematics	<b>Grade Levels/Courses Reviewed:</b> K-12

**COMMENDATIONS:**

- (1) All curriculum is aligned with the Common Core Math Standards.
- (2) K-12 common assessments have been created and revised to reflect an increase in rigor, which has resulted in increased student achievement.
- (3) An elementary enrichment opportunity was created for qualifying students in grades 3-5.
- (4) Authentic performance tasks included at all levels, including increased use of manipulatives for modeling mathematics.
- (5) Intervention classes are now based on data driven decision making to fill in gaps for students.
- (6) Parent Guides for Math Intervention have been created for grades K-12, and posted to the district website.
- (7) Multiple entry points have been created, allowing students to advance levels.
- (8) Seven new courses have been added for students in grades 6-12.

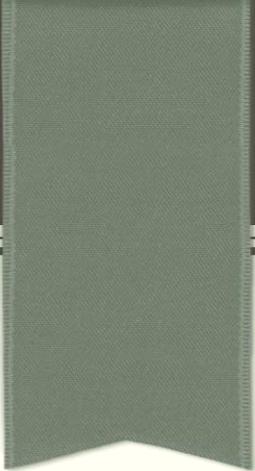
**RECOMMENDATIONS:**

**Short-term Next Steps:**

- (1) Incorporate technology into curricular documents to enhance instruction and increase student achievement.
- (2) Provide additional math intervention support at SWHS.
- (3) Continue to organize curricular documents in Google drive, especially for high school elective math courses.

**Long-term Next Steps:**

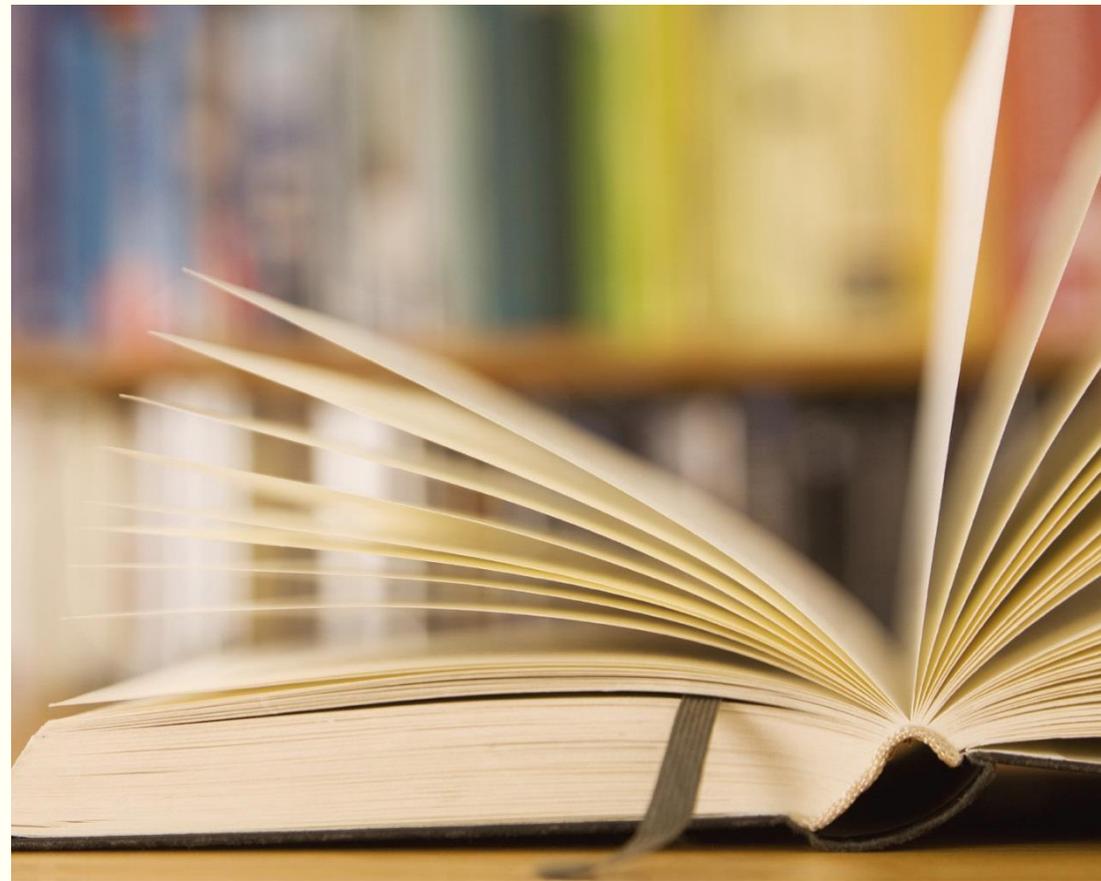
- (1) Add teachers to the elementary math enrichment program and SWHS math intervention program.
- (2) Work with curriculum teams to establish cross curricular connections between math and science at both TEMS and SWHS.



