

Southington Board of Education Meeting

Thursday, October 9, 2025 7:00 PM
John Weichsel Municipal Center Public Assembly Room
200 North Main Street
Southington, CT 06489



COMMITTEE OF THE WHOLE

1. CALL TO ORDER
2. Regular Session 7:00 p.m.
3. Pledge of Allegiance
4. Celebration of Excellence
 - a. Dept of Mental Health and Addiction Services *Prevention Impact Award* - STEPS Youth Council - Katie Cavanaugh, Ava LeBlanc and Jackie Liebler
 - b. United Way of Southington's Ellie Lombardi *Philanthropist of the Future Award* - Addison Rodrigues
5. Approval of Minutes - September 25, 2025
6. Public Communications
 - a. Communications from Student Board Representatives
 - b. Communications from Board of Education
 - c. Communications from Administration
 - d. Communications from Public - Agenda Items Only
7. Committee Reports
 - a. Policy and Personnel Meeting - September 30, 2025
8. Superintendent's Report
 - a. Personnel Report
9. Old Business
 - a. Town Government Communications
 - b. Strategic Plan Steering Committee Presentation
10. New Business
 - a. Proposal to Modify Parking Lot at Strong Elementary School
 - b. Proposal for Establishment of Elementary Diagnostic Classroom at South End School
 - c. Policy 3541 - Transportation - Revised - First Reading
 - d. Policy 5131.911 - CT School Climate - Revised - First Reading
 - e. Policy 5141.21 - Administering Medication - First Reading
 - f. Approval of Job Description - Therapy Department Lead - Revised
 - g. Testing and Balancing Services for IAQ Assessment at Three Schools
11. Public Communications
 - a. Public
12. Adjournment

The minutes presented within the document provide a summary of the discussion that took place at the Board of Education meeting. For the complete discussion of the agenda items, please view the video of the Board meeting on our website at <https://www.southingtonschools.org>. These minutes are considered a draft until approved at the following regular Board of Education Meeting.

SOUTHINGTON BOARD OF EDUCATION, SOUTHINGTON, CT
Regular Meeting
Committee of the Whole

September 25, 2025, at 6:30 PM
John Weichsel Municipal Center Public Assembly Room
200 North Main Street Southington, CT 06489

1. CALL TO ORDER

Mrs. Clark, Board Chairperson, called the meeting to order at 6:30 p.m.

Board Members Present: Mr. Joseph Baczewski, Mr. Robert Brown,
Mrs. Terri Carmody, Mrs. Colleen Clark, Mr. Zaya Oshana, Mr. Cecil Whitehead
Board Members Absent: Mr. Sean Carson, Mr. David Derynoski,

2. Executive Session

MOTION made by Mr. Foti and seconded by Mr. Whitehead, “Move to go into Executive Session, excluding the public and the press, for the purpose of discussing UPSEU Negotiations and Superintendent's Proposed Goals 2025-2026; upon conclusion reconvene to public session.” Motion carried 7-0.

Mr. Madancy and Mr. Pepe were invited to attend the meeting

Mr. Pepe left the meeting at 6:43 p.m.

Mr. Carson attended the meeting at 6:45 p.m.

- a. UPSEU Negotiations
- b. Superintendent's Proposed Goals 2025-2026

3. Reconvene Meeting - Regular Session.

Mrs. Clark called the regular meeting to order at 7:05 p.m.

Board Members Present: Mr. Joseph Baczewski, Mr. Robert Brown,
Mrs. Terri Carmody, Mr. Sean Carson, Mrs. Colleen Clark, Mr. Zaya Oshana,
Mr. Cecil Whitehead

Board Members Absent: Mr. David Derynoski

Cabinet Members Present: Mr. Steven Madancy, Superintendent; Mr. Frank Pepe,
Assistant Superintendent; Mrs. Jennifer Mellitt, Director of Business & Finance;
Mrs. Amy Aresco, Interim Pupil Services Director

Student Board Representatives Present: Mr. Ethan Hoffman, Ms. Arshi Roy,
Mr. Samrath Singh

4. Pledge of Allegiance

- a. National Anthem Performed by SHS Chamber Singers

Mrs. Clark thanked the students for sharing their talent with everyone.

5. Celebration of Excellence

a. Teacher of the Year - Kimberly Padroff

Mr. Madancy introduced the Teacher of the Year, Kimberly Padroff.

Mrs. Clark congratulated Mrs. Padroff and awarded her with the Celebration of Excellence for the 2025 District Teacher of the Year.

Special guests Representative, Donna Veach and Representative, Chris Poulos also congratulated Mrs. Padroff. In recognition of her outstanding dedication, creativity, and impact as an educator they presented her with a General Assembly Citation for being the 2025-2026 Teacher of the Year with the hope for continued success.

Mr. Madancy indicated that Mrs. Padroff has moved on as a State Semi Finalist for the Teacher of the Year in the State of Connecticut. Representative Poulos explained a little of how the State Finalist process works. With this nomination, Mrs. Padroff will be enrolled in one year of professional development courses. Representative Poulos stated a lot of Mrs. Padroff's success comes from not only students, but also their parents knowing that she cares.

Mrs. Padroff thanked everyone for the honor of receiving these awards. She thanked her students, her colleagues, and the whole community.

Mrs. Clark called for a brief recess at 7:17 p.m. for the Board members to Congratulate Mrs. Padroff and the SHS Chamber Singers.
The regular meeting reconvened at 7:25 p.m.

6. Approval of Minutes - September 11, 2025

MOTION made by Mr. Brown and seconded by Mr. Baczewski, "Move to approve the BOE Minutes from September 11, 2025." Motion carried 7-0. Mr. Derynoski abstained.

Attachments: (1)

7. Public Communications

a. Communications from Student Board Representatives

Ms. Roy gave the Southington High School Report

- The SHS Marching Band continues its undefeated streak with their show *Steampunks*, securing 2–0 wins with scores in the high 70s. All three movements of the performance are scheduled to be presented during the football game on September 26, 2025.
- Juniors enrolled in the PLTW program will be visiting Tumpf Inc. on October 3, 2025. The field trip will allow students to explore various manufacturing machines and gain insight into industry practices.

- CyberKnight Robotics students began mentoring First Lego League teams across Southington’s elementary and middle schools, fostering STEM engagement at an early age.
- Over the past two weeks, Ag Science students participated in field trips to the Big E and the Berlin Fair. Sophomores and FFA officers attended the Berlin Fair, while other students engaged in scavenger hunts at the Big E.
- The annual college fair took place on September 16. Students are now able to schedule individual meetings with visiting college representatives, which began this week.
- SHS will host a blood drive on October 8, 2025, in the East Gym. Community members are encouraged to donate.

Mr. Singh gave the District Report

- South End Drama Club is proud to announce this year’s production: *Beauty and the Beast*. Due to high demand, the performance will be relocated to DePaolo Middle School, providing a larger stage for both performers and audience members. The club extends its gratitude to JAD for supporting this transition.
- JFK recently recognized its first round of Eagle Excellence Award recipients at a bagel breakfast. Students earning this distinction exemplify Engagement, Ambition, Grit, Leadership, and Empathy.
- JFK held its first advisory session on Wednesday. Students participated in icebreaker activities to foster connections within their advisory groups. In the coming weeks, students will collaboratively develop a class charter to guide the school’s overall charter.
- Over 270 students are participating in DePaolo Middle School’s Leadership Program, selecting community engagement opportunities aligned with their interests. Activities include volunteering at Calendar House, Zion Nursery School, and Hatton Elementary School. Advisory sessions are designed to support students’ academic, personal, and social-emotional development, with teachers remaining as consistent advisors for all three middle school years.
- DePaolo students will be participating in the Apple Harvest Festival over the next two weekends, collecting donations for Alex’s Lemonade Stand to support pediatric cancer research. Additionally, the school’s Garden Club is concluding its growing season, with thanks extended to community members who supported its summer initiatives.

Mr. Hoffman gave the Athletics Report

- The Girls Swim Team improved to a 4–0 record with a victory over the Bristol Co-op on Monday.

- The Boys Golf Team secured a key win against Hall, moving their season record to 6–3.
- In preparation for last week’s varsity matches, the Athletic Department hosted the DePaolo vs. JFK boys’ and girls’ soccer games at SHS to build excitement for the event.
- The Boys and Girls Cross Country Teams remain unbeaten at 7–0 and will compete in the Ocean State Invitational in Rhode Island this weekend.
- The SHS football team holds a 1–1 record and will host its home opener September 26, 2025, at 7:00 p.m. against St. Joseph’s of Trumbull.

b. Communications from Board of Education

Mr. Brown reminded everyone about the Wall of Honor Ceremony that will take place at the High School on October 22, 2025, at 6:00 p.m. The honorees will be Bill Pesce and Chris Palmieri.

Mr. Brown also followed up on statement about how students are struggling on a level we have never seen before. He made three recommendations to help:

1. Improve and increase the amount of training teachers get on identifying students with special needs.
2. Teachers should receive better training in what to do if they have a number of issues in the classroom.
3. Make sure schools and classrooms have adequate staff and support personnel who are vetted and have the highest qualifications.

c. Communications from Administration

Mr. Madancy indicated that the Digital Learning Coordinator, Mrs. Savelkoul applied for and received a Grant for the Barnes Foundation for \$11,000. This will allow coding to be done with VEX robots at all of the elementary schools.

Mr. Madancy attended the Family Consumer Science Career Advisory Luncheon on September 24, 2025. He talked about the career pathways that exist at SHS and their enrollment. Students can get the equivalent of the “Serve Safe” credentials to be able to work in restaurants. They also talked about the Family Resource Center at the meeting and different ways to go the students to get students enrolled in the Intro to Teaching Class.

Mr. Madancy gave an update on the Strategic Plan and what the next steps will be.

RoseMary Salerno with Southington Community Services will be holding an Open House on October 1, 2025, at Plantsville Congregational Church for Operation Stay Warm.

Mr. Madancy and his Literacy Team will be attending the Statewide Dyslexia Awareness Collaborative Kickoff on October 7, 2025.

Mr. Madancy Introduced Mr. McKee, Athletic Director.

Mr. Mckee indicated the great opportunity, through partnership with the National Federation of High Schools and Pixa Cameras, to be able to live stream all events on the Turf Field and in the West Gym. SHS is going to be receiving two free cameras with the prospect of purchasing more. Mr. McKee identified many possible benefits that can potentially arise from this opportunity. This Live Streaming service may also create a possible source of revenue.

Attachments: (1)

d. Communications from Public - Agenda Items Only

No public comment.

8. Committee Reports

a. Finance Committee Meeting - September 22, 2025

Mr. Carson reviewed the minutes for the Finance Committee Meeting.

He spoke about the following three agenda items:

1. Proposal to modify parking lot at Strong Elementary
2. FY 2024-25 Food Service Unaudited Financial Report
3. Testing and Balancing Services of IAQ Assessment at three schools.

Attachments: (1)

9. Old Business

a. Town Government Communications

Mrs. Clark mentioned the Apple Harvest will be starting soon.

10. New Business

a. Approval of Superintendent's Proposed Goals 2025-2026

MOTION made by Mr. Derynoski and seconded by Mr. Brown, "Move to approve the Superintendent's Goals as submitted." Motion carried 8-0.

Mr. Bown was happy to see the evaluation assessment of the special education included in the goals.

Mr. Derynoski, Mr. Baczewski, Mr. Carson and Mrs. Clark commented on how over the years Mr. Madancy's goals have gone from being very ambitious to being concise, honed in, and to the point. Mr. Madancy has great communication with the Board and his goals for this year seem achievable. His goals align with the Board of Education's strategic plan.

Attachments: (1)

b. Ratification of SAA Contract

MOTION made by Mr. Baczewski and seconded by Mr. Derynoski, “Recommend approving the tentative agreement between the Southington Board of Education and the Southington Administrator's Association.”

Roll Call:

Mr. Baczewski: Yes

Mr. Brown: Yes

Mrs. Carmody: Yes

Mr. Carson: Yes

Mrs. Clark: Yes

Mr. Derynoski: Yes

Mr. Foti: Yes

Mr. Whitehead: Yes

Motion carried 8-0.

Attachments: (1)

c. Ratification of UPSEU (Para/ABA/ML Tutor) Contract

MOTION made by Mr. Baczewski and seconded by Mr. Brown, “Recommend approving the tentative agreement between the Southington Board of Education and the United Public Service Employee's Union (UPSEU) as presented.”

Roll Call:

Mr. Baczewski: Yes

Mr. Brown: Yes

Mrs. Carmody: Yes

Mr. Carson: Yes

Mrs. Clark: Yes

Mr. Derynoski: Yes

Mr. Foti: Yes

Mr. Whitehead: Yes

Motion carried 8-0.

Attachments: (1)

d. Field Turf Presentation - SHS Tennis Courts and Additional Parking

Mr. Madancy indicated the Tennis Courts at SHS are at the end of their life span. They were not originally built to regulation size preventing SHS from hosting tournaments. There is also a parking problem at SHS. Mr. Madancy wants to present the proof of concept at the Town Council meeting on October 14, 2025, knowing the concept is supported by the BOE.

Andrew Dyjak and Chris Hulk from FieldTurf gave a PowerPoint presentation. Mr. Dyjak started off by talking a little about their company and showing some different projects they have done in the past. He indicated there will be a 50-year warranty on

the Tennis Courts; they will just need to be resurfaced. Mr. Hulk reviewed the site of the school and presented their concept of the 7 tennis courts and additional parking. He spoke about some of the challenges they were working with: elevation changes, gas service main line, limit cutting into the curves. He indicated there would be about 150 parking spaces and spoke about the traffic flow in the parking lot. Mr. Hulk shared a slide on pricing. He spoke about the estimated cost for the current concept for the Tennis Courts and Additional Parking Project. Along with that, he presents other possibilities that could be added in the future and the estimated cost for anything additional.

Mrs. Clark, Mr. Carson, Mr. Baczewski, Mr. Whitehead and Mr. Derynoski asked questions to clarify and express concerns about parking, traffic flow, and utilities.

Mr. Madancy reminded the Board Members this is just a concept to start off with; specifics would be decided later down the road.

The BOE took a consensus on moving forward with the presented concept of the SHS Tennis Courts and Additional Parking Project:

Roll Call:

Mr. Baczewski: Yes

Mr. Brown: Yes

Mrs. Carmody: Yes

Mr. Carson: Yes

Mrs. Clark: Yes

Mr. Derynoski: Yes

Mr. Foti: Yes

Mr. Whitehead: Yes

Attachments: (1)

11. Public Communications

a. Public

No Public Comment

12. Adjournment

MOTION made by Mr. David Derynoski and seconded by Mr. Joseph Baczewski, "Move to adjourn." Motion carried 8-0.

Meeting adjourned at 8:49 p.m.

Respectfully submitted,



Recording Secretary

Board of Education

Administrative Report

October 9, 2025



1. Operation Stay Warm
2. Statewide Dyslexia Awareness Kickoff
3. Rotary Booth Friday and Sunday
4. Barn Project, RFP stage

Board of Education Southington, Connecticut

Policy & Personnel Committee Meeting Minutes Draft

Superintendent's Conference Room

Municipal Center, 200 North Main Street

Tuesday, September 30, 2025 – 5:30 p.m.

Members Present: Joe Baczewski (Chair) Dave Derynoski, Zaya Oshana, Cecil Whitehead

Administration Present: Assistant Superintendent - Frank Pepe, Director of Teaching & Learning – Amy Zappone

AGENDA

Meeting Called to Order – 5:33 p.m.

Policy 6173 - Enrollment in Advanced Course/Program and Challenging Curriculum was presented for review at the request of the administration. The policy defines the parameters for a student to enroll in advanced coursework via partnerships with colleges and universities. Students who successfully complete a dual credit/dual enrollment course, earn credit towards graduation as well as college credit. The policy also allows for the grade from the course to factor into the student's GPA since the instructor is a District employee.