**MATHEMATICS**

**CURRICULUM REVIEW**

Sharon Keegan, K-12 Curriculum Specialist  
January 2017



# Major Goals

- Ensure **high expectations** and access to meaningful mathematics learning for every student
- Ensure **implementation of the Standards for Mathematical Practice** to develop the processes and proficiencies in mathematics for grades K-12
- Implement a curriculum that is aligned to national and state standards while incorporating **21<sup>st</sup> century skills and technologies**, resulting in relevant and meaningful instruction and high student achievement
- Utilize **data-driven decision making** based on universal screens, benchmark and formative assessments **to inform instruction** and improve student learning in grades K-12
- Ensure instructional **equity among all students**

# Standards for Mathematical Practices



1. Make sense of problems and persevere in solving them
2. Reason abstractly and quantitatively
3. Construct viable arguments and critique the reasoning of others
4. Model with mathematics
5. Use appropriate tools strategically
6. Attend to precision
7. Look for and make use of structure
8. Look for and express regularity in repeated reasoning

# New Initiatives

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- Emphasis on students being able to explain the **how** and **why** of the mathematics
- Increased **rigor** in both classroom work and common assessments
- Utilization of **universal screen** for mathematics
- Provide quality instruction for high stakes test review (**SBAC, SAT**)
- Link students with **online resources**



# New Courses/Programming

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**Elementary**



- Enrichment teacher added to grades 3-5

**Middle School**



- Advanced Grade 6 Mathematics
- Expanded “off-grade level” math opportunities

**High School**



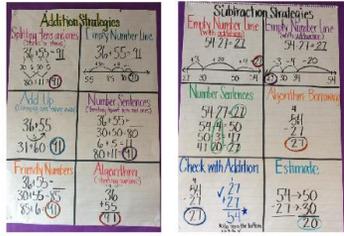
- Grade 9 Algebra Lab to support Algebra 1
- Honors Algebra 1
- Geometry Essentials
- Advanced Mathematical Decision Making
- Mobile Computer Science Principles (CSP)
- AP Mobile CSP
- Resurgence of SWHS Math Team

# Parent Guides to Math Intervention

South Windsor Public Schools

## Mathematics Strategies for Parents

### K-2

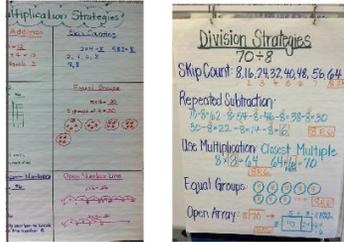


A Resource for Helping Your Students at Home  
We Value the Home/School Connection

South Windsor Public Schools

## Mathematics Strategies for Parents

### 3-5



A Resource for Helping Your Students at Home  
We Value the Home/School Connection

Timothy Edwards Middle School

## MATH INTERVENTION HANDBOOK



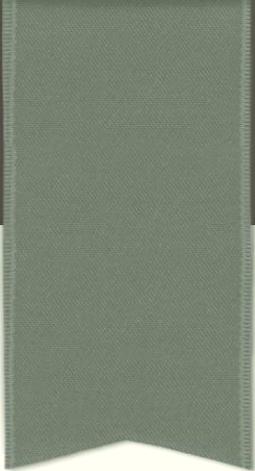
Created June 2015

Meredith Cromack  
Chrissie Deitelbaum  
Tammy Zurkowski

SWHS

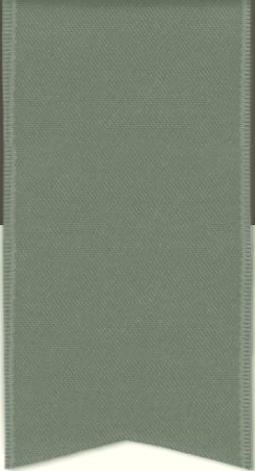


Math Intervention



# COMMENDATIONS

- All curriculum is aligned with the Common Core Math Standards
- K-12 common assessments have been created and revised to reflect an increase in rigor which has resulted in increased student achievement
- Elementary math enrichment opportunity created for qualifying students in grades 3-5
- Authentic performance tasks included at all levels, including increased use of manipulatives for modeling mathematics
- Intervention classes are now based on data-driven decision making to fill in gaps for students
- Parent Guides to Math Intervention have been created for grades K-12, and posted to the district website
- Multiple entry points have been created, allowing students to advance levels
- Seven new courses added grades 6-12



# SHORT-TERM RECOMMENDATIONS

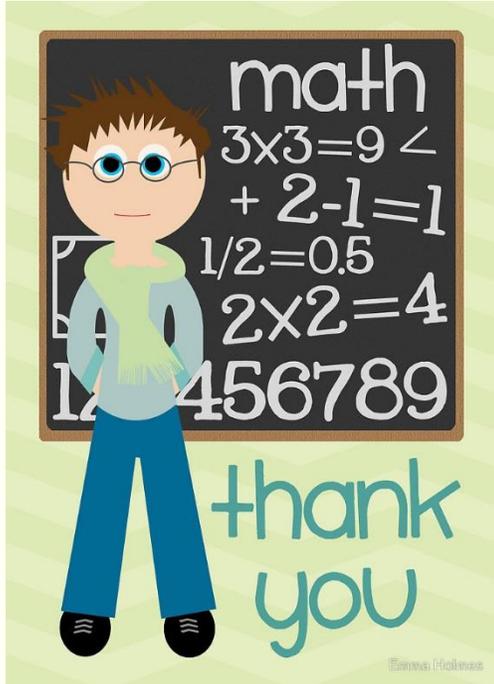
- Incorporate technology into curricular documents to enhance instruction and increase student achievement
- Provide additional math intervention support at SWHS
- Continue to organize curricular documents in Google drive, especially for high school elective math courses

# LONG-TERM RECOMMENDATIONS

- Add teachers to the elementary math enrichment program and SWHS intervention program
- Establish cross-curricular connections between Math and Science at secondary level (TEMS and SWHS)

# Appreciations

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## K-5 Math Department

Nancy Bassilakis (ET)  
Dawn Campbell (OH)  
Jennifer Hill (PV)  
Karriann Noble (WES)  
Julie Ratajczak (PRS)  
Pam Roberts

## TEMS Math Department

Meredith Cromack	JuliaBeth Leveille
Bill Denker	Jeanne Masecar
Chrissie Gallucci	Joanna Pantages
Beth Goldman	Linda Pencz
Stefan Klein	Kim Ruschmeier
Jennifer Lapp	Tammy Zurkowski

## SWHS Math Department

Karolyn Andrews	Devra Larkins
Heather Beams	Donna Lynch
Larry Bojarski	Sue Mazzonna
Andrew Brindisi	Jason Pantages
Donna Busa	Margaret Shea
Beckie Correale	Cara Singer
Mariamamma Devassy	Julie Thompson
Matt Eppler	Mike West
Jason Grosso	Nancy Wimer

South Windsor Board of Education  
January 10, 2017

RESOLUTION

**WHEREAS**, the 2011-2014 Strategic Plan adopted on September 13, 2011 calls for a “long-range elementary facilities plan that promotes a safe, engaging learning environment that is accessible to all students and community members”; and

**WHEREAS**, the Board of Education officially adopted the Elementary Facilities Ten-Year Master Plan on October 29, 2013; and

**WHEREAS**, on October 13, 2016 the Board of Education approved on the *Educational Specifications* for the construction of two new K-5 elementary schools to be built on the campuses of Eli Terry Elementary School and Philip R. Smith Elementary School; and

**WHEREAS**, on October 13, 2016 the Board of Education approved the final total project cost estimate for Eli Terry Elementary School at \$37.4M and Philip R. Smith Elementary School at \$32.5M, resulting in the total Phase II cost of \$69.9M; and

**WHEREAS**, an overview of Phase II of the Plan was presented to the Town Council on December 19, 2016; and

**WHEREAS**, it is the desire of the Board of Education to bring the referendum question forward to the South Windsor community on March 21, 2017.

**THEREFORE, BE IT RESOLVED** that the Board of Education authorizes the Chairman of the Board to formally request the Town Council to approve a referendum date of March 21, 2017 at its February 6, 2017 regular meeting.

**SOUTH WINDSOR PUBLIC SCHOOLS**  
**BUSINESS OFFICE**  
**1737 Main Street**  
**South Windsor, Connecticut 06074**  
**(860) 291-1260**

*cchemerka@swindsor.k12.ct.us*

To: Kate Carter, Ed.D., Superintendent of Schools  
From: Chris M. Chemerka, Director of Finance and Operations  
Re: 2<sup>nd</sup> Budget Status FY 2017  
Date: January 3, 2017

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Attached please find documents pertaining to the second budget status report of this fiscal year in accordance with Board Policy. All data represented includes transactions processed through December 19, 2016.

There are currently no program or personnel unallocated balances to report. Projections indicate meeting budget allocations within the budget. Additionally, at this time I am not projecting a year-end unallocated balance. Funds may become available in the next quarter, however; at this time it is unknown.

**Special Education Information**

The Special Education budget continues to fluctuate and will be monitored closely throughout the year. Current projections indicate outplacement expenditures are slightly below budget.

**Health Reserve Information**

Claims experience through November align with projections. However, the December claims experience is significantly higher than expected. We are researching this to determine if it is an anomaly or a new trend. The reserve balance is approximately 24% of the years projected claims. This is on target, as the recommended industry standard is to maintain a minimum 25% of the years projected claims as a reserve balance.