The discussion considered the potential for a student taking a course with a college or university in which Southington does not have an agreement, to factor the final grade into the student's GPA. The committee concluded the scenario was problematic because a Southington teacher would not be the instructor nor the curriculum and assessments would not be vetted by our staff. The committee determined the current policy to be sound and no changes were offered to the Board.

Policy 3541 - Transportation was reviewed. Changes bring language up to date within the policy and associated regulations. Timelines were added within the regulations to reflect language in the State Statute.

Policy 5121.3 - Academic Dishonesty was adopted in January 2025 and the administration was charged with developing the regulations. Regulations 5121.3 were reviewed and healthy discussion occurred around the challenges of monitoring students' use of AI to ensure authenticity of their work. The administration explained the challenge lies with lesson and assessment design to utilize AI as a tool versus using AI to replace cognitive dissonance and synthesis of information. The committee charged the administration to continue to work with each level to tighten the language of the regulation.

Policy 5131.911 – CT School Climate (which replaces Policy 5130 and 5130.1) was updated to accurately reflect the new definition of bullying. The regulations were developed using the model offered by CABA and reviewed over the summer during the administrative retreat. The administration explained that the final draft climate plans from each school is due to the central office by December 31. The plans will be presented to the Personnel and Policy Committee for review in January. The administration was charged with providing a mid-year update regarding the number and types of complaints.

Policy 5121.21 – Administering Medication was reviewed. The suggested changes reflect recent legislation which allows for the administration of glucagon and epinephrine via nasal spray. The policy as presented was thoroughly vetted by the District's Head of Nursing.

The **Job Description for Therapy Department Lead** was presented as a stipend. Through reorganization within the department the associated monies for the lead staff member was brought inline with Southington's current SEA contract.

Agenda item (8) **Review dates for Policy & Personnel Committee Meetings for 2025-2026 School Year**

Meeting adjourned – 6:41 p.m.

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ Board Meeting Date October 2025

Decision Requested X Agenda Code 8 a

AGENDA REPORTING FORM

Agenda Topic: Personnel Report

Summary of Issue: This Personnel Report includes appointments, resignations, retirements, and transfers for certified and classified personnel for the 2025-2026 school year. This report includes activity for the month of September 2025.

Background: The human resource department provides the Board of Education with a monthly update of personnel additions/reductions/changes.

Alternative Strategies: _____

Cost (if applicable): N/A **Funding Source:** Board of Education

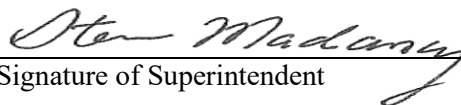
Beginning Date of Program or Project: N/A

Ending Date of Program or Project: N/A

Recommendation or Comment: Recommend that the Board of Education approve the Personnel Report as submitted by the human resource department.



Signature of Staff Member Submitting Report



Signature of Superintendent

Included:

Personnel Report

Agenda – October 2025

Personnel Report

September 2025

APPOINTMENTS

	NAME	POSITION	SCHOOL	FTE	EFFECTIVE	DEGREE	SALARY
CLASS	Coleman, Jamie	Clerk, Pre-K	HES	0.56	9-8-2025	N/A	\$18.39
CLASS	Cox, Alexia	ABA Therapist, SLC	HES	1.0	9-15-2025	N/A	\$21.07
CLASS	Donahue, Heather	Paraeducator, Pre-K	SES	0.88	9-24-2025	N/A	\$19.43
CLASS	Friedman, Lazer	ABA Therapist, CLC	JFK	1.0	9-18-2025	N/A	\$21.07
CERT	Gonzalez, Dennis	World Language (1-yr)	JAD	1.0	9-18-2025	MA	\$63,289
CLASS	Jandreau, Alycia	Paraeducator	SES	1.0	9-29-2025	N/A	\$19.43
CLASS	Kearney, Katiria	Literacy & Numeracy Tutor	FES	1.0	9-23-2025	BA	\$25.00
CLASS	LaRose, Sean	Paraeducator	DES	0.88	9-22-2025	N/A	\$19.43
CERT	McAloon, Jill	Interim Special Ed. Coord.	District	1.0	9-22-2025	6 th	\$134,744
CLASS	Medeiros, Megan	Paraeducator	OES	1.0	9-29-2025	N/A	\$19.43
CLASS	Michaud, Alexander	Paraeducator	DES	1.0	9-22-2025	N/A	\$19.43
CERT	Moore, Thomas	Special Education Teacher	JFK	1.0	9-29-2025	6 th	\$105,056
CLASS	Rivera, Franzua	Paraeducator	DES	0.88	9-8-2025	N/A	\$19.43
CLASS	Yaskolka, Sarah	Custodian, PT	SHS	0.49	10-6-2025	N/A	\$17.33

RESIGNATIONS/RETIREMENTS

	NAME	POSITION	SCHOOL	EFFECTIVE	YRS	RET/RES
CLASS	Aguirre, Jose	Custodian	HES	1-2-2026	5	RETIRE
CLASS	Amnett, Donald	Paraeducator	DES	9-21-2025	2	RESIGN
CLASS	Bonola, Marcy	Literacy & Numeracy Tutor	SEES	9-19-2025	9	RESIGN
CLASS	Dowd, Erica	Paraeducator	DES	9-30-2025	1	RESIGN
CLASS	Gawrys, Christine	Paraeducator, Pre-K	SES	9-2-2025	1 mo.	RESIGN
CLASS	Garcia, Leticia	Paraeducator, Pre-K	SES	8-26-2025	4 mo.	RESIGN
CERT	Johnson, Margaret	Special Education Teacher	JFK	10-3-2025	7	RESIGN
CLASS	Marmol, Julie	Pre-K Clerk	SES	9-20-2025	1 mo.	RESIGN
CLASS	Rabel, Samantha	Paraeducator, TLC	JAD	9-20-2025	1	RESIGN
CLASS	Schultz, Elizabeth	ABA Therapist	SHS	9-15-2025	12	RESIGN
CERT	Zabel, Patricia	Grade 3 Teacher	OES	10-25-2025	5	RESIGN

ASSIGNMENT CHANGE

NAME	FROM (PREVIOUS ASSIGN)		TO (NEW ASSIGN)		
	POSITION/SCHOOL	FTE	POSITION/SCHOOL	FTE	EFFECTIVE
Lefkowitz, Shantel	Paraeducator/KES	0.80	Paraeducator/KES	1.0	8-25-2025
Polverari, Jill	Paraeducator/KES	0.88	Paraeducator/KES	1.0	8-25-2025

TRANSFERS

CERT NAME	FROM (PREVIOUS ASSIGN)		TO (NEW ASSIGN)		
	POSITION/SCHOOL	FTE	POSITION/SCHOOL	FTE	EFFECTIVE

None to report

STIPENDS

COACHING

Resignations/Non-Renewals

None to report

Appointments

Costa, Tracy	Assistant Cross Country Coach	JAD	STIPEND
Stephan, Diane	Girls Lacrosse Head Coach	SHS	STIPEND
Valentine, James	Assistant Wrestling Coach	SHS	STIPEND

**Personnel Report
September 2025**

STIPENDS CONT.

OTHER

Resignations/Non-Renewals

Fox, Rose	National Junior Honor Society Advisor	JFK	RESIGN
Fox, Rose	Student Council Advisor	JFK	RESIGN

Appointments

Brewer, Marigrace	Select Chorus Advisor	JAD/JFK	STIPEND
Connolly, Christine	Out-of-District PPT Facilitator	District	STIPEND
Dickau, Dawn	Lego Robotics Advisor	JAD	STIPEND
Drury, Michael	Interim Special Education Department Leader	SHS	STIPEND
Pytlak, Melissa	Key Club Advisor	SHS	STIPEND

Care. Engage. Inspire. Prepare.

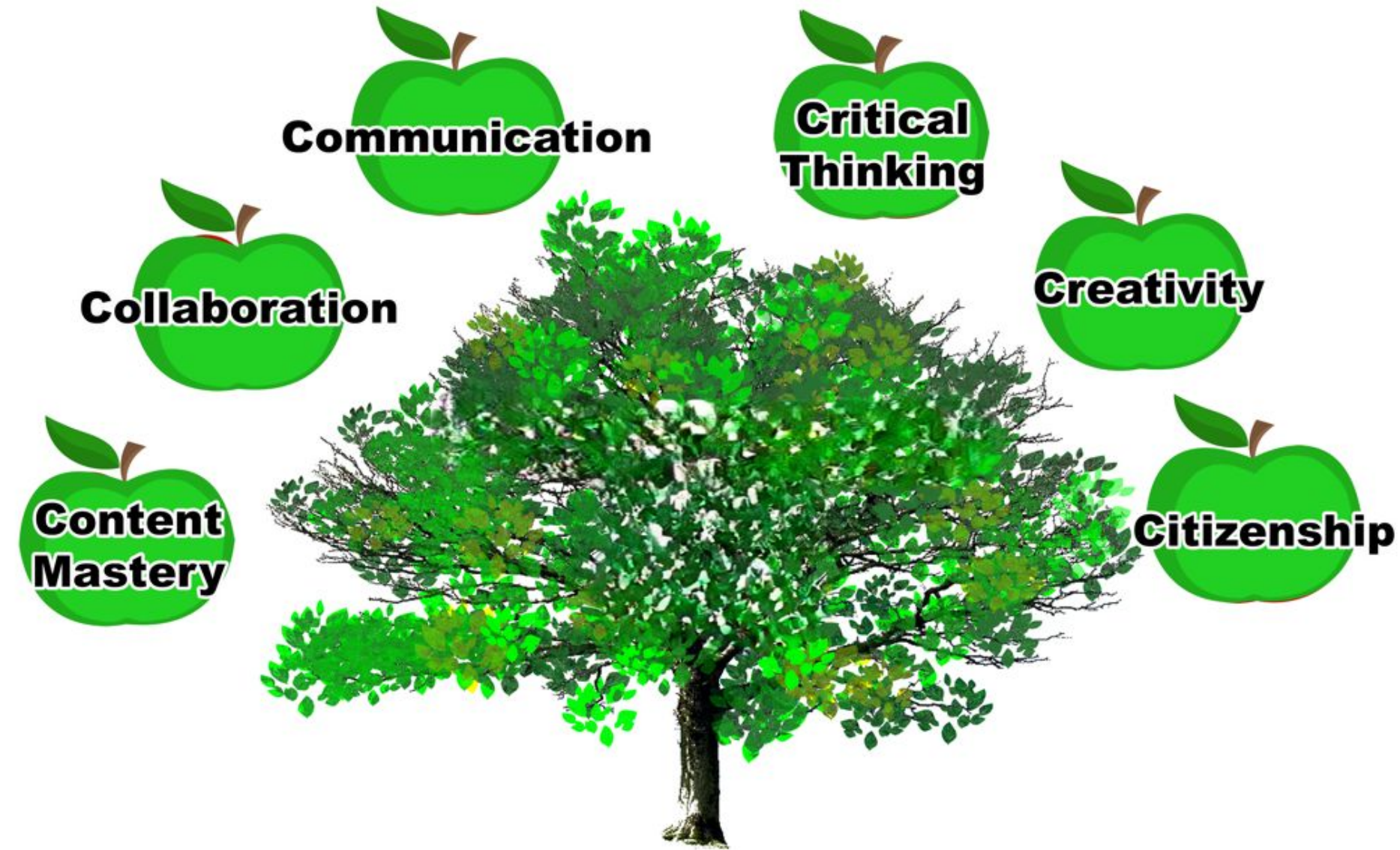
The Southington Public Schools Strategic Plan
2025-2030



Southington Public Schools

Vision of a Graduate

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A graduate of the Southington Public Schools will be college or career ready and prepared for life beyond by mastering the knowledge and demonstrating the skills to communicate effectively, think creatively and critically, and contribute to the global community.



Care. Engage. Inspire. Prepare!

Dear Southington Community,

We are proud to present **Care. Engage. Inspire. Prepare: The Southington Public Schools Strategic Plan**, a shared vision for the future of our schools that reflects the voices, aspirations, and priorities of our students, families, educators, staff, and community partners. This plan is the result of **months of collaboration, thoughtful dialogue, and collective commitment** to ensuring every student in Southington receives a **high-quality, engaging, and future-focused education**. It will serve as our roadmap toward helping every student achieve our Vision of the Graduate!

We extend our deepest gratitude to the **Strategic Planning Steering Committee** for their leadership and dedication throughout this process. We also want to thank each person who **participated in an interview, focus group, or community forum, as well as the thousands of individuals who completed surveys** to share their perspectives. Your insights and feedback were essential in shaping the priorities and strategies that will guide our district in the years ahead.

This plan is more than a document—it is a **commitment to action**. With your continued partnership and support, we will bring this vision to life, ensuring that Southington Public Schools remains a place where **all students are prepared to learn, lead, and thrive—today and in the future**.

Thank you for your engagement, trust, and dedication to our schools. We look forward to the journey ahead.

Sincerely,

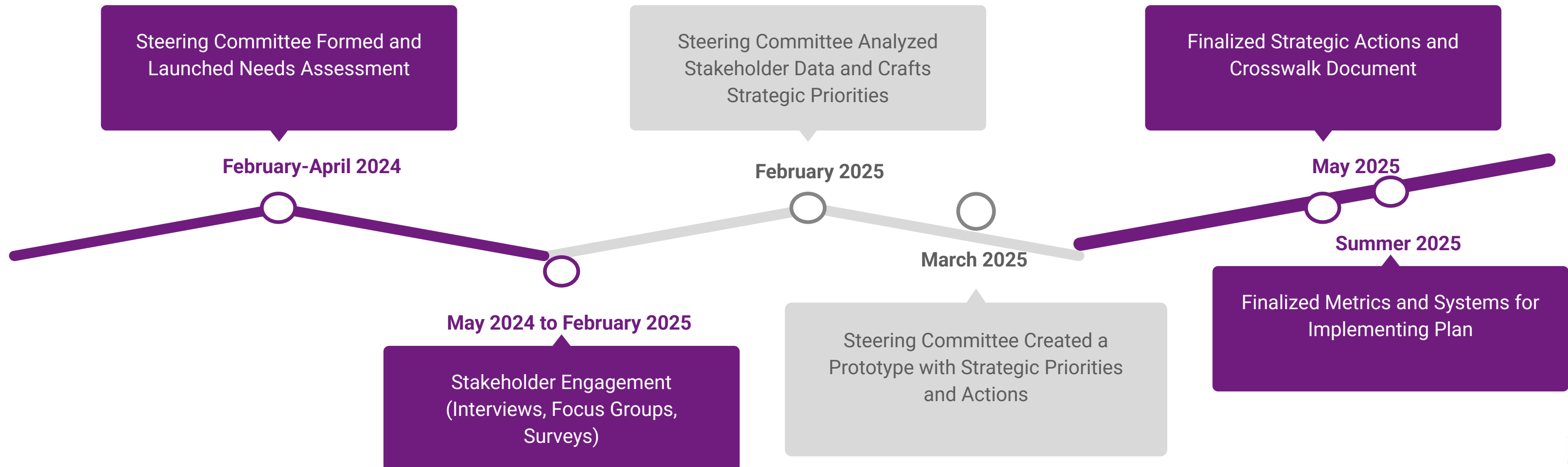
Steve Madancy
Superintendent, Southington Public Schools

Colleen Clark
Chair, Southington Board of Education



Our Strategic Planning Process

The Southington Public Schools strategic planning process was a **collaborative, data-driven effort** aligning district goals with community needs. Rooted in **stakeholder engagement**, it began with a **comprehensive needs assessment**, including surveys, focus groups, and interviews. A **Strategic Planning Task Force**—representing educators, administrators, students, families, and community leaders—synthesized insights to identify **key strengths, challenges, and opportunities**. Through **reflection, analysis, and consensus-building**, the task force developed **multi-year priorities** to enhance student learning, support staff, and strengthen school culture. This plan provides a **clear roadmap for sustainable, student-centered change**, grounded in **transparency and inclusivity**.