**PROGRAM ACCOUNTS**  
**South Windsor Board of Education FY 2017**  
**2nd Budget Projection Reconciliation**

	Budget	Adjusted Budget	YTD Expended	Encumbered	Balance	Combined % Expended and Encumbered
01 Elementary	\$549,296	\$547,394	\$283,947	\$92,122	\$171,325	68.7%
02 Middle School	\$352,635	\$339,913	\$176,263	\$60,659	\$102,991	69.7%
03 High School	\$819,407	\$813,690	\$332,423	\$141,046	\$340,221	58.2%
04 Systemwide	\$196,233	\$192,535	\$108,121	\$14,879	\$69,534	63.9%
05 Special Education	\$4,807,371	\$4,762,081	\$2,219,322	\$2,331,808 *	\$210,951	95.6%
06 Pupil Services	\$275,333	\$303,170	\$100,396	\$182,875	\$19,899	93.4%
11 Transportation	\$1,922,196	\$1,918,334	\$488,538	\$1,428,448	\$1,349	99.9%
21 Energy/Utilities	\$1,581,575	\$1,605,575	\$870,932	\$717,032	\$17,611	98.9%
22 Building Operations	\$985,526	\$961,526	\$361,125	\$305,997	\$294,404	69.4%
23 Building Maintenance	\$173,598	\$176,000	\$131,649	\$14,298	\$30,053	82.9%
30 Building and Site Projects	\$232,869	\$342,001	\$286,279	\$45,627	\$10,096	97.0%
41 Board of Education	\$128,950	\$154,341	\$123,533	\$16,397	\$14,411	90.7%
42 Office of the Superintendent	\$59,949	\$59,949	\$23,055	\$24,518	\$12,375	79.4%
43 Business Services	\$372,680	\$382,070	\$235,297	\$136,549	\$10,225	97.3%
44 Technology Support Services	\$1,659,061	\$1,671,129	\$853,054	\$439,604	\$378,471	77.4%
50 Staff Services	\$81,900	\$83,511	\$26,062	\$19,698	\$37,750	54.8%
60 Unallocated Appropriation	\$0	\$0	\$0	\$0	\$0	
<b>Program</b>	<b>\$14,198,579</b>	<b>\$14,313,219</b>	<b>\$6,619,995</b>	<b>\$5,971,559</b>	<b>\$1,721,665</b>	<b>88.0%</b>

\*Includes Estimated Excess Cost Grant \$1,381,729

**PERSONNEL ACCOUNTS**  
South Windsor Board of Education FY 2017  
2nd Budget Projection Reconciliation

	Budget	Adjusted Budget	YTD Expended	Encumbered	Balance	Combined % Expended and Encumbered
01 Elementary	\$10,733,295	\$10,746,060	\$3,606,562	\$7,075,295	\$64,203	99.4%
02 Middle School	\$6,938,519	\$6,952,794	\$2,309,232	\$4,596,809	\$46,753	99.3%
03 High School	\$10,572,304	\$10,601,232	\$3,615,949	\$6,814,361	\$170,923	98.4%
04 Systemwide	\$1,574,559	\$1,532,297	\$618,638	\$828,305	\$85,354	94.4%
05 Special Education	\$6,643,304	\$6,586,987	\$2,297,828	\$4,225,646	\$63,513	99.0%
06 Pupil Services	\$2,679,003	\$2,708,306	\$922,952	\$1,763,292	\$22,062	99.2%
22 Building Operations	\$2,031,021	\$2,014,379	\$865,712	\$1,055,550	\$93,118	95.4%
23 Building Maintenance	\$374,368	\$354,756	\$156,697	\$180,565	\$17,494	95.1%
42 Office of the Superintendent	\$1,121,772	\$1,144,011	\$521,649	\$621,759	\$603	99.9%
43 Business Services	\$537,210	\$601,546	\$263,396	\$324,256	\$13,894	97.7%
44 Technology Support Services	\$847,334	\$880,051	\$382,537	\$495,755	\$1,759	99.8%
50 Staff Services	\$13,500,804	\$13,316,431	\$5,901,336	\$6,204,884	\$1,210,211	90.9%
60 Unallocated Appropriation	\$0	\$0	\$0	\$0	\$0	
<b>Personnel</b>	<b>\$57,553,491</b>	<b>\$57,438,851</b>	<b>\$21,462,488</b>	<b>\$34,186,477</b>	<b>\$1,789,886</b>	<b>96.9%</b>
<b>100 General Fund</b>	<b>\$71,752,070</b>	<b>\$71,752,070</b>	<b>\$28,082,483</b>	<b>\$40,158,036</b>	<b>\$3,511,551</b>	<b>95.1%</b>

## Personnel -- Certified/Non-Certified

### Prohibition on Recommendations for Psychotropic Drugs

In accordance with Conn. Gen. Stat. § 10-212b, the Board of Education prohibits school personnel from recommending the use of psychotropic drugs for any child. Moreover, personnel may not require that a child obtain a prescription for a controlled substance (as defined in the Controlled Substances Act, 21 USC 801 et seq.) in order for the child to: 1) attend school; 2) receive an initial evaluation or reevaluation to determine a child's eligibility for special education; or 3) receive special education and related services. Notwithstanding the foregoing, school health or mental health personnel may recommend that a child be evaluated by an appropriate medical practitioner and school personnel may consult with such practitioner with the consent of the parents or guardian of such child, in accordance with the procedures outlined below.

#### I. Definitions

For purposes of this policy, the following definitions apply:

- A. Psychotropic drugs means prescription medications for behavioral or social-emotional concerns, such as attentional deficits, impulsivity, anxiety, depression and thought disorders, and includes, but is not limited to, stimulant medication and antidepressants.
- B. Recommend means to directly or indirectly suggest that a child should use psychotropic drugs.
- C. School health or mental health personnel means:
  - 1. school nurses or nurse practitioners appointed pursuant to Conn. Gen. Stat. § 10-212;
  - 2. school medical advisors appointed pursuant to Conn. Gen. Stat. § 10-205;
  - 3. school psychologists;
  - 4. school social workers;
  - 5. school counselors;
  - 6. school administrators;
  - 7. other school personnel (such as a teacher designated as a child's Case Manager) who have been identified by a Planning and Placement Team, Section 504 team, Student Assistance Team or similar group of district professionals as the person responsible for communication with a parent or guardian about a child's need for medical evaluation;

8. a school professional staff member designated by the Superintendent to communicate with a child's parent or guardian about a child's need for medical evaluation.

## II. Procedures

- A. A school health or mental health personnel, as defined above, may communicate with other school personnel about a child who may require a recommendation for a medical evaluation, provided that 1) there is a legitimate educational interest in sharing such information; and 2) such communication shall remain confidential, to the extent required by law.
- B. A school health or mental health personnel, as defined above, may communicate a recommendation to a parent or guardian that a child be evaluated by a medical practitioner provided that 1) based on such person's professional experience, objective factors indicate that a medical evaluation may be necessary to address concerns relating to the child's education and overall mental health; and 2) any communication includes the basis for the recommendation.
- C. If a parent or guardian determines that it is necessary to share medical information, including results of any medical evaluation, with school personnel, he or she may do so at any time. School personnel who receive such information directly from a parent must maintain the confidentiality of such information, to the extent required by law.
- D. Any school personnel with a legitimate educational interest in obtaining information from a child's medical practitioner outside the school who is not a school employee must obtain prior, written consent from the child's parent or guardian to communicate with such outside medical practitioners. Any school health or mental health personnel, as defined above, may request written consent from the parent or guardian. To be valid, the written consent must: 1) be signed by the child's parent or guardian; 2) be dated; 3) provide the child's name; 4) provide the name of the medical practitioner and relevant contact information, to the extent known; and 5) indicate the scope of the consent.

Nothing in this policy shall be construed to prevent school personnel from consulting with a medical practitioner who has information concerning a child, as long as the school district has obtained consent from the parent(s) or guardian(s) of the child, in accordance with the Section II.D., above. Nothing in this policy shall prevent a planning and placement team from recommending a medical evaluation as part of an initial evaluation or reevaluation, as needed to determine a child's (i) eligibility for special education and related services, or (ii) educational needs for an individualized education program.

### Legal References:

Conn. Gen. Stat. § 10-212b  
Public Act 06-18, An Act Concerning Special Education

34 C.F.R. § 300.174 Prohibition on mandatory medication.

ADOPTED: November 13, 2001

REVISED:

**5144.1**

**Students**

**Physical Restraint and Seclusion of Students**

The Board of Education seeks to foster a safe and positive learning environment for all students. Board of Education employees will restrict the use of physical restraint or seclusion of students to emergency situations, in accordance with this policy and accompanying administrative regulations and applicable law. Physical restraint or seclusion of a student may be necessary in an emergency situation to maintain the safety of the student or another individual.

The Board of Education authorizes the Superintendent or his/her designee to develop and implement Administrative Regulations in accordance with this Policy and applicable law. The Board of Education mandates compliance with this Policy and the associated Administrative Regulations at all times. Violations of this Policy and/or associated Administrative Regulations by a Board of Education staff member or other individual working at the direction of, or under the supervision of, the Board of Education, may result in disciplinary action, up to and including possible termination of employment status and/or termination of contract for services.

Nothing within these regulations shall be construed to interfere with the Board's responsibility to maintain a safe school setting, in accordance with Connecticut General Statutes § 10-220.

Legal References: Conn. Gen. Stat. § 10-76b

Conn. Gen. Stat. § 10-76d

Conn. Gen. Stat. § 53a-18 to 53a-22

Public Act 15-141, "An Act Concerning Seclusion and Restraint in Schools"

Regs. Conn. State Agencies §§ 10-76b-5 through 10-76b-11, as amended July 1, 2013

Other References:

Restraint and Seclusion: Resource Document, United States Department of Education, available at <http://www2.ed.gov/policy/seclusion/restraints-and-seclusion-resources.pdf>.

"New Legislation for Public Act 15-141: An Act Concerning Seclusion and Restraint in Schools," Connecticut State Department of Education, October 5, 2015  
Memorandum from Dr. Isabelina Rodriguez.

## Students

### Physical Restraint and Seclusion of Students

#### Regulations

The South Windsor Public Schools (the “District”) seeks to foster a safe and positive learning environment for all students. District employees will restrict the use of physical restraint or seclusion of students to emergency situations, in accordance with these administrative regulations and the associated policy and applicable law. Physical restraint or seclusion of a student may be necessary in an emergency situation to maintain the safety of the student or another individual.

The following sets forth the procedures for compliance with the relevant state law and regulations concerning the physical restraint and seclusion of students in the District. The Superintendent mandates compliance with these regulations at all times. Violations of these regulations by a Board of Education staff member or other individual working at the direction of, or under the supervision of, the Board of Education, may result in disciplinary action, up to and including possible termination of employment status and/or termination of contract for services.