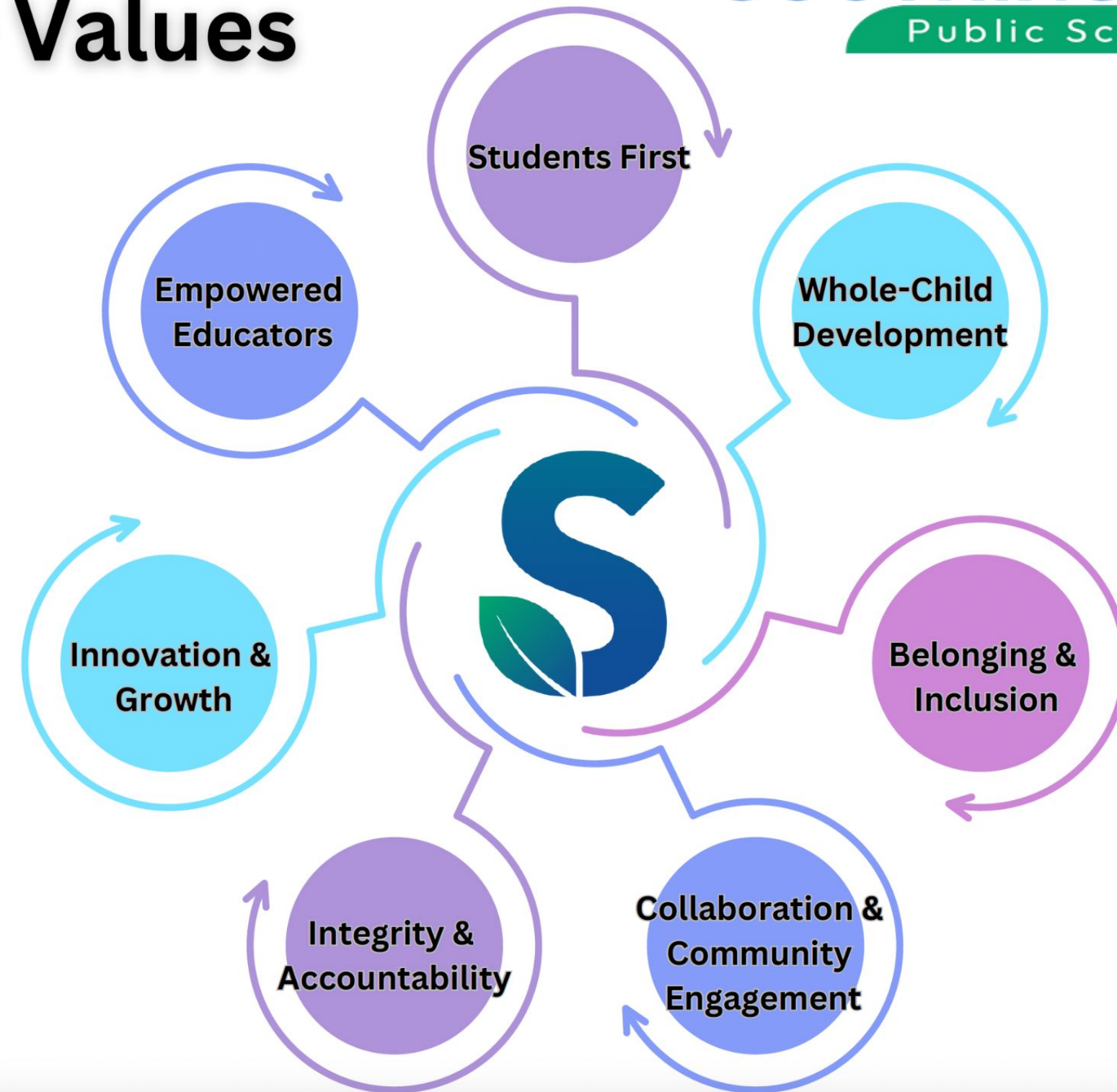
Stakeholder Input--By the Numbers

Stakeholder input is essential in a strategic planning process because it ensures the plan reflects the needs, priorities, and perspectives of those most impacted by its implementation. Engaging diverse stakeholders—such as educators, students, families, and community members—not only supports shared ownership but also leads to more informed, innovative, and sustainable decisions that drive meaningful improvement. Over the last year, the Steering Committee has engaged thousands of stakeholders through a variety of methods.

3,067	Survey Responses
30	Interviews (administrators, board members)
20	Focus Groups (student, teacher, parent, community)
10	Steering Committee Meetings
1	Community Forum



Core Values



Zoom W

A school district's core values serve as a foundation for decision-making, guiding leadership, instruction, and community engagement. When clearly defined and consistently upheld, they create a shared sense of purpose, shape the district's culture, and ensure alignment between strategic priorities and daily practices, ultimately supporting student success.

Southington Public Schools Core Values

The core values listed below were identified through patterns that emerged during the information-gathering process across stakeholder groups and were further refined through several synthesis activities conducted by the Steering Committee.

Students First – Every decision, action, and learning experience is designed with student success and well-being at the core.

Whole-Child Development – Academic success, social-emotional learning, and mental health are equally important in creating safe, supportive environments where students thrive.

Belonging and Inclusion – Every student, educator, and staff member deserves to feel valued, respected, and empowered in a diverse and welcoming community.

Collaboration and Community Engagement – Strong partnerships and a shared purpose are foundational for ensuring that all students thrive.

Integrity and Accountability – Transparency, ethical decision-making, and follow-through build trust and serve the best interests of students and the community.

Innovation and Growth – Curiosity, adaptability, and bold thinking fuel continuous improvement and help meet the evolving needs of students.

Empowered Educators – Investing in educators ensures they have the support, resources, and recognition needed to make a lasting impact on students.



Strategic Priorities

A small set of clear, well-chosen priorities is essential for promoting coherence across a school district. By focusing energy and resources on what matters most, we ensure every classroom, school, and department is working toward shared goals. These priorities provide a common language for decision-making, align professional learning and resource allocation, and help the district stay focused even as new challenges arise. Over time, this focus builds the conditions for sustained improvement—ensuring that progress is not only made, but also maintained and deepened for future generations of Southington students.

- ❖ **High Quality Teaching and Learning**
- ❖ **Student Social Emotional Learning & Student Well-Being**
- ❖ **Talent Management & Workforce Sustainability**
- ❖ **Communication, Engagement, & Community Partnerships**
- ❖ **School Facilities & Infrastructure**
- ❖ **Special Education Systems and Structures**



Strategic Priorities



Strategic Priority 1:

Support High-Quality Teaching and Learning

Strategic Actions	Point Person/Unit	Timeline
Review and update the formal curriculum revision process, as defined in the SPS Policies, to better reflect our philosophy of continuous improvement	Office of Curriculum & Instruction	Completed by June 2026
Create a yearly review tool and process to ensure the curriculum is consistent, rigorous, aligned, and supports student growth and high quality instruction.	Office of Curriculum & Instruction	Completed by June 2027
Redesign and implement a professional learning system for administrators and teachers that aligns with best practices in adult learning and supports the district's vision for high-quality instruction	Office of Curriculum & Instruction	Completed by June 2027
Create a protocol and routine for instructional rounds to continuously gather school and classroom-level data that fosters improvement	Office of Curriculum & Instruction	Completed by June 2028
Establish and implement a district-wide vision that promotes equitable, high-quality teaching and learning	Office of Curriculum & Instruction	Completed by June 2029
Evaluate the alignment of SPS Vision of a Graduate with curriculum, instruction and assessment	Office of Curriculum & Instruction	Completed by June 2030
<p>Measures of Progress:</p> <ul style="list-style-type: none"> ● Progress on State Accountability Index, in comparison with reference districts (state performance data) ● Progress on district benchmark assessments (all subgroups) ● Instructional rounds data patterns ● Professional learning feedback surveys ● Annual curriculum evaluation tool 		



Strategic Priority 2:

Enhance Student Social Emotional Learning & Student Well-Being

Strategic Actions	Point Person/Unit	Timeline
Implement response to recently enacted CT School Climate Policy (PA 23-167) provisions	District Climate Committee Building Committee	Launch: August 2025 Survey roll-out: Spring 2025 Revise: Winter 2027
STEPS/EI Curriculum crosswalk with Restorative Practices	Town/District Committee (already developed)	Refine K-5: Fall 2025 9-12 Roll-out: 2026-2027 6-8 Roll-out: TBD
Expand Access to Mental Health Supports	Middle School Support Sub-Committee	Data Review: Summer 2025 Launch Sub-Committee: Fall 2025 Present Revised Log-Entry Protocol: Fall 2025 Pilot Student Support Meeting: Winter 2026
Design and deliver professional development on mental health topics	PDEC/Pupil Services	Launch: November 2025
Expand Community Partnerships to support student mental health	ASET/Truancy Committee	Launch: Fall 2025 (and ongoing)

- **Measures of Progress:**

- Completed Draft of District and School Plans
- Connections to 'the work' add to the 26/27 Survey
- Data driven recommendations for expansion of mental health and wellness supports (staff, curriculum, programming)
- Monthly student surveys for SEL curriculum



Strategic Priority 3:

Strengthen Talent Management & Workforce Sustainability

Strategic Actions	Point Person/Unit	Timeline
Enhance recruitment strategies to address shortages and implement district Increasing Educator Diversity Plan.	Human Resources	Policy and Practice Review: 2025-2026 Implement, Gather Data and Refine: 2026-2027
Revamp and enhance the hiring process	Human Resources	Update Applications--Summer 2025 Update Forms in Applicant System--Fall 2025 ~ update forms in application system Provide Training to Admins and Hiring Managers: Spring 2026 Analyze Data and Refine--Ongoing
Design a comprehensive orientation and training plan for all new hires	Human Resources	Research and Develop Plan: 2025-26 Implement Plan: Summer 2026 Analyze Data and Refine--Ongoing
Establish a plan to ensure the district is providing quality, meaningful professional development and training opportunities for all district employees that is tailored to support their assignment (teacher, paraeducator, ABA, administrative assistant, custodian, nurse, etc.).	<ol style="list-style-type: none"> 1. Human Resources 2. PDEC 3. Administrators responsible for oversight of each department 	Establish committee to expand current practice: 2025-2026 Implement Expanded offerings to all employees: 2026-2027 Analyze Data and Refine--Ongoing
Develop a district-wide employee handbook to provide at hiring.	Human Resources	Finalize and Distribute Handbook--August 2025
Conduct comparative compensation and working conditions study to inform future contract negotiations and ensure long-term competitiveness.	Human Resources	Conduct study: 2025-26 Identify future compensation and working conditions priorities: Spring 2026

Measures of Progress:

- Retention rates
- Attendance
- Unfilled positions/shortage areas
- Survey results from new hires and exited staff



Strategic Priority 4:

Improve Communication, Engagement, & Community Partnerships

Strategic Actions	Point Person/Unit	Timeline
Create an inventory of current partnerships that exist between schools and local businesses/community organizations	School Counseling Director and Career Liaison with Maia Learning as the tool	Spring 2026
Assess the efficacy of our existing tools used to communicate with families	IT Department	Complete Study: Winter 2026
Create communications strategy to elevate awareness and participation in school engagement events (i.e. College Fairs, Career Fair, Course Fair, MS Open House)	School Counseling Departments and School-based administration	Ongoing
Create student engagement team to enhance and coordinate communications with students, parents and educators via social media	Superintendent and Digital Learning Coordinator	Ongoing
Identify and promote college dual enrollment and ECE class experiences for students	School Counseling Department and Director of Teaching and Learning	Ongoing
<p>Measures of Progress:</p> <ul style="list-style-type: none"> • Number of parents who have activated a Parent Square account will increase (is there a way to identify how many are using another language)? • Annual survey data around district communications • Student and Parent Attendance at Events • Followers on Social Media and Class Intercom social media data • Number of students participating in internships/job shadows • Number of students participating in dual enrollment classes 		



Strategic Priority 5: Modernize School Facilities & Infrastructure

Strategic Actions	Point Person/Unit	Timeline
Develop a Five (5) year plan of action for school facilities	Elementary Facilities Committee in place	BOE Vote on May 22, 2025 regarding Phase 1 of 3 (KES, DES/KSA, FES) May 2026
Create a long-term plan for continuous improvements and upgrades to all schools to (1) ensure all students have access to quality learning spaces necessary to support teaching and learning and (2) enhance student and family engagement.	<ul style="list-style-type: none"> ● Operations Dept./Purchasing Mgr./Outside vendor (based on bid) ● Roof project: BOE/BOF/TC-referendum project ● Technology Department ● Ag Sci Dept/Operations Dept./Purchasing Mgr. ● SHS Athletic Dept/Superintendent ● Purchasing Mgr./BOE Capital Improvement Plan ● Superintendent/Operations/ Purchasing Mgr. 	Launch Plan: July 2026 Complete Implementation: June 2031
Develop a public relations strategy to disseminate information, solicit input, and garners support.	BOE/Superintendent/BOF	Ongoing

Measures of Progress:

- The completed plan
- Completion of Projects in a timely manner



Strategic Priority 6:

Improve Efficiency and Effectiveness of District Special Education Operations and Services

Strategic Actions	Point Person/Unit	Timeline
Review historical costs and trends associated with special education and identify areas for improvement resulting in savings	Pupil Services Director, Accounting Manager	Fall 2025-Winter 2026
Analyze staffing levels of certified and non certified staff by caseload and support hours	Human Resources Manager, Building Administrators, Pupil Services Administrators	25-26 School Year
Monitor, adjust, and innovate the district's Continuum of Services'	Pupil Services Department, Director of Business and Finance, Superintendent, District Literacy Coordinator	Ongoing
Analyze trends and patterns in student identification rates by category	Special Education Coordinators	Ongoing
Streamline professional development through PDEC to focus on increasing educator awareness of various disabilities and associated best practices across levels and certification areas	Pupil Services PDEC Reps, Dir. of Teaching and Learning	Ongoing
<p>Measures of Progress:</p> <ul style="list-style-type: none"> • Savings in costs associated with outplacement tuitions, independent evaluations, mediations, and due process filings. • Assigned support and staffing levels that align with service hours rather than size of schools. • PDEC survey results • Expansion or Innovation of within the district's 'Continuum of Services' i.e. Elementary Reading Academy, Elementary Diagnostic Placement Program, Middle and High School Autism Programs 		



Measures and Metrics

Monitoring progress is critical to sustaining improvement over time. Southington's measures are intentionally holistic: they include **outcome measures** that show whether we are achieving long-term goals for student learning and well-being, **leading indicators** that signal whether key strategies are on track, and **practical, real-time measures** that create short feedback loops for continuous learning and adjustment. Together, these metrics ensure that we celebrate progress, identify challenges early, and stay focused on what matters most for students.