Nothing within these regulations shall be construed to interfere with responsibility of the District to maintain a safe school setting, in accordance with Connecticut General Statutes § 10-220.

#### I. Definitions:

- A. Life Threatening Physical Restraint: Any physical restraint or hold of a person that (1) restricts the flow of air into a person’s lungs, whether by chest compression or any other means, or (2) immobilizes or reduces the free movement of a person’s arms, legs or head while the person is in the prone position.
- B. Psychopharmacological Agent: Any medication that affects the central nervous system, influencing thinking, emotion or behavior;
- C. Physical Restraint: Any mechanical or personal restriction that immobilizes or reduces the free movement of a person’s arms, legs or head. The term does not include: (1) Briefly holding a person in order to calm or comfort the person; (2) restraint involving the minimum contact necessary to safely escort a person from one area to another; (3) medical devices, including, but not limited to, supports prescribed by a health care provider to achieve proper body position or balance; (4) helmets or other protective gear used to protect a person from injuries due to a fall; or (E) helmets, mitts and similar devices used to prevent self-injury when the device is (i) part of a documented treatment plan or an Individualized Education Program (“IEP”); or (ii) prescribed or recommended by a medical professional, as defined in section 38a-976 of the Connecticut General Statutes, and is the least restrictive means available to prevent such injury.
- D. School Employee: (1) Any individual employed by the South Windsor Public Schools who is a teacher, substitute teacher, administrator, superintendent,

guidance counselor, psychologist, social worker, nurse, physician, paraprofessional, coach; and (2) any other individual who in the course of performing his or her duties has regular contact and provides services to or on behalf of students enrolled in the South Windsor Public Schools or pursuant to a contract with the South Windsor Public Schools.

E. Seclusion: The confinement of a person in a room, whether alone or with supervision by a school employee, in a manner that prevents the person from leaving that room. Seclusion does not include any confinement of a student in which the person is physically able to leave the area of confinement including, but not limited to, in-school suspension and time-out.

F. Student: a child who is

1. Enrolled in grades kindergarten to twelve, inclusive, in a public school under the jurisdiction of a local or regional board of education;
2. Receiving special education and related services in an institution or facility operating under a contract with a local or regional board of education pursuant to subsection (d) of section 10-76d of the Connecticut General Statutes;
3. Enrolled in a program or school administered by a regional education service center established pursuant to section 10-66a of the Connecticut General Statutes; OR
4. Receiving special education and related services from an approved private special education program.

## II. Life-Threatening Physical Restraint

- A. No school employee shall under any circumstance use a life-threatening physical restraint on a student.
- B. Nothing in this section shall be construed as limiting any defense to criminal prosecution for the use of deadly physical force that may be available under sections 53a-18 to 53a-22, inclusive, of the Connecticut General Statutes.

## III. Procedures for Physical Restraint and Seclusion of Students

- A. No school employee shall use physical restraint or seclusion on a student EXCEPT as an emergency intervention to prevent immediate or imminent injury to the student or to others.
- B. No school employee shall use physical restraint or seclusion on a student unless the school employee has received training in accordance with state law and/or the District's trainings plans as described in Section X below, upon implementation thereof.
- C. Physical restraint and seclusion of a student shall never be used as a disciplinary measure or as a convenience.

- D. School employees must explore ALL less restrictive alternatives prior to using physical restraint or seclusion for a student.
- E. School employees must comply with all regulations promulgated by the Connecticut State Department of Education in their use of physical restraint and seclusion with a student.
- F. Monitoring
  - 1. Physical restraint: A school employee must continually monitor any student who is physically restrained. The monitoring must be conducted by either:
    - a. direct observation of the student; or
    - b. observation by way of video monitoring within physical proximity sufficient to provide aid as may be needed.
  - 2. Involuntary seclusion: A school employee must frequently monitor any student who is involuntarily placed in seclusion. The monitoring must be conducted by either:
    - a. direct observation of the student; or
    - b. observation by way of video monitoring within physical proximity sufficient to provide aid as may be needed.
- G. Length
  - 1. Any period of physical restraint or seclusion:
    - a. shall be limited to that time necessary to allow the student to compose him or herself and return to the educational environment; and
    - b. shall not exceed fifteen (15) minutes, except as provided below.
  - 2. If any instance of physical restraint or seclusion of a student used as an emergency intervention exceeds fifteen (15) minutes, one of the following individuals, who have received training in the use of physical restraint or seclusion, will determine whether continued physical restraint or seclusion is necessary to prevent immediate or imminent injury to the student or to others:
    - a. an administrator, or such administrator's designee;
    - b. a school health or mental health personnel; or
    - c. a board certified behavior analyst.

3. The individual identified under subsection 2 (a-c) shall make a new determination every thirty (30) minutes thereafter regarding whether such physical restraint or seclusion is necessary to prevent immediate or imminent injury to the student or to others.

H. A school employee must regularly evaluate the student being physically restrained or secluded for signs of physical distress. The school employee must record each evaluation in the educational record of the person being physically restrained or secluded.