Strategic Priority	Measures
High-Quality Teaching & Learning	- Increase in State Accountability Index (all subgroups) - % of curriculum areas reviewed annually - Trends from instructional rounds data - Educator satisfaction with professional learning
SEL & Student Well-Being	- Completion of district climate plan - Annual school climate survey scores - Access/utilization rates for mental health services - Reduction in chronic absenteeism & discipline incidents - Monthly student surveys for SEL curriculum
Talent Management & Workforce Sustainability	- Educator diversity metrics year over year - Retention and attendance rates - % of staff completing professional learning plans - Satisfaction of new hires from survey data
Communication & Community Engagement	- % of parents using district communication platforms (ParentSquare) - Growth in social media followers and engagement rates - Attendance at school/district events - Number of students participating in internships, dual enrollment
Facilities & Infrastructure	- Completion of 5-year facilities plan - % of projects completed on schedule and within budget - Technology refresh cycle completion rates - Family/community satisfaction with facilities (annual survey)
Special Education Efficiency and Effectiveness	-Savings in costs associated with special education, aligned staffing levels- PDEC survey results- Expansion or Innovation of the district's 'Continuum of Services'



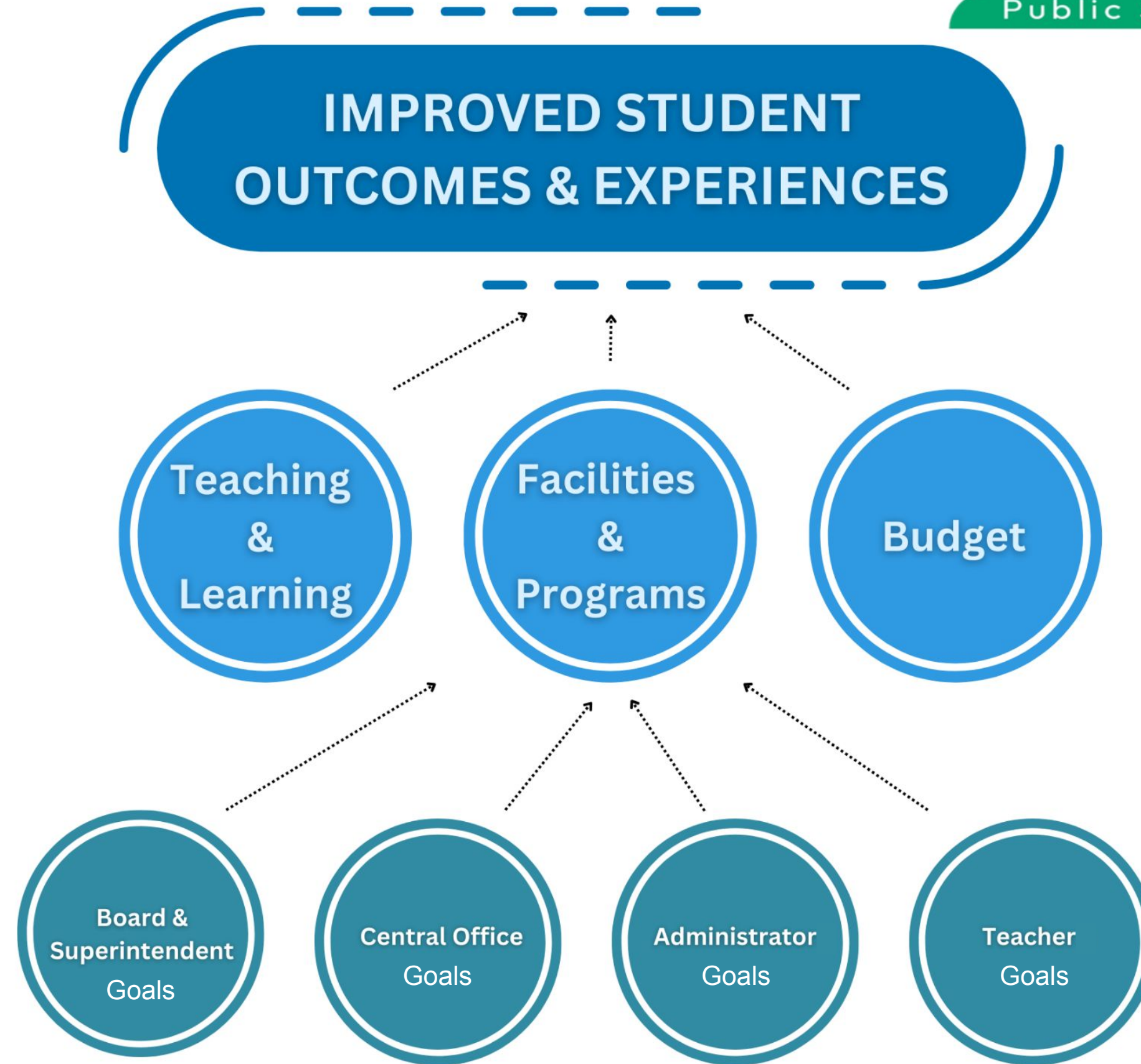
The Strategic Plan In-Action



Building this plan is an important milestone, but it is only the beginning of Southington's improvement journey. A strategic plan is not an end in itself — it is a **living tool** designed to drive honest stocktaking, spark intentional and strategic action, and build coherence across classrooms, schools, and departments.

When used well, the plan creates sustainable structures and routines for gathering evidence, reflecting on progress, and learning together. It provides a shared framework that helps leaders and educators adjust course in real time, respond to emerging needs, and stay focused on the goals that matter most. This discipline of **plan** → **act** → **learn** → **adjust** turns the plan from a static document into an engine for continuous improvement and lasting change.

Recurring Improvement Routines	Time
Superintendent works with Board of Education to identify annual goals aligned with the strategic plan.	Fall Annually
Central Office and building administrators identify annual goals aligned to the superintendent goals and strategic plan.	Fall Annually
Teachers identify annual goals aligned with the strategic plan and school-level priorities.	Fall Annually
Superintendent will present mid-year update report to the Board of Education and Southington community.	Winter Annually
Superintendent will present end-of-year report to the Board of Education and Southington community.	Spring/Summer Annually



Southington Strategic Plan Steering Committee

Thank you to the the strategic planning steering committee, who gave willingly of their time, energy, and inspiration to create a plan that puts students first and that represents the needs and aspirations of the community.

Megan Albanese

Katie Guerrette

Alicia Naleway

Amy Aresco

Brian Jardine

Frank Pepe

Rich Aroian

Marilyn Kahl

Kristen Ritchie

Joy Battista

Seth Korn

Rebecca Savelkoul

Elke Blanchard

Elyse Krantz

Adrienne Schuessler

Gary Dwyer

Stephanie Lawlor

Deborah Stevens

Sara Ebagh

Steve Madancy

Sue Vitcavage

Michael Gagnon

Carlane Mattson-Riston

Amy Zappone



**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ Board Meeting Date October 9, 2025

Decision Requested X Agenda Code 10 a.

AGENDA REPORTING FORM

Agenda Topic: Proposal to Modify Parking Lot at Strong Elementary School

Summary of Issue: Southington Public Schools is seeking to expand the parking at Strong Elementary School to address the problematic parking and traffic issues.

Background: Requests are being made to improve parking at Strong Elementary School. Please see the attached memos.

Alternative Strategies: N/A

Cost (if applicable): \$65,588 **Funding Source:** FY 25 Non-Lapsing

Beginning Date of Program or Project: April or Summer 2026

Ending Date of Program or Project: August 2026

Recommendation or Comment: Move that the Board of Education approve the proposal to modify parking lot at Strong Elementary School as recommended by the Administration.

Titles of Attachments:

Revised Proposal Memo
Budget Proposal Memo

Kyle Fickel
Signature of Staff Member Submitting Report

Steve Madanay
Signature of Superintendent of Schools



MEMO

TO: Board of Education
DATE: October 7, 2025
RE: Revised Proposal to Modify Parking Lot at Strong Elementary School

During the September 22nd Finance Committee meeting the group discussed a proposal to modify the visitor parking area at Strong Elementary School. The proposal would grade and pave an area at the end of the existing parking area on the left side of the school entrance to add 9-10 additional parking spaces. This plan was designed to better accommodate the drop-off and pick-up for Pre-K families, visitors and traveling staff. Tilcon CT Inc. provided a quote of \$43,821 for this project using the Town pricing, which is lower than their state contract #24PSX0207 for paving and #22PSX00226 for earthwork.

The committee supported the project but requested updated pricing based on their inquiries for additional modification. This included an extension of the existing island buffer and modifying the parking area on the side of the building to add more spaces.

The attached memo from the Director of Operations, Mr. Peter Romano, addresses the requested information from the Finance Committee meeting. Working with Tilcon CT Inc., it was determined that 4 spaces could be added to the existing parking area alongside the building at a cost of \$18,657. While the island at the main entrance parking cannot be extended due to clearance needed for vehicles to enter the spaces, it is recommended to add pavement markings and signage to improve the safety of traffic flow. The updated cost for the main entrance parking area is \$45,421. The project cost also includes tree removal, line striping, signage, and contingencies for a total of \$65,588, requested to be funded by the FY25 non-lapsing funds. The work on the project would be scheduled for either the April or Summer break.

The Administration recommends improving the parking lot capacity for both parents and staff at Strong Elementary School by awarding the proposal for additional parking in the main entrance and alongside the building, as submitted by Tilcon CT Inc. for \$64,078.



Budget Proposal – Additional Parking at Main Entrance and Side Building

Per the request of the Assistant Superintendent and the BOE Finance Committee, below is the budget proposal with supporting details.

Additional Notes:

- **Island buffer at the main entrance:** It was requested that the island buffer be extended. However, there is not enough clearance for vehicles to enter the spaces with an island in place. Relocating the sidewalk to accommodate this would be cost-prohibitive. Instead, I recommend including pavement markings in the project scope, which has been budgeted.
- **Project scheduling:** If approved, Tilcon will schedule this work for spring. Unless they can confirm completion during the April break, I strongly recommend deferring to the summer break to avoid disruption.

Budget for Additional Parking at the Main Entrance (9 Spaces)

Item	Cost
Tilcon	\$43,821
Line Striping	<u>\$1,600</u>
Subtotal	\$45,421
Contingencies (2.5%)	<u>\$1,136</u>
Budget – Main Entrance	\$46,557

Budget for Additional Parking Alongside Building (4 Spaces)

Item	Cost
Demolition (2 Trees)	\$1,200
Tilcon	\$16,917
Line Striping	<u>\$450</u>
Subtotal	\$18,657
Contingencies (2.5%)	<u>\$464</u>
Budget – Side Entrance	\$19,031

Total Project Budget \$65,588

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____

Board Meeting Date October 9, 2025

Decision Requested X

Agenda Code 10 b.

AGENDA REPORTING FORM

Agenda Topic: Proposal for Establishment of Elementary Diagnostic Classroom at South End School

Summary of Issue: The establishment of an Elementary Diagnostic Classroom is intended to provide targeted, specialized support for students with complex learning and behavioral needs who require intensive assessment and intervention before determining the most appropriate long-term educational placement.

Background: _____

Alternative Strategies: N/A

Cost (if applicable): \$266,133

Funding Source: SEED Grant

Beginning Date of Program or Project: 2025-2026 School Year

Ending Date of Program or Project: _____

Recommendation or Comment: Move that the Board of Education approve the proposal to establish an elementary diagnostic classroom at South End School.

Titles of Attachments:
Proposal Memo

Amy Aresco
Signature of Staff Member Submitting Report

Steve Madansky
Signature of Superintendent of Schools



Proposal for Establishment of an Elementary Diagnostic Classroom at South End School

To: Board of Education
From: Amy Aresco, Interim Director of Pupil Services
Date: 9/29/2025
Subject: Proposal to Establish an Elementary Diagnostic Classroom

1. Purpose and Rationale

The establishment of an Elementary Diagnostic Classroom is intended to provide targeted, specialized support for students with complex learning and behavioral needs who require intensive assessment and intervention before determining the most appropriate long-term educational placement. This diagnostic classroom will enable the district to:

- Conduct comprehensive, multidisciplinary evaluations within a structured educational setting.
- Implement individualized interventions aligned with diagnostic findings.
- Reduce out-of-district placements by accurately identifying and addressing student needs in-district.
- Support teachers and families through detailed progress data and collaboration.

2. Proposed Classroom Structure and Staffing

To effectively serve students within this specialized setting, the following staffing and resources are proposed:

- Classroom Teacher (1.0 FTE): A certified special education teacher with expertise in diagnostic assessment and individualized instruction.
- Support Staff (2.0 FTE): Paraprofessionals or behavioral technicians to provide direct support, assist with behavioral interventions, and facilitate small group instruction.
- School Psychologist (0.5 FTE): A licensed psychologist to conduct assessments, develop behavioral plans, and consult with staff and families.



3. Budget Overview

Item	Description	Cost
Classroom Teacher	1.0 FTE salary and benefits (top step/masters)	\$100,228
Support Staff (2 positions)	2.0 FTE combined salary and benefits	\$71,736
School Psychologist (0.5 FTE)	Half-time salary and benefits (Sixth Year Step)	\$86,669
Classroom Supplies	Materials, furniture, technology, assessment tools	<u>\$7,500</u>
Total Estimated Cost:		<u>\$266,133</u>

Note: Salary estimates to be provided based on current district scales.

4. Classroom Setup and Supplies

A budget of \$7,500 is requested for general classroom supplies including:

- Age-appropriate educational materials and manipulatives
- Assessment tools and software licenses
- Sensory and behavioral supports
- Furniture conducive to flexible and inclusive learning
- Technology devices (e.g., tablets, laptops) to support individualized instruction



5. Expected Outcomes

- Improved accuracy in student evaluations leading to more appropriate placement and services
- Enhanced student progress through targeted interventions
- Reduced reliance on costly out-of-district placements
- Increased collaboration between special education staff, families, and external providers

6. Conclusion

The proposed Elementary Diagnostic Classroom will significantly enhance our district's capacity to meet the diverse needs of our students with disabilities. The investment in specialized staffing and resources will yield long-term educational and fiscal benefits by improving student outcomes and reducing external placements.

Amy Aresco
Interim Director of Pupil Services
Southington Public Schools

Policy 3541
Transportation - Revised Policy
Draft

Series 3000: Business and Non-Instructional Operations**Non-Instructional Operations****Transportation**

The Board of Education will provide transportation for students under provisions of state law and regulations. The Superintendent of Schools shall administer the operation so as to:

1. provide for the safety of students
2. supplement and reinforce desirable student behavior patterns
3. ~~assist handicapped students appropriately~~ **assist students who receive service under special education or Section 504 of the Rehabilitation Act**
4. enrich the instructional program through carefully planned field trips as recommended by the staff

Parents may be reimbursed for transportation of eligible students whenever such practice is more economical or convenient.

Legal Reference:

Connecticut General Statutes

10-220, Duties of boards of education

10-186, Duties of local and regional boards of education

14-275a, Use of standard school bus required

14-275b, Transportation of handicapped students

14-275c, Regulations re school buses and motor vehicles used to transport special education students

Policy adopted: October 1988

Policy reviewed: April 2003

Policy revised: May 2018

Policy reviewed: June 2023

Policy Revised: September 2025

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ X _____ Board Meeting Date October 9, 2025

Decision Requested _____ Agenda Code 10 d.

AGENDA REPORTING FORM

Agenda Topic: Policy 5131.911 – CT School Climate - Revised - First Reading.

Summary of Issue: The Policy & Personnel Committee has reviewed Policy 5131.911 – CT School Climate.

Background: The Policy and Personnel Committee reviews policies with the administration to ensure they are current and appropriate.

Alternative Strategies: N/A

Cost (if applicable): N/A **Funding Source:** N/A

Beginning Date of Program or Project: N/A

Ending Date of Program or Project: N/A

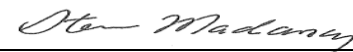
Recommendation or Comment: The Board of Education Policy & Personnel Committee is bringing the draft Policy 5131.911 to the full Board for a First Reading.

Titles of Attachments:

1. DRAFT Policy 5131.911



Signature of Staff Member Submitting Report



Signature of Superintendent of Schools

Policy 5131.911
CT School Climate - Revised Policy
Draft

Students:
Connecticut School Climate Policy
Policy Statement

All schools must support and promote teaching and learning environments where all students thrive academically and socially, have a strong and meaningful voice, and are prepared for lifelong success.

Implementation of the following set of guiding principles and systemic strategies will promote a positive school climate, which is essential to achieving these goals.

This policy sets forth the framework for an effective and informed school climate improvement process, which includes a continuous cycle of (i) planning and preparation, (ii) evaluation, (iii) action planning, and (iv) implementation, and serves to actualize the Connecticut School Climate Standards, as detailed herein.

The Board recognizes that improving school climate is contextual. Each school needs to consider its history, strengths, needs, and goals. Furthermore, this policy will support and promote the development of restorative action plans that will create and sustain safe and equitable learning environments.

The Southington Board of Education adopts this policy.

Definitions

1. "**School climate**" means the quality and character of the school life, with a particular focus on the quality of the relationships within the school community, and which is based on patterns of people's experiences of school life and that reflects the norms, goals, values, interpersonal relationships, teaching, learning, leadership practices and organizational structures within the school community.
2. "**Positive Sustained School Climate**" is the foundation for learning and positive youth development and includes:
 - a. Norms, values, and expectations that support people feeling socially, emotionally, culturally, racially, intellectually, and physically safe.
 - b. People who treat one another with dignity and are engaged, respected and solve problems restoratively.
 - c. A school community that works collaboratively together to develop, live, and contribute to a shared school vision.
 - d. Adults who model and nurture attitudes that emphasize the benefits and satisfaction gained from learning; and
 - e. A school community that contributes to the operations of the school and the care of the physical environment.

Students:
Connecticut School Climate Policy
Policy Statement

3. "**Social and emotional learning**" means the process through which children and adults achieve emotional intelligence through the competencies of self-awareness, self-management, social awareness, relationship skills and responsible decision-making.
4. "**Emotional intelligence**" means the ability to (A) perceive, recognize, and understand emotions in oneself or others, (B) use emotions to facilitate cognitive activities, including, but not limited to, reasoning, problem solving and interpersonal communication, (C) understand and identify emotions, and (D) manage emotions in oneself and others.
5. "**Bullying**" means unwanted and aggressive behavior among children in grades kindergarten to twelve, inclusive, that involves a real or perceived power imbalance.
6. "**School environment**" means a school-sponsored or school-related activity, function or program, whether on or off school grounds, including at a school bus stop or on a school bus or other vehicle owned, leased or used by a local or regional board of education, and may include other activities, functions or programs that occur outside of a school-sponsored or school-related activity, function or program if bullying at or during such other activities, functions or programs negatively impacts the school environment.
7. "**Cyberbullying**" means any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices or any other electronic communication.
8. "**Teen dating violence**" means any act of physical, emotional or sexual abuse, including stalking, harassing and threatening, that occurs between two students who are currently in or who have recently been in a dating relationship.
9. "**Mobile electronic device**" means any hand-held or other portable electronic equipment capable of providing data communication between two or more individuals, including, but not limited to, a text messaging device, a paging device, a personal digital assistant, a laptop computer, equipment that is capable of playing a video game or a digital video disk or equipment on which digital images are taken or transmitted.
10. "**Electronic communication**" means any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photoelectronic or photo-optical system.
11. "**School climate improvement plan**" means a building-specific plan developed by the school climate committee, in collaboration with the school climate specialist, using school climate survey data and any other relevant information, through a process that engages all members of the school community and involves such members in a series of overlapping systemic improvements, school-wide instructional practices and relational practices that prevent, identify and respond to challenging behavior, including, but not limited to alleged bullying and harassment in the school environment.
12. "**Restorative practices**" means evidence and research-based system-level practices that focus on (A) building high-quality, constructive relationships among the school community,

Students:
Connecticut School Climate Policy
Policy Statement

(B) holding each student accountable for any challenging behavior, and (C) ensuring each such student has a role in repairing relationships and reintegrating into the school community.

13. "**School climate survey**" means a research-based, validated and developmentally appropriate survey administered to students, school employees and families of students, in the predominant languages of the members of the school community, that measures and identifies school climate needs and tracks progress through a school climate improvement plan.

14. "**Connecticut school climate policy**" means the school climate policy developed, updated and approved by an association in the state that represents boards of education and adopted by the Social and Emotional Learning and School Climate Advisory Collaborative, established pursuant to section [10-222q](#) of the general statutes, as amended by this act, that provides a framework for an effective and democratically informed school climate improvement process that serves to implement Connecticut school climate standards, and includes a continuous cycle of (A) planning and preparation, (B) evaluation, (C) action planning, and (D) implementation.

15. "**School employee**" means (A) a teacher, substitute teacher, administrator, school superintendent, school counselor, school psychologist, social worker, school nurse, physician, paraeducator or coach employed by a local or regional board of education, or (B) any other individual who, in the performance of his or her duties, has regular contact with students and who provides services to or on behalf of students enrolled in a public school, pursuant to a contract with a local or regional board of education.

16. "**School community**" means any individuals, groups, businesses, public institutions and nonprofit organizations that are invested in the welfare and vitality of a public school system and the community in which it is located, including, but not limited to, students and their families, members of the local or regional board of education, volunteers at a school and school employees.

17. "**Challenging behavior**" means behavior that negatively impacts school climate or interferes, or is at risk of interfering, with the learning or safety of a student or the safety of a school employee.

18. "**Evidence Based Practices**" in education refers to instructional and school-wide improvement practices that systematic empirical research has provided evidence of statistically significant effectiveness.

19. "**Effective School Climate Improvement**" is a restorative process that engages all stakeholders in the following six essential practices:

A. Promoting decision-making that is collaborative and actively involves all stakeholders (e.g., school personnel, students, families, community members) with varied and meaningful roles and perspectives where all voices are heard;

B. Utilizing psychometrically sound quantitative (e.g., school climate survey, discipline data) and qualitative (e.g., interviews, focus groups) data to drive action planning, preventive and

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Connecticut School Climate Policy
Policy Statement

intervention practices and implementation strategies that continuously improve all dimensions of school climate, including regularly collecting data to evaluate progress and inform the improvement process;

C. Tailoring improvement goals to the unique needs of the students, educators, and broader school community. These goals shall be integrated into overall school improvement efforts thereby leveraging school strengths to address evidence-based areas of need, while sustaining the improvement process over time;

D. Building among school personnel and develop common staff skills to educate the whole child;

E. Basing curriculum, instruction, student supports, and interventions on scientific research and grounding in cognitive, social-emotional, and psychological theories of youth development. Interventions include strength-based programs and practices that together represent a comprehensive continuum of approaches to promote healthy student development and positive learning environments as well as address individual student barriers to learning and adult barriers to teaching; and

F. Strengthening policies and procedures related to:

- a. climate and restorative informed teaching and learning environments;
- b. infrastructure to facilitate data collection, analysis, and effective planning;
- c. implementation of school climate improvement plans with the goal of becoming restorative;
- d. evaluation of the school climate improvement process; and
- e. sustainability of school climate and restorative improvement efforts.

G. Fostering adult learning in teams and/or professional learning communities to build capacity

School Climate Coordinator Roles and Responsibilities

For the school year commencing July 1, 2025, and each school year thereafter, the superintendent of schools for each school district, or an administrator appointed by the superintendent, shall serve as the school climate coordinator for the school district.

The school climate coordinator shall be responsible for:

1. providing district-level leadership and support for the implementation of the school climate improvement plan for each school;

Students:
Connecticut School Climate Policy
Policy Statement

2. collaborating with the school climate specialist, for each school to (A) develop a continuum of strategies to prevent, identify and respond to challenging behavior, including, but not limited to, alleged bullying and harassment in the school environment, and (B) communicate such strategies to the school community, including, but not limited to, through publication in the district student handbook;
3. collecting and maintaining data regarding school climate improvement, including, but not limited to, school discipline records, school climate assessments, attendance rates, social and emotional learning assessments, academic growth data, types and numbers of alleged and verified bullying complaints submitted by members of the school community, types and numbers of challenging behaviors addressed using the restorative practices response policy, and data concerning the implementation and outcome of restorative practices; and
4. meeting with the school climate specialist for each school at least twice during the school year to (A) identify strategies to improve school climate, including, but not limited to, by responding to challenging behavior and implementing evidence and research-based interventions, such as restorative practices, (B) propose recommendations for revisions to the school climate improvement plan, and (C) assist with the completion of the school climate survey.

School Climate Specialist

For the school year commencing July 1, 2025, and each school year thereafter, the principal of each school, or a school employee who holds professional certification pursuant to section [10-145](#) of the general statutes, is trained in school climate improvement or restorative practices and is designated as the school climate specialist by the school principal, shall serve as the school climate specialist for the school.

The school climate specialist shall be responsible for:

1. leading in the prevention, identification, and response to challenging behavior, including, but not limited to, reports of alleged bullying and harassment;
2. implementing evidence and research-based interventions, including, but not limited to, restorative practices;
3. scheduling meetings for and leading the school climate committee; and
4. leading the implementation of the school climate improvement plan.

School Climate Committee

For the school year commencing July 1, 2025, and each school year thereafter, each school climate specialist shall appoint members to the school climate committee who are diverse, including members who are racially, culturally, and linguistically representative of various roles in the school community.

Students:
Connecticut School Climate Policy
Policy Statement

The school climate committee shall consist of:

1. the school climate specialist;
2. a teacher selected by the exclusive bargaining representative for certified employees chosen pursuant to section [10-153b](#) of the general statutes;
3. a demographically representative group of students enrolled at the school, as developmentally appropriate;
4. families of students enrolled at the school; and
5. at least two members of the school community, as determined by the school climate specialist.

Membership of the school climate committee shall be annually reviewed and approved by the school climate specialist, in coordination with the school climate coordinator.

The school climate committee shall be responsible for:

1. assisting in the development, annual scheduling, and administration of the school climate survey, and reviewing of the school climate survey data.
2. using the school climate survey data to identify strengths and challenges to improve school climate, and to create or propose revisions to the school climate improvement plan.
3. assisting in the implementation of the school climate improvement plan and recommending any improvements or revisions to the plan.
4. advising on strategies to improve school climate and implementing evidence and research-based interventions, including, but not limited to, restorative practices, in the school community.
5. annually providing notice of the uniform challenging behavior and/or bullying complaint form, or similar complaint form used by the school, to the school community.

School Climate Survey

For the school year commencing July 1, 2025, and biennially thereafter, the school climate committee, for each school, shall administer a school climate survey to students, school employees and families of students, provided the parent or guardian of each student shall receive prior written notice of the content and administration of such school climate survey and shall have a reasonable opportunity to opt such student out of such school climate survey.

Students:
Connecticut School Climate Policy
Policy Statement

School Climate Improvement Plan

For the school year commencing July 1, 2025, and each school year thereafter, the school climate specialist, for each school, in collaboration with the school climate coordinator, shall develop, and update as necessary, a school climate improvement plan. Such plan shall be based on the results of the school climate survey, any recommendations from the school climate committee, including the protocols, supports, and any other data the school climate specialist and school climate coordinator deem relevant. Such plan shall be submitted to the school climate coordinator for review and approval on or before December thirty-first of each school year. Upon approval of such plan, a written or electronic copy of such plan shall be made available to members of the school community and such plan shall be used in the prevention of, identification of and response to all challenging behavior.

Additionally, districts may place the school climate improvement plans into their district and school improvement plans.

Training

For the school year commencing July 1, 2024, and each school year thereafter, each local and regional Board of Education shall provide resources and training to school employees regarding:

1. social and emotional learning;
2. school climate and culture and evidence and research-based interventions; and
3. restorative practices.

Such resources and training may be made available at each school under the jurisdiction of such board and include technical assistance in the implementation of a school climate improvement plan. Any school employee may participate in any such training offered by the board under this section. The school climate coordinator, shall select, and approve, the individuals or organizations that will provide such training.

Funding

The school district shall in its discretion allocate sufficient funding to satisfy the requirements of this policy for all schools in the district. Such funding shall be distributed accordingly, with Superintendent approval, for assessments and professional development, as well as for school community outreach, training, and technical assistance.

Accountability

The Board shall adopt and allocate adequate resources to support the Connecticut School Climate Policy and adhere to state regulations set forth in Public Act 23-167.

Students:
Connecticut School Climate Policy
Policy Statement

Connecticut School Climate Standards

1. The school district community¹ has a shared vision and plan for promoting and sustaining a positive school climate² that focuses on prevention, identification, and response to all challenging behavior³.
2. The school district community adopts policies that promote:
 - a. a sound school environment that develops and sustains academic, social, emotional, ethical, civic, and intellectual skills; and
 - b. a restorative school environment focused on overcoming barriers to teaching and learning by building and supporting meaningful school-wide relationships, and intentionally re-engaging any disengaged students, educators, and families of students in the school community.
3. The school community's practices are identified, prioritized, and supported to:
 - a. promote learning and the positive academic, social, emotional, ethical, and civic development of students;
 - b. enhance engagement in teaching, learning, and school-wide activities;
 - c. address barriers to teaching and learning; and
 - d. develop and sustain a restorative infrastructure that builds capacity, accountability, and sustainability.
4. The school community creates a school environment⁴ where everyone is safe, welcomed, supported, and included in all school-based activities.
5. The school community creates a restorative system that cultivates a sense of belonging through norms and activities that promote social and civic responsibility, and a dedication to cultural responsiveness, diversity, equity, and inclusion.

Legal Reference

Per Public Act. No. 24-45, the Collaborative was tasked with designing a School Climate Improvement Plan. In accordance with Public Act No. 23167.

Policy Adopted: June 2025

Policy Revised: September 2025

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ X _____ Board Meeting Date October 9, 2025

Decision Requested _____ Agenda Code 10 e.

AGENDA REPORTING FORM

Agenda Topic: Policy 5141.21 – Administering Medication - Revised - First Reading.

Summary of Issue: The Policy & Personnel Committee has reviewed Policy 5141.21 – Administering Medication.

Background: The Policy and Personnel Committee reviews policies with the administration to ensure they are current and appropriate.

Alternative Strategies: N/A

Cost (if applicable): N/A **Funding Source:** N/A

Beginning Date of Program or Project: N/A

Ending Date of Program or Project: N/A

Recommendation or Comment: The Board of Education Policy & Personnel Committee is bringing the draft Policy 5141.21 to the full Board for a First Reading.

Titles of Attachments:

1. DRAFT Policy 5141.21



Signature of Staff Member Submitting Report



Signature of Superintendent of Schools

Policy 5141.21
Administering Medication - Revised Policy
Draft

ADMINISTRATION OF STUDENT MEDICATIONS IN THE SCHOOLS

A. Definitions

Administration of medication means any one of the following activities: handling, storing, preparing or pouring of medication; conveying it to the student according to the medication order; observing the student inhale, apply, swallow, or self-inject the medication, when applicable; documenting that the medication was administered; and counting remaining doses to verify proper administration and use of the medication.

Authorized prescriber means a physician, dentist, optometrist, advanced practice registered nurse or physician assistant, and, for interscholastic and intramural athletic events only, a podiatrist.

Before or after school program means any child care program operated and administered by the _____ Board of Education (the “Board”) and exempt from licensure by the Office of Early Childhood pursuant to subdivision (1) of subsection (b) of Section 19a-77 of the Connecticut General Statutes. Such programs do not include public or private entities licensed by the Office of Early Childhood or Board enhancement programs and extra-curricular activities.

Cartridge injector or Nasal Spray means an automatic prefilled cartridge injector or similar automatic injectable equipment used to deliver epinephrine in a standard dose for emergency first aid response to allergic reactions.

Coach means any person holding a coaching permit who is hired by the Board to coach for a sport season.

Controlled drugs means those drugs as defined in Conn. Gen. Stat. Section 21a-240.

Cumulative health record means the cumulative health record of a pupil mandated by Conn. Gen. Stat. Section 10-206.

Director means the person responsible for the day-to-day operations of any school readiness program or before or after school program.

Eligible student means a student who has reached the age of eighteen or is an emancipated minor.

Error means:

- (1) the failure to do any of the following as ordered:
 - (a) administer a medication to a student;
 - (b) administer medication within the time designated by the prescribing physician;
 - (c) administer the specific medication prescribed for a student;
 - (d) administer the correct dosage of medication;
 - (e) administer medication by the proper route;
 - (f) administer the medication according to generally accepted standards of practice; or
- (2) the administration of medication to a student which is not ordered, or which is not authorized in writing by the parent or guardian of such student, except for the administration of epinephrine or naloxone for the purpose of emergency first aid as set forth in Sections D and E below.

Guardian means one who has the authority and obligations of guardianship of the person of a minor, and includes: (1) the obligation of care and control; and (2) the authority to make major decisions affecting the minor's welfare, including, but not limited to, consent determinations regarding marriage, enlistment in the armed forces and major medical, psychiatric or surgical treatment.