#### IV. Seclusion Room Requirements

Seclusion can happen in any location, although a district may designate an area or room for this purpose. Regardless of location, any room used for seclusion must:

- A. be of a size that is appropriate to the chronological and developmental age, size and behavior of the student;
- B. have a ceiling height that is comparable to the ceiling height of the other rooms in the building in which the seclusion room is located;
- C. be equipped with heating, cooling, ventilation and lighting systems that are comparable to the systems that are used in the other rooms of the building in which the seclusion room is located;
- D. be free of any object that poses a danger to the student who is being placed in the seclusion room;
- E. conform to applicable building code requirements.

If the door or doors to a room used for seclusion are to be locked, latched or otherwise secured, a modification from the State Fire Marshal's office shall be secured prior to the installation of a locking mechanism. If a door locking mechanism is used, the student shall be constantly monitored notwithstanding any other provisions of the Connecticut General Statutes or Regulations to the contrary. The locking mechanism to be used shall be a device that shall be readily released by staff as soon as possible but in no case longer than within two minutes of the onset of an emergency and is connected to the fire alarm system so that the locking mechanism is released automatically when a fire alarm is sounded. An "emergency," for purposes of this subsection, includes but is not limited to the following:

1. the need to provide direct and immediate medical attention to the student;
2. fire;
3. the need to remove the student to a safe location during a building lockdown; or

4. other critical situations that may require immediate removal of the student from seclusion to a safe location; and
- F. have an unbreakable observation window or fixture located in a wall or door, which allows the student a clear line of sight beyond the area of seclusion, to permit frequent visual monitoring of the student and any school employee in such room. The requirement for an unbreakable observation window does not apply if it is necessary to clear and use a classroom or other room in the school building as a seclusion room for a student.
- V. Use of Psychopharmacologic Agent
- A. No school employee may use a psychopharmacologic agent on a student without that student's consent and the consent of the student's parent/guardian, unless it is a part of a student's Individualized Health Care Plan.
  - B. The use of psychopharmacologic agents, alone or in combination, may be used only in doses that are therapeutically appropriate and not as a substitute for other appropriate treatment.
  - C. Any administration of a psychopharmacologic agent must ONLY be done in accordance with applicable federal and state law and the Board of Education's Administration of Medication Policy.
- VI. Required Meetings
- A. Students not Eligible for Special Education (and not being evaluated for eligibility for special education)
    1. In the event that physical restraint or seclusion is used on a student four (4) or more times within twenty (20) school days, a team composed of an administrator, one or more of the student's teachers, a parent or guardian of the student, and, if any, a school mental health professional, shall convene to:
      - a. conduct or revise a behavioral assessment of the student;
      - b. create or revise any applicable behavior intervention plan; and
      - c. determine whether such student may require a referral for consideration for special education pursuant to federal and state law.
    2. The requirement to convene this meeting shall not supersede the District's obligation to refer a student to a planning and placement team ("PPT") as may be required in accordance with federal and state law.
  - B. Students Eligible for Special Education (and students being evaluated for eligibility for special education)

In the event that physical restraint or seclusion is used on a student **four (4) or more times within twenty (20) school days**, the student's PPT shall convene to:

1. conduct or revise a functional behavioral assessment ("FBA");
  2. create or revise any applicable behavior intervention plan ("BIP"), including but not limited to, such student's individualized education program ("IEP"); and
  3. review or revise the student's IEP, as appropriate.
- C. The Director of Special Services is responsible for reviewing the number of occurrences of the use of physical restraint or seclusion on a monthly basis to ensure that the appropriate meeting(s) has been convened following the fourth occurrence of physical restraint or seclusion in a twenty (20) day period.

#### VII. Crisis Intervention Team

- A. Each school year, the Assistant Superintendent for Personnel & Administration shall require each school in the District to identify a crisis intervention team consisting of school professionals, paraprofessional staff members and administrators who have been trained, in accordance with state law, in the use of physical restraint and seclusion.
- B. Members of crisis intervention teams shall respond to any incident in which the use of physical restraint or seclusion may be necessary as an emergency intervention to prevent immediate or imminent injury to a student or others.

#### VIII. Documentation and Communication

- A. After each incident of physical restraint or seclusion, and no later than the school day following the incident, a school employee must complete the form provided by the South Windsor Public Schools for reporting incidents of physical restraint and seclusion. The incident form must be included in the educational file of the student who was physically restrained or secluded. The information documented on the form must include the following:
  1. in the case of an emergency use, the nature of the emergency and what other steps, including attempts at verbal de-escalation, were taken to prevent the emergency from arising if there were indications that such an emergency was likely to arise;
  2. a detailed description of the nature of the restraint or seclusion;
  3. the duration of the restraint or seclusion;
  4. the effect of the restraint or seclusion on the student's established behavioral support or educational plan; AND
  5. whether the seclusion of a student was conducted pursuant to an IEP.

- B. A school employee must notify the parent or guardian of a student of each incident that the student is physically restrained or secluded.
1. A school employee must make a reasonable attempt to immediately notify a parent or guardian after a student is initially placed in physical restraint or seclusion; in all circumstances, a school employee shall notify the parent or guardian within twenty-four (24) hours after a student is initially placed in physical restraint or seclusion.
  2. Notification must be made by telephone, e-mail, or other method which may include, but is not limited to, sending a note home with the student.
  3. The parent or guardian of a student who has been physically restrained or placed in seclusion shall be sent a copy of the completed incident report of such action no later than two (2) business days after the use of physical restraint or seclusion, regardless of whether the parent received the notification described in subsections 1 and 2 above.
  4. The Director of Special Services shall determine what school employees shall be permitted to ensure that required parent/guardian notifications are made.
- C. The Director of Special Services, or his or her designee, must, at each initial PPT meeting for a student, inform the child's parent, guardian, or surrogate parent, or the student if such student is an emancipated minor or eighteen years of age or older, of the laws relating to physical restraint and seclusion as expressed through this regulation, and of the laws and regulations adopted by the Connecticut State Department of Education relating to physical restraint and seclusion.
1. The Director of Special Services, or his or her designee, shall provide to the child's parent, guardian, or surrogate parent, or the student if such student is an emancipated minor or eighteen years of age or older, at the first PPT meeting following the student's referral to special education the plain language notice of rights regarding physical restraint and seclusion developed by the Connecticut State Department of Education.
  2. The plain language notice developed by the Connecticut State Department of Education shall also be provided to the student's parent, guardian, or surrogate parent, or the student if such student is an emancipated minor or eighteen years of age or older at the first PPT meeting at which the use of seclusion as a behavior intervention is included in the student's IEP.
- D. The Director of Special Services, or his or her designee, must be notified of the following:
1. each use of physical restraint or seclusion on a student;
  2. the nature of the emergency that necessitated its use;

3. whether the seclusion of a student was conducted pursuant to an IEP; AND
3. if the physical restraint or seclusion resulted in physical injury to the student.

IX. Responsibilities of the Director of Special Services

- A. The Director of Special Services, or his or her designee, must compile annually the instances of physical restraint and seclusion within the District, the nature of each instance of physical restraint and seclusion, and whether instances of seclusion were conduct pursuant to IEPs.
- B. The Director of Special Services, or his or her designee, must report to the Connecticut State Department of Education within two (2) business days any instance of physical restraint or seclusion that resulted in physical injury (serious and non-serious) to the student.

X. Professional Development Plan and Training

- A. The District shall annually provide all school professionals, paraprofessional staff members and administrators with an overview of the relevant laws and regulations regarding the use of physical restraint and seclusion on students. Such overview shall be in a manner and form as prescribed by the State Department of Education.
- B. Plan Concerning Prevention Training
  1. The District shall develop a plan through which training regarding the prevention of incidents requiring physical restraint or seclusion of students is provided to all school professionals, paraprofessional staff members and administrators.
  2. This plan shall be implemented no later than July 1, 2017.
  3. This plan shall require the training of all school professionals, paraprofessional staff and administrators not later than July 1, 2019.
- C. Plan Concerning Proper Means of Using Physical Restraint and Seclusion
  1. The District shall develop a plan through which training regarding the proper means of physically restraining or secluding a student is provided to all school professionals, paraprofessional staff members and administrators. Such training shall include, but not be limited to:
    - a. verbal defusing or de-escalation;
    - b. prevention strategies;
    - c. types of physical restraint;

- d. the differences between life-threatening physical restraint and other varying levels of physical restraint;
  - e. the differences between permissible physical restraint and pain compliance techniques;
  - f. monitoring to prevent harm to a person physically restrained or in seclusion; and
  - g. recording and reporting procedures on the use of physical restraint and seclusion.
- 2. This plan shall be implemented no later than July 1, 2017.
  - 3. This plan shall require the training of all school professionals, paraprofessional staff and administrators not later than July 1, 2019, and periodically thereafter as prescribed by the State Department of Education.

XI. Review and Revision of Policies, Regulations and Procedures

- A. The District shall make available policies and procedures regarding the physical restraint and seclusion of students on the District’s Internet web site and procedures manual.
- B. The District shall update any policies, regulations and/or procedures regarding the physical restraint and seclusion of students within sixty (60) days after the State Department of Education’s adoption or revision of regulations regarding the same. Any and all such updates shall be made available in accordance with subsection A of this section.

Legal References:

- Conn. Gen. Stat. § 10-76b
- Conn. Gen. Stat. § 10-76d
- Conn. Gen. Stat. § 53a-18 to 53a-22

Public Act 15-141, “An Act Concerning Seclusion and Restraint in Schools”  
 Regs. Conn. State Agencies §§ 10-76b-5 through 10-76b-11, as amended July 1, 2013

Other References:

Restraint and Seclusion: Resource Document, United States Department of Education, available at <http://www2.ed.gov/policy/seclusion/restraints-and-seclusion-resources.pdf>.

“New Legislation for Public Act 15-141: An Act Concerning Seclusion and Restraint in Schools,” Connecticut State Department of Education, October 5, 2015 Memorandum from Dr. Isabelina Rodriguez.