Intramural athletic events means tryouts, competition, practice, drills, and transportation to and from events that are within the bounds of a school district for the purpose of providing an opportunity for students to participate in physical activities and athletic contests that extend beyond the scope of the physical education program.

Interscholastic athletic events means events between or among schools for the purpose of providing an opportunity for students to participate in competitive contests that are highly organized and extend beyond the scope of intramural programs and includes tryouts, competition, practice, drills and transportation to and from such events.

Investigational drug means any medication with an approved investigational new drug (IND) application on file with the Food and Drug Administration (FDA), which is being scientifically tested and clinically evaluated to determine its efficacy, safety and side effects and which has not yet received FDA approval.

Licensed athletic trainer means a licensed athletic trainer employed by the school district pursuant to Chapter 375a of the Connecticut General Statutes.

Medication means any medicinal preparation, both prescription and non-prescription, including controlled drugs, as defined in Conn. Gen. Stat. Section 21a-240. This definition includes Aspirin, Ibuprofen or Aspirin substitutes containing Acetaminophen.

Medication emergency means a life-threatening reaction of a student to a medication.

Medication plan means a documented plan established by the school nurse in conjunction with the parent and student regarding the administration of medication in school. Such plan may be a stand-alone plan, part of an individualized health care plan, an emergency care plan or a medication administration form.

Medication order means the authorization by an authorized prescriber for the administration of medication to a student which shall include the name of the student, the name and generic name of the medication, the dosage of the medication, the route of administration, the time of administration, the frequency of administration, the indications for medication, any potential side effects including overdose or missed dose of the medication, the start and termination dates not to exceed a 12-month period, and the written signature of the prescriber.

Nurse means an advanced practice registered nurse, a registered nurse or a practical nurse licensed in Connecticut in accordance with Chapter 378, Conn. Gen. Stat.

Occupational therapist means an occupational therapist employed full time by the Board and licensed in Connecticut pursuant to Chapter 376a of the Connecticut General Statutes.

Optometrist means an optometrist licensed to provide optometry pursuant to Chapter 380 of the Connecticut General Statutes.

Paraeducator means a health care aide or assistant or an instructional aide or assistant employed by the Board who meets the requirements of the Board for employment as a health care aide or assistant or instructional aide or assistant.

Physical therapist means a physical therapist employed full time by the Board and licensed in Connecticut pursuant to Chapter 376 of the Connecticut General Statutes.

Physician means a doctor of medicine or osteopathy licensed to practice medicine in Connecticut pursuant to Chapter 370 of the Connecticut General Statutes, or licensed to practice medicine in another state.

Podiatrist means an individual licensed to practice podiatry in Connecticut pursuant to Chapter 375 of the Connecticut General Statutes.

Principal means the administrator in the school.

Qualified school employee means a principal, teacher, licensed athletic trainer, licensed physical or occupational therapist employed by a school district, coach or paraeducator.

Research or study medications means FDA-approved medications being administered according to an approved study protocol. A copy of the study protocol shall be provided to the school nurse along with the name of the medication to be administered and the acceptable range of dose of such medication to be administered.

School means any educational facility or program which is under the jurisdiction of the Board excluding extracurricular activities.

School nurse means a nurse appointed in accordance with Conn. Gen. Stat. Section 10-212.

School nurse supervisor means the nurse designated by the Board as the supervisor or, if no designation has been made by the Board, the lead or coordinating nurse assigned by the Board.

School readiness program means a program that receives funds from the State Department of Education for a school readiness program pursuant to subsection (b) of Section 10-16p of the Connecticut General Statutes and exempt from licensure by the Office of Early Childhood pursuant to subdivision (1) of subsection (b) of Section 19a-77 of the Connecticut General Statutes.

Self-administration of medication means the control of the medication by the student at all times and is self-managed by the student according to the individual medication plan.

Teacher means a person employed full time by the Board who has met the minimum standards as established by the Board for performance as a teacher and has been approved by the school medical advisor and school nurse to be designated to administer medications pursuant to the Regulations of Connecticut State Agencies Sections 10-212a-1 through 10-212a-7.

B. General Policies on Administration of Medications

- (1) Except as provided below in Sections D and E, no medication, including non-prescription drugs, may be administered by any school personnel without:

- (a) the written medication order of an authorized prescriber;
 - (b) the written authorization of the student's parent or guardian or eligible student; and
 - (c) the written permission of a parent for the exchange of information between the prescriber and the school nurse necessary to ensure safe administration of such medication.
- (2) Prescribed medications shall be administered to and taken by only the person for whom the prescription has been written.
- (3) Except as provided in Sections D and E, medications may be administered only by a licensed nurse or, in the absence of a licensed nurse, by:
- (a) a full-time principal, a full-time teacher, or a full-time licensed physical or occupational therapist employed by the school district who has been trained in the administration of medication in accordance with Section J of this policy. A full-time principal, teacher, licensed physical or occupational therapist employed by the school district may administer oral, topical, intranasal or inhalant medications. Such individuals may administer injectable medications only to a student with a medically diagnosed allergic condition that may require prompt treatment to protect the student against serious harm or death.
 - (b) students with chronic medical conditions who are able to possess, self-administer, or possess and self-administer medication, provided all of the following conditions are met:
 - (i) an authorized prescriber provides a written medication order, including the recommendation for possession, self-administration, or possession and self-administration;
 - (ii) there is a written authorization for possession, self-administration, or possession and self-administration from the student's parent or guardian or eligible student;
 - (iii) the school nurse has developed a plan for possession, self-administration, or possession and self-administration, and general supervision, and has documented the plan in the student's cumulative health record;
 - (iv) the school nurse has assessed the student's competency for self-administration and deemed it safe and appropriate, including that the student: is capable of identifying and selecting the appropriate medication by size, color, amount

or other label identification; knows the frequency and time of day for which the medication is ordered; can identify the presenting symptoms that require medication; administers the medication appropriately; maintains safe control of the medication at all times; seeks adult supervision whenever warranted; and cooperates with the established medication plan;

- (v) the principal, appropriate teachers, coaches and other appropriate school personnel are informed the student is possessing, self-administering, or possessing and self-administering prescribed medication;
 - (vi) such medication is transported to school and maintained under the student's control in accordance with this policy; and
 - (vii) controlled drugs, as defined in this policy, may not be possessed or self-administered by students, except in extraordinary situations, such as international field trips, with approval of the school nurse supervisor and the school medical advisor in advance and development of an appropriate plan.
- (c) a student diagnosed with asthma who is able to self-administer medication shall be permitted to retain possession of an asthmatic inhaler at all times while attending school, in order to provide for prompt treatment to protect such student against serious harm or death, provided all of the following conditions are met:
- (i) an authorized prescriber provides a written order requiring the possession of an inhaler by the student at all times in order to provide for prompt treatment in order to protect the student against serious harm or death and authorizing the student's self-administration of medication, and such written order is provided to the school nurse;
 - (ii) there is a written authorization from the student's parent or guardian regarding the possession of an inhaler by the student at all times in order to protect the student against serious harm or death and authorizing the student's self-administration of medication, and such written authorization is provided to the school nurse;
 - (iii) the conditions set forth in subsection (b) above have been met, except that the school nurse's review of a student's

competency to self-administer an inhaler for asthma in the school setting shall not be used to prevent a student from retaining and self-administering an inhaler for asthma. Students may self-administer medication with only the written authorization of an authorized prescriber and written authorization from the student's parent or guardian or eligible student; and

- (iv) the conditions for self-administration meet any regulations as may be imposed by the State Board of Education in consultation with the Commissioner of Public Health.
- (d) a student diagnosed with an allergic condition who is able to self-administer medication shall be permitted to retain possession of a cartridge injector or nasal spray or any other medical equipment approved by the United States Food and Drug Administration (FDA) at all times while attending school, in order to provide for prompt treatment to protect such student against serious harm or death, provided all of the following conditions are met:
 - (i) an authorized prescriber provides a written order requiring the possession of a cartridge injector or nasal spray or any other medical equipment approved by the FDA by the student at all times in order to provide for prompt treatment in order to protect the student against serious harm or death and authorizing the student's possession, self-administration, or possession and self-administration of medication, and such written order is provided to the school nurse;
 - (ii) there is a written authorization from the student's parent or guardian regarding the possession of a cartridge injector or nasal spray or any other medical equipment approved by the FDA by the student at all times in order to protect the student against serious harm or death and authorizing the student's possession, self-administration, or possession and self-administration of medication, and such written authorization is provided to the school nurse;
 - (iii) the conditions set forth in subsection (b) above have been met, except that the school nurse's review of a student's competency to self-administer cartridge injectors or nasal spray or any other medical equipment approved by the FDA for medically-diagnosed allergies in the school setting shall not be used to prevent a student from retaining and self-administering a cartridge injector or nasal spray or any

other medical equipment approved by the FDA for medically-diagnosed allergies. Students may self-administer medication with only the written authorization of an authorized prescriber and written authorization from the student's parent or guardian or eligible student; and

- (iv) the conditions for self-administration meet any regulations as may be imposed by the State Board of Education in consultation with the Commissioner of Public Health.
- (e) a student with a medically diagnosed life-threatening allergic condition may possess, self-administer, or possess and self-administer medication, including but not limited to medication administered with a cartridge injector or nasal spray or any other medical equipment approved by the FDA, to protect the student against serious harm or death, provided the following conditions are met:
 - (i) the parent or guardian of the student has provided written authorization for the student to possess, self-administer, or possess and self-administer such medication; and
 - (ii) a qualified medical professional has provided a written order for the possession, self-administration, or possession and self-administration.
- (f) a coach of intramural or interscholastic athletic events or licensed athletic trainer who has been trained in the administration of medication in accordance with Section J of this policy, during intramural or interscholastic athletic events, may administer inhalant medications prescribed to treat respiratory conditions and/or medication administered with a cartridge injector for students with medically diagnosed allergic conditions which may require prompt treatment to protect the student against serious harm or death, provided all of the following conditions are met:
 - (i) the school nurse has determined that a self-administration plan is not viable;
 - (ii) the school nurse has provided to the coach a copy of the authorized prescriber's order and parental permission form;
 - (iii) the parent/guardian has provided the coach or licensed athletic trainer with the medication in accordance with Section K of this policy, and such medication is separate

from the medication stored in the school health office for use during the school day; and

- (iv) the coach or licensed athletic trainer agrees to the administration of emergency medication and implements the emergency care plan, identified in Section H of this policy, when appropriate.
- (g) an identified paraeducator who has been trained in the administration of medication in accordance with Section J of this policy, provided medication is administered only to a specific student in order to protect that student from harm or death due to a medically diagnosed allergic condition, and the following additional conditions are met:
- (i) there is written authorization from the student's parents/guardian to administer the medication in school;
 - (ii) medication is administered pursuant to the written order of (A) a physician licensed under chapter 370 of the Connecticut General Statutes, (B) an optometrist licensed to practice optometry under chapter 380 of the Connecticut General Statutes, (C) an advanced practice registered nurse licensed to prescribe in accordance with section 20-94a of the Connecticut General Statutes, or (D) a physician assistant licensed to prescribe in accordance with section 20-12d of the Connecticut General Statutes;
 - (iii) medication is administered only with approval by the school nurse and school medical advisor, if any, in conjunction with the school nurse supervisor and under the supervision of the school nurse;
 - (iv) the medication to be administered is limited to medications necessary for prompt treatment of an allergic reaction, including, but not limited to, a cartridge injector; and
 - (v) the paraeducator shall have received proper training and supervision from the school nurse in accordance with this policy and state regulations.
- (h) a principal, teacher, licensed athletic trainer, licensed physical or occupational therapist employed by the Board, coach or paraeducator, provided medication is antiepileptic medication, including by rectal syringe, administered only to a specific student with a medically diagnosed epileptic condition that requires

prompt treatment in accordance with the student's individual seizure action plan, and the following additional conditions are met:

- (i) there is written authorization from the student's parents/guardians to administer the medication;
 - (ii) a written order for such administration has been received from the student's physician licensed under Chapter 370 of the Connecticut General Statutes;
 - (iii) the principal, teacher, licensed athletic trainer, licensed physical or occupational therapist employed by the Board, coach or paraeducator is selected by the school nurse and school medical advisor, if any, and voluntarily agrees to administer the medication;
 - (iv) the principal, teacher, licensed athletic trainer, licensed physical or occupational therapist employed by the Board, coach or paraeducator annually completes the training program established by the Connecticut State Department of Education and the Association of School Nurses of Connecticut as required by Connecticut General Statutes § 10-212a, and the school nurse and medical advisor, if any, have attested, in writing, that such training has been completed; and
 - (v) the principal, teacher, licensed athletic trainer, licensed physical or occupational therapist employed by the Board, coach or paraeducator receives monthly reviews by the school nurse to confirm competency to administer antiepileptic medication.
- (i) a director of a school readiness program or a before or after school program, or the director's designee, provided that the medication is administered:
- (i) only to a student enrolled in such program; and
 - (ii) in accordance with Section L of this policy.
- (j) a licensed practical nurse, after the school nurse has established the medication plan, provided that the licensed practical nurse may not train or delegate the administration of medication to another individual, and provided that the licensed practical nurse can demonstrate one of the following:

- (i) training in administration of medications as part of their basic nursing program;
 - (ii) successful completion of a pharmacology course and subsequent supervised experience; or
 - (iii) supervised experience in the administration of medication while employed in a health care facility.
- (4) Medications may also be administered by a parent or guardian to the parent or guardian's own child on school grounds.
- (5) Investigational drugs or research or study medications may be administered only by a licensed nurse. For FDA-approved medications being administered according to a study protocol, a copy of the study protocol shall be provided to the school nurse along with the name of the medication to be administered and the acceptable range of dose of such medication to be administered.

C. Diabetic Students

- (1) The Board permits blood glucose testing by students who have a written order from a physician or an advanced practice registered nurse stating the need and capability of such student to conduct self-testing, or the use of continuous blood glucose monitors (CGM) by students diagnosed with Type 1 diabetes, who have a written order from a physician or an advanced practice registered nurse.
- (2) The Board will not restrict the time or location of blood glucose testing by a student with diabetes on school grounds who has written authorization from a parent or guardian and a written order from a physician or an advanced practice registered nurse stating that such student is capable of conducting self-testing on school grounds.
- (3) The Board will not require a student using a continuous glucose monitor approved by the Food and Drug Administration for use without finger stick verification to undergo finger stick verification of blood glucose readings from a continuous glucose monitor on a routine basis. Finger stick testing of a student using a continuous glucose monitor so approved by the Food and Drug Administration shall only be conducted: (1) as ordered by the student's physician or advanced practice provider; (2) if it appears that the continuous glucose monitor is malfunctioning; or (3) in an urgent medical situation.
- (4) The Board shall purchase or use existing equipment owned by the Board to monitor blood glucose alerts transmitted from continuous glucose

monitors of students with Type 1 diabetes to dedicated receivers, smartphone/tablet applications, or other appropriate technology on such equipment.

- (5) In the absence or unavailability of the school nurse, select school employees may administer medication with injectable equipment or nasal spray or any other medical equipment approved by the FDA used to administer glucagon to a student with diabetes that may require prompt treatment in order to protect the student against serious harm or death, under the following conditions:
- (a) The student's parent or guardian has provided written authorization;
 - (b) A written order for such administration has been received from the student's physician licensed under Chapter 370 of the Connecticut General Statutes;
 - (c) The school employee is selected by either the school nurse or principal and is a principal, teacher, licensed athletic trainer, licensed physical or occupational therapist employed by a school district, coach or paraeducator;
 - (d) The school nurse shall provide general supervision to the selected school employee;
 - (e) The selected school employee annually completes any training required by the school nurse and school medical advisor in the administration of medication with injectable equipment used to administer glucagon or nasal spray or any other medical equipment approved by the FDA;
 - (f) The school nurse and school medical advisor have attested in writing that the selected school employee completed the required training; and
 - (g) The selected school employee voluntarily agrees to serve as one who may administer medication with injectable equipment or nasal spray or any other medical equipment approved by the FDA used to administer glucagon to a student with diabetes that may require prompt treatment in order to protect the student against serious harm or death.

D. Epinephrine for Purposes of Emergency First Aid Without Prior Authorization

- (1) For purposes of this Section D, “regular school hours” means the posted hours during which students are required to be in attendance at the individual school on any given day.
- (2) The school nurse shall maintain epinephrine in cartridge injectors or nasal spray or any other medical equipment approved by the FDA for the purpose of emergency first aid to students who experience allergic reactions and do not have prior written authorization of a parent or guardian or a prior written order of a qualified medical professional for the administration of epinephrine.
 - (a) The school nurse, in consultation with the school nurse supervisor, shall determine the supply of epinephrine in cartridge injectors or nasal spray or any other medical equipment approved by the FDA that shall be available in the individual school.
 - (b) In determining the appropriate supply of epinephrine in cartridge injectors or nasal spray or any other medical equipment approved by the FDA, the nurse may consider, among other things, the number of students regularly in the school building during the regular school day and the size of the physical building.
- (3) The school nurse or school principal shall select principal(s), teacher(s), licensed athletic trainer(s), licensed physical or occupational therapist(s) employed by the Board, coach(es) and/or paraeducator(s) to maintain and administer the epinephrine in cartridge injectors or nasal spray or any other medical equipment approved by the FDA for the purpose of emergency first aid as described in Paragraph (2) above, in the absence of the school nurse.
 - (a) More than one individual must be selected by the school nurse or school principal for such maintenance and administration in the absence of the school nurse.
 - (b) The selected personnel, before conducting such administration, must annually complete the training made available by the Department of Education for the administration of epinephrine in cartridge injectors or nasal spray or any other medical equipment approved by the FDA for the purpose of emergency first aid, as described in Connecticut General Statutes § 10-212g.
 - (c) The selected personnel must voluntarily agree to complete the training and administer epinephrine in cartridge injectors or nasal spray or any other medical equipment approved by the FDA for the purpose of emergency first aid.

- (4) Either the school nurse or, in the absence of the school nurse, at least one of the selected and trained personnel as described in Paragraph (3) above shall be on the grounds of each school during regular school hours.
 - (a) The school principal, in consultation with the school nurse supervisor, shall determine the level of nursing services and number of selected and trained personnel necessary to ensure that a nurse or selected and trained personnel is present on the grounds of each school during regular school hours.
 - (b) If the school nurse, or a substitute school nurse, is absent or must leave school grounds during regular school hours, the school nurse, school administrator or designee shall use an effective and reasonable means of communication to notify one or more qualified school employees and other staff in the school that the selected and trained personnel identified in Paragraph (3) above shall be responsible for the emergency administration of epinephrine.
- (5) The administration of epinephrine pursuant to this section must be done in accordance with this policy, including but not limited to the requirements for documentation and record keeping, errors in medication, emergency medical procedures, and the handling, storage and disposal of medication, and the Regulations adopted by the Department of Education.
- (6) The parent or guardian of any student may submit, in writing, to the school nurse or school medical advisor, if any, that epinephrine shall not be administered to such student pursuant to this section.
 - (a) The school nurse shall notify selected and trained personnel of the students whose parents or guardians have refused emergency administration of epinephrine.
 - (b) The Board shall annually notify parents or guardians of the need to provide such written notice.
- (7) Following the emergency administration of epinephrine by selected and trained personnel as identified in this section:
 - (a) Such emergency administration shall be reported immediately to:
 - (i) The school nurse or school medical advisor, if any, by the personnel who administered the epinephrine; and

- (ii) The student’s parent or guardian, by the school nurse or personnel who administered the epinephrine.
- (b) A medication administration record shall be:
 - (i) Submitted to the school nurse by the personnel who administered the epinephrine as soon as possible, but no later than the next school day; and
 - (ii) filed in or summarized on the student’s cumulative health record, in accordance with the Document and Record Keeping section of this policy.

E. Opioid Antagonists for Purposes of Emergency First Aid Without Prior Authorization

- (1) For purposes of this Section E, “regular school hours” means the posted hours during which students are required to be in attendance at the individual school on any given day. “Regular school hours” does not include after-school events such as athletics or extracurricular activities that take place outside the posted hours.
- (2) For purposes of this section, an “opioid antagonist” means naloxone hydrochloride (e.g., Narcan) or any other similarly acting and equally safe drug that the FDA has approved for the treatment of a drug overdose.
- (3) In accordance with Connecticut law and this policy, a school nurse may maintain opioid antagonists for the purpose of administering emergency first aid to students who experience a known or suspected opioid overdose and do not have a prior written authorization of a parent or guardian or a prior written order of a qualified medical professional for the administration of such opioid antagonist.
 - (a) The school nurse, in consultation with the Board’s medical advisor, shall determine the supply of opioid antagonists that shall be maintained in the individual school.
 - (b) In determining the appropriate supply of opioid antagonists, the nurse may consider, among other things, the number of students regularly in the school building during the regular school day and the size of the physical building.
 - (c) The school nurse shall be responsible for the safe storage of opioid antagonists maintained in a school and shall ensure any supply of opioid antagonists maintained is stored in a secure manner, in

accordance with the manufacturer's instructions, and in a location where it can be obtained in a timely manner if administration is necessary.

- (d) The school nurse shall be responsible for maintaining an inventory of opioid antagonists maintained in the school, tracking the date(s) of expiration of the supply of opioid antagonists maintained in a school, and, as appropriate, refreshing the supply of opioid antagonists maintained in the school.
- (4) The school nurse, in consultation with the Superintendent and the building principal, shall provide notice to parents and guardians of the Board's policies and procedures regarding the emergency administration of opioid antagonists in the event of a known or suspected opioid overdose.
- (5) A school nurse shall be approved to administer opioid antagonists for the purpose of emergency first aid, as described in Paragraph (3) above, in the event of a known or suspected opioid overdose, in accordance with this policy and provided that such nurse has completed a training program in the distribution and administration of an opioid antagonist (1) developed by the State Department of Education, Department of Consumer Protection, and Department of Public Health, or (2) under a local agreement, entered into by the Board on July 1, 2022 or thereafter, with a prescriber or pharmacist for the administration of opioid antagonists for the purpose of emergency first aid, which training shall also address the Board's opioid antagonist storage, handling, labeling, recalls, and record keeping.
- (6) The school nurse or school principal shall select principal(s), teacher(s), security attendant(s), licensed athletic trainer(s), coach(es), paraeducator(s), and/or licensed physical or occupational therapist(s) employed by the Board to maintain and administer the opioid antagonists for the purpose of emergency first aid as described in Paragraph (3) above, in the absence of the school nurse.
 - (a) More than one individual must be selected by the school nurse or school principal for such maintenance and administration in the absence of the school nurse.
 - (b) The selected personnel, before administering an opioid antagonist pursuant to this section, must complete a training program in the distribution and administration of an opioid antagonist (1) developed by the State Department of Education, Department of Consumer Protection, and Department of Public Health, or (2) under a local agreement, entered into by the Board on July 1, 2022 or thereafter, with a prescriber or pharmacist for the administration

of opioid antagonists for the purpose of emergency first aid, which training shall also address the Board's opioid antagonist storage, handling, labeling, recalls, and record keeping.

- (c) All school personnel shall be notified of the identity of qualified school employees authorized to administer an opioid antagonist in the absence of the school nurse.
- (7) Either the school nurse or, in the absence of the school nurse, at least one of the selected and trained personnel as described in Paragraph (6) above, shall be on the grounds of each school during regular school hours.
- (a) The school principal, in consultation with the school nurse supervisor, shall determine the level of nursing services and number of selected and trained personnel necessary to ensure that a nurse or selected and trained personnel is present on the grounds of each school during regular school hours.
 - (b) If the school nurse, or a substitute school nurse, is absent or must leave school grounds during regular school hours, the school nurse, school administrator or designee shall use an effective and reasonable means of communication to notify one or more qualified school employees and other staff in the school that the selected and trained personnel identified in Paragraph (6) above shall be responsible for the emergency administration of opioid antagonists.
 - (c) If a Board employee becomes aware of a student experiencing a known or suspected opioid overdose on school grounds but outside of regular school hours and opioid antagonists and/or the school nurse or other qualified school employee is not available to administer opioid antagonists for the purpose of emergency first aid, the Board employee will call 9-1-1.
- (8) The District may also maintain intranasally or orally administered opioid antagonists in a secure box, pursuant to an agreement with a prescriber or pharmacist that permits the District to install on the District's premises a secure box. For the purposes of this section, a "secure box" means a container that (A) is securely affixed in a public location, (B) can be accessed by individuals for public use, (C) is temperature controlled or stored in an environment with temperature controls, (D) is tamper-resistant, (E) is equipped with an alarm capable of detecting and transmitting a signal when accessed by individuals, and (F) is equipped with an alarm capable of alerting first responders when accessed by individuals, unless equipping the container with such an alarm is commercially impracticable. Such agreement shall address the

environmental controls necessary to store such opioid antagonist, establish procedures for replenishment of such opioid antagonist, and establish a process for monitoring the expiration dates of such opioid antagonist and disposing of any expired opioid antagonist. The secure box shall not contain an opioid antagonist in an amount greater than the amount necessary to serve the community in which it is installed. The secure box may also contain an automatic external defibrillator or other products used to treat a medical emergency. The District shall post signage disclosing the presence of such opioid antagonists and usage directions for such opioid antagonist, in the language or languages spoken in the community in which the secure box is installed. If the District is unable to maintain the secure box, or the supplies necessary to maintain the secure box are unavailable, the District shall remove such secure box, and all signs required under this policy concerning such secure box, as soon as practicable but in no event later than five days after the District discovers that it is unable to maintain such secure box or the supplies necessary to maintain such secure box.

- (9) The parent or guardian of any student may submit, in writing, to the school nurse or school medical advisor, if any, that opioid antagonists shall not be administered to such student pursuant to this section.
 - (a) The school nurse shall notify selected and trained personnel of the students whose parents or guardians have refused emergency administration of opioid antagonists.
 - (b) The Board shall annually notify parents or guardians of the need to provide such written notice of refusal.

- (10) Following the emergency administration of an opioid antagonist by a school nurse or selected and trained personnel as identified in this section:
 - (a) Immediately following the emergency administration of an opioid antagonist by a school nurse or selected and trained personnel as identified in this section, the person administering the opioid antagonist must call 911.
 - (b) Such emergency administration shall be reported immediately to:
 - (i) The school nurse or school medical advisor, if any, by the personnel who administered the opioid antagonist;
 - (ii) The Superintendent of Schools; and
 - (iii) The student's parent or guardian.

- (c) A medication administration record shall be:
 - (i) Created by the school nurse or submitted to the school nurse by the personnel who administered the opioid antagonist, as soon as possible, but no later than the next school day; and
 - (ii) filed in or summarized on the student's cumulative health record, in accordance with Section F of this policy.

F. Documentation and Record Keeping

- (1) Each school or before or after school program and school readiness program where medications are administered shall maintain an individual medication administration record for each student who receives medication during school or program hours. This record shall include the following information:
 - (a) the name of the student;
 - (b) the student's state-assigned student identifier (SASID);
 - (c) the name of the medication;
 - (d) the dosage of the medication;
 - (e) the route of the administration, (e.g., oral, topical, inhalant, etc.);
 - (f) the frequency of administration;
 - (g) the name of the authorized prescriber;
 - (h) the dates for initiating and terminating the administration of medication, including extended-year programs;
 - (i) the quantity received at school and verification by the adult delivering the medication of the quantity received;
 - (j) the date the medication is to be reordered (if any);
 - (k) any student allergies to food and/or medication(s);
 - (l) the date and time of each administration or omission, including the reason for any omission;
 - (m) the dose or amount of each medication administered;
 - (n) the full written or electronic legal signature of the nurse or other authorized school personnel administering the medication; and
 - (o) for controlled medications, a medication count which should be conducted and documented at least once a week and co-signed by the assigned nurse and a witness.
- (2) All records are either to be made in ink and shall not be altered, or recorded electronically in a record that cannot be altered.

- (3) Written orders of authorized prescribers, written authorizations of a parent or guardian, the written parental permission for the exchange of information by the prescriber and school nurse to ensure safe administration of such medication, and the completed medication administration record for each student shall be filed in the student's cumulative health record or, for before or after school programs and school readiness programs, in the student's program record.
- (4) Authorized prescribers may make verbal orders, including telephone orders, for a *change* in medication order. Such verbal orders may be received only by a school nurse and must be followed by a written order, which may be faxed, and must be received within three (3) school days.
- (5) Medication administration records will be made available to the Department of Education for review until destroyed pursuant to Section 11-8a and Section 10-212a(b) of the Connecticut General Statutes.
 - (a) The completed medication administration record for non-controlled medications may, at the discretion of the school district, be destroyed in accordance with Section M8 of the Connecticut Record Retention Schedules for Municipalities upon receipt of a signed approval form (RC-075) from the Office of the Public Records Administrator, so long as such record is superseded by a summary on the student health record.
 - (b) The completed medication administration record for controlled medications shall be maintained in the same manner as the non-controlled medications. In addition, a separate medication administration record needs to be maintained in the school for three (3) years pursuant to Section 10-212a(b) of the Connecticut General Statutes.
- (6) Documentation of any administration of medication by a coach or licensed athletic trainer shall be completed on forms provided by the school and the following procedures shall be followed:
 - (a) a medication administration record for each student shall be maintained in the athletic offices;
 - (b) administration of a cartridge injector or nasal spray or any other medical equipment approved by the FDA shall be reported to the school nurse at the earliest possible time, but no later than the next school day;

- (c) all instances of medication administration, except for the administration of cartridge injector medication or nasal spray, shall be reported to the school nurse at least monthly, or as frequently as required by the individual student plan; and
- (d) the administration of medication record must be submitted to the school nurse at the end of each sport season and filed in the student's cumulative health record.

G. Errors in Medication Administration

- (1) Whenever any error in medication administration occurs, the following procedures shall apply:
 - (a) the person making the error in medication administration shall immediately implement the medication emergency procedures in this policy if necessary;
 - (b) the person making the error in medication administration shall in all cases immediately notify the school nurse, principal, school nurse supervisor, and authorized prescriber. The person making the error, in conjunction with the principal, shall also immediately notify the parent or guardian, advising of the nature of the error and all steps taken or being taken to rectify the error, including contact with the authorized prescriber and/or any other medical action(s); and
 - (c) the principal shall notify the Superintendent or the Superintendent's designee.
- (2) The school nurse, along with the person making the error, shall complete a report using the authorized medication error report form. The report shall include any corrective action taken.
- (3) Any error in the administration of medication shall be documented in the student's cumulative health record or, for before or after school programs and school readiness programs, in the student's program record.
- (4) These same procedures shall apply to coaches and licensed athletic trainers during intramural and interscholastic events, except that if the school nurse is not available, a report must be submitted by the coach or licensed athletic trainer to the school nurse the next school day.

H. Medication Emergency Procedures

- (1) Whenever a student has a life-threatening reaction to administration of a medication, resolution of the reaction to protect the student's health and safety shall be the foremost priority. The school nurse and the authorized prescriber shall be notified immediately, or as soon as possible in light of any emergency medical care that must be given to the student.
- (2) Emergency medical care to resolve a medication emergency includes but is not limited to the following, as appropriate under the circumstances:
 - (a) use of the 911 emergency response system;
 - (b) application by properly trained and/or certified personnel of appropriate emergency medical care techniques, such as cardio-pulmonary resuscitation;
 - (c) administration of emergency medication in accordance with this policy;
 - (d) contact with a poison control center; and
 - (e) transporting the student to the nearest available emergency medical care facility that is capable of responding to a medication emergency.
- (3) As soon as possible, in light of the circumstances, the principal shall be notified of the medication emergency. The principal shall immediately thereafter contact the Superintendent or the Superintendent's designee, who shall thereafter notify the parent or guardian, advising of the existence and nature of the medication emergency and all steps taken or being taken to resolve the emergency and protect the health and safety of the student, including contact with the authorized prescriber and/or any other medical action(s) that are being or have been taken.

I. Supervision

- (1) The school nurse is responsible for general supervision of administration of medications in the school(s) to which that nurse is assigned.
- (2) The school nurse's duty of general supervision includes, but is not limited to, the following:
 - (a) availability on a regularly scheduled basis to:
 - (i) review orders or changes in orders and communicate these to personnel designated to give medication for appropriate follow-up;
 - (ii) set up a plan and schedule to ensure medications are given properly;

- (iii) provide training to licensed nursing personnel, full-time principals, full-time teachers, full-time licensed physical or occupational therapists employed by the school district, coaches of intramural and interscholastic athletics, licensed athletic trainers and identified paraeducators designated in accordance with Section B(3)(g), above, which training shall pertain to the administration of medications to students, and assess the competency of these individuals to administer medication;
 - (iv) support and assist other licensed nursing personnel, full-time principals, full-time teachers, full-time licensed physical or occupational therapists employed by the school district, coaches of intramural and/or interscholastic athletics, licensed athletic trainers and identified paraeducators designated in accordance with Section B(3)(g), above, to prepare for and implement their responsibilities related to the administration of specific medications during school hours and during intramural and interscholastic athletics as provided by this policy;
 - (v) provide appropriate follow-up to ensure the administration of medication plan results in desired student outcomes, including providing proper notification to appropriate employees or contractors regarding the contents of such medical plans; and
 - (vi) provide consultation by telephone or other means of telecommunications, which consultation may be provided by an authorized prescriber or other nurse in the absence of the school nurse.
- (b) In addition, the school nurse shall be responsible for:
- (i) implementing policies and procedures regarding the receipt, storage, and administration of medications;
 - (ii) reviewing, on a periodic basis, all documentation pertaining to the administration of medications for students;
 - (iii) performing observations of the competency of medication administration by full-time principals, full-time teachers, full-time licensed physical or occupational therapists employed by the school district, coaches of intramural and/or interscholastic athletics and licensed athletic trainers in accordance with Section B(3)(f), above, and identified

paraeducators designated in accordance with Section B(3)(g), above, who have been newly trained to administer medications; and,

- (iv) conducting periodic reviews, as needed, with licensed nursing personnel, full-time principals, full-time teachers, full-time licensed physical or occupational therapists employed by the school district, coaches of intramural and/or interscholastic athletics and licensed athletic trainers in accordance with Section B(3)(f), above, and identified paraeducators designated in accordance with Section B(3)(g), above, regarding the needs of any student receiving medication.

J. Training of School Personnel

- (1) Full-time principals, full-time teachers, full-time licensed physical or occupational therapists employed by the school district, coaches of intramural and/or interscholastic athletics and licensed athletic trainers in accordance with Section B(3)(f), above, and identified paraeducators designated in accordance with Section B(3)(g), above, who are designated to administer medications shall at least annually receive training in their safe administration, and only trained full-time principals, full-time teachers, full-time licensed physical or occupational therapists employed by the school district, coaches of intramural and/or interscholastic athletics and licensed athletic trainers in accordance with Section B(3)(f), above, and identified paraeducators designated in accordance with Section B(3)(g), above, shall be allowed to administer medications.
- (2) Training for full-time principals, full-time teachers, full-time licensed physical or occupational therapists employed by the school district, coaches of intramural and/or interscholastic athletics and licensed athletic trainers in accordance with Section B(3)(f), above, and identified paraeducators designated in accordance with Section B(3)(g), above, shall include, but is not necessarily limited to, the following:
 - (a) the general principles of safe administration of medication;
 - (b) the procedures for administration of medications, including the safe handling and storage of medications, and the required record-keeping; and
 - (c) specific information related to each student's medication plan, including the name and generic name of the medication, indications for medication dosage, routes, time and frequency of administration, therapeutic effects of the medication, potential side

effects, overdose or missed doses of the medication, and when to implement emergency interventions.

- (3) The principal(s), teacher(s), licensed athletic trainer(s), licensed physical or occupational therapist(s) employed by the Board, coach(es) and/or school paraeducator(s) who administer epinephrine pursuant to Sections B and D above or naloxone pursuant to E above, shall annually complete the training program developed by the Departments of Education and Public Health and training in cardiopulmonary resuscitation and first aid, as described in Connecticut General Statutes § 10-212g.
- (4) The Board shall maintain documentation of medication administration training as follows:
 - (a) dates of general and student-specific trainings;
 - (b) content of the trainings;
 - (c) individuals who have successfully completed general and student-specific administration of medication training for the current school year; and
 - (d) names and credentials of the nurse or school medical advisor, if any, trainer or trainers.
- (6) Licensed practical nurses may not conduct training in the administration of medication to another individual.

K. Handling, Storage and Disposal of Medications

- (1) All medications, except those approved for transporting by students for self-medication, those administered by coaches of intramural or interscholastic athletics or licensed athletic trainers in accordance with Section B(3)(f) above, and epinephrine or naloxone to be used for emergency first aid in accordance with Sections D or E above, must be delivered by the parent, guardian, or other responsible adult to the nurse assigned to the student's school or, in the absence of such nurse, the school principal who has been trained in the appropriate administration of medication. Medications administered by coaches of intramural or interscholastic athletics or licensed athletic trainers must be delivered by the parent or guardian directly to the coach or licensed athletic trainer in accordance with Section B(3)(f) above.

- (2) The nurse shall examine on-site any new medication, medication order and the required authorization to administer form, and, except for epinephrine and naloxone to be used as emergency first aid in accordance with Sections D and E above, shall develop a medication administration plan for the student before any medication is given to the student by any school personnel. No medication shall be stored at a school without a current written order from an authorized prescriber.
- (3) The school nurse shall review all medication refills with the medication order and parent authorization prior to the administration of medication, except for epinephrine or naloxone intended for emergency first aid in accordance with Sections D and E above.
- (4) Emergency Medications
 - (a) Except as otherwise determined by a student's emergency care plan, emergency medications shall be stored in an unlocked, clearly labeled and readily accessible cabinet or container in the health room during school hours under the general supervision of the school nurse or, in the absence of the school nurse, the principal or the principal's designee who has been trained in the administration of medication.
 - (b) Emergency medication shall be locked beyond the regular school day or program hours, except as otherwise determined by a student's emergency care plan.
- (5) All medications, except those approved for keeping by students for self-medication, shall be kept in a designated and locked location used exclusively for the storage of medication. Controlled substances shall be stored separately from other drugs and substances in a separate, secure, substantially constructed, locked metal or wood cabinet.
- (6) Access to stored medications shall be limited to persons authorized to administer medications. Each school or before or after school program and school readiness program shall maintain a current list of such authorized persons.
- (7) All medications, prescription and non-prescription, shall be delivered and stored in their original containers and in such a manner that renders them safe and effective.
- (8) At least two sets of keys for the medication containers or cabinets shall be maintained for each school building or before or after school program and school readiness program. One set of keys shall be maintained under the direct control of the school nurse or nurses and an additional set shall be

under the direct control of the principal and, if necessary, the program director or lead teacher who has been trained in the general principles of the administration of medication shall also have a set of keys.

- (9) Medications that must be refrigerated shall be stored in a refrigerator at no less than 36 degrees Fahrenheit and no more than 46 degrees Fahrenheit. The refrigerator must be located in the health office that is maintained for health services with limited access. Non-controlled medications may be stored directly on the refrigerator shelf with no further protection needed. Controlled medication shall be stored in a locked box that is affixed to the refrigerator shelf.
- (10) All unused, discontinued or obsolete medications shall be removed from storage areas and either returned to the parent or guardian or, if the medication cannot be returned to the parent or guardian, the medication shall be destroyed in collaboration with the school nurse:
 - (a) non-controlled drugs shall be destroyed in the presence of at least one witness;
 - (b) controlled drugs shall be destroyed in pursuant to Section 21a-262-3 of the Regulations of Connecticut State Agencies; and
 - (c) accidental destruction or loss of controlled drugs must be verified in the presence of a second person, including confirmation of the presence or absence of residue, and jointly documented on the student medication administration record and on a medication error form pursuant to Section 10-212a(b) of the Connecticut General Statutes. If no residue is present, notification must be made to the Department of Consumer Protection pursuant to Section 21a-262-3 of the Regulations of Connecticut State Agencies.
- (11) Medications to be administered by coaches of intramural or interscholastic athletic events or licensed athletic trainers shall be stored:
 - (a) in containers for the exclusive use of holding medications;
 - (b) in locations that preserve the integrity of the medication;
 - (c) under the general supervision of the coach or licensed athletic trainer trained in the administration of medication; and
 - (d) in a locked secured cabinet when not under the general supervision of the coach or licensed athletic trainer during intramural or interscholastic athletic events.

- (12) In no event shall a school store more than a three (3) month supply of a medication for a student.

L. School Readiness Programs and Before or After School Programs

- (1) As determined by the school medical advisor, if any, and school nurse supervisor, the following procedures shall apply to the administration of medication during school readiness programs and before or after school programs run by the Board, which are exempt from licensure by the Office of Early Childhood:
- (a) Administration of medication at these programs shall be provided only when it is medically necessary for participants to access the program and maintain their health status while attending the program.
 - (b) Except as provided by Sections D and E above, no medication shall be administered in these programs without:
 - (i) the written order of an authorized prescriber; and
 - (ii) the written authorization of a parent or guardian or an eligible student.
 - (c) A school nurse shall provide consultation to the program director, lead teacher or school administrator who has been trained in the administration of medication regarding the safe administration of medication within these programs. The school medical advisor and school nurse supervisor shall determine whether, based on the population of the school readiness program and/or before or after school program, additional nursing services are required for these programs.
 - (d) Only school nurses, directors or directors' designees, lead teachers or school administrators who have been properly trained may administer medications to students as delegated by the school nurse or other registered nurse. Properly trained directors or directors' designees, lead teachers or school administrators may administer oral, topical, intranasal or inhalant medications. Investigational drugs or research or study medications may not be administered in these programs.
 - (e) Students attending these programs may be permitted to self-medicate only in accordance with the provisions of Section B(3) of this policy. In such a case, the school nurse must provide the program director, lead teacher or school administrator running the

program with the medication order and parent permission for self-administration.

- (f) In the absence of the school nurse during program administration, the program director, lead teacher or school administrator is responsible for decision-making regarding medication administration.
 - (g) Cartridge injector medications or nasal spray may be administered by a director, lead teacher or school administrator only to a student with a medically-diagnosed allergic condition which may require prompt treatment to protect the student against serious harm or death.
- (2) Local poison control center information shall be readily available at these programs.
 - (3) Procedures for medication emergencies or medication errors, as outlined in this policy, must be followed, except that in the event of a medication error a report must be submitted by the program director, lead teacher or school administrator to the school nurse the next school day.
 - (4) Training for directors or directors' designees, lead teachers or school administrators in the administration of medication shall be provided in accordance with Section J of this policy.
 - (5) All medications must be handled and stored in accordance with Section K of this policy. Where possible, a separate supply of medication shall be stored at the site of the before or after or school readiness program. In the event that it is not possible for the parent or guardian to provide a separate supply of medication, then a plan shall be in place to ensure the timely transfer of the medication from the school to the program and back on a daily basis.
 - (6) Documentation of any administration of medication shall be completed on forms provided by the school and the following procedures shall be followed:
 - (a) a medication administration record for each student shall be maintained by the program;
 - (b) administration of a cartridge injector medication or nasal spray shall be reported to the school nurse at the earliest possible time, but no later than the next school day;

- (c) all instances of medication administration, except for the administration of cartridge injector medication or nasal spray, shall be reported to the school nurse at least monthly, or as frequently as required by the individual student plan; and
 - (d) the administration of medication record must be submitted to the school nurse at the end of each school year and filed in the student's cumulative health record.
- (7) The procedures for the administration of medication at school readiness programs and before or after school programs shall be reviewed annually by the school medical advisor, if any, and school nurse supervisor.

M. Review and Revision of Policy

In accordance with the provisions of Conn. Gen. Stat. Section 10-212a(a)(2) and Section 10-212a-2 of the Regulations of Connecticut State Agencies, the Board shall review this policy periodically, and at least biennially, with the advice and approval of the school medical advisor, if any, or other qualified licensed physician, and the school nurse supervisor. Any proposed revisions to the policy must be made with the advice and approval of the school medical advisor, school nurse supervisor or other qualified licensed physician.

Legal References:

Connecticut General Statutes:

Public Act No. 24-93, "An Act Concerning Various and Assorted Revisions to the Education Statutes."
Section 10-206
Section 10-212
Section 10-212a
Section 10-212c
Section 10-212g
Section 10-220j
Section 14-276b
Section 19a-900
Section 21a-240
Section 21a-286
Section 52-557b

Regulations of Conn. State Agencies:

Sections 10-212a-1 through 10-212a-10, inclusive

Memorandum of Decision, In Re: Declaratory Ruling/Delegation by Licensed Nurses to Unlicensed Assistive Personnel, Connecticut State Board of Examiners for Nursing (April 5, 1995)

Storage and Administration of Opioid Antagonists in Schools: Guidelines for Local and Regional Boards of Education, Connecticut State Department of Education (October 1, 2022)

ADOPTED: _____
REVISED: _____

8/13/2024



[NOTE: This form makes reference to a school medical advisor. If your district does not, and is not required to, have a medical advisor, all references to such should be deleted before providing this form to parents.]

**[Board of Education/School Letterhead]
REFUSAL TO PERMIT ADMINISTRATION
OF EPINEPHRINE FOR EMERGENCY FIRST AID**

Name of Student: _____ Date of Birth: _____

Address of Student:

Name of Parent(s): _____

Address of Parent(s): _____
(if different from child)

Connecticut law requires the school nurse and other qualified school personnel in all public schools to maintain epinephrine in cartridge injectors (EpiPens) for the purpose of administering emergency first aid to students who experience allergic reactions and do not have a prior written authorization of a parent or guardian or a prior written order of a qualified medical professional for the administration of epinephrine. State law permits the parent or guardian of a student to submit a written directive to the **school nurse or school medical advisor** that epinephrine shall not be administered to such student in emergency situations. **This form is provided for those parents who refuse to have epinephrine administered to their child.** The refusal is valid for only for the 20__-20__ school year.

I, _____, the parent/guardian of _____,
Print name of parent/guardian Print name of student
refuse to permit the administration of epinephrine to the above named student for purposes of emergency first aid in the case of an allergic reaction.

Signature of Parent/Guardian

Date

**Please return the completed original form to your child's school nurse or school medical advisor,
_____ *[Insert name of medical advisor]* at
_____ *[Insert address of medical
advisor]*.**

9/27/2023



[NOTE: This form makes reference to a school medical advisor. If your district does not, and is not required to, have a medical advisor, all references to such should be deleted before providing this form to parents.]

**[Board of Education/School Letterhead]
REFUSAL TO PERMIT ADMINISTRATION
OF OPIOID ANTAGONISTS FOR EMERGENCY FIRST AID**

Name of Student: _____ Date of Birth: _____

Address of Student:

Name of Parent(s): _____

Address of Parent(s): _____
(if different from child)

Connecticut law authorizes the school nurse and other qualified school personnel in all public schools to maintain opioid antagonists (Narcan) for the purpose of administering emergency first aid to students who experience an opioid-related drug overdose and do not have a prior written authorization of a parent or guardian or a prior written order of a qualified medical professional for the administration of opioid antagonists. State law permits the parent or guardian of a student to submit a written directive to the **school nurse or school medical advisor** that opioid antagonists shall not be administered to such student in emergency situations. **This form is provided for those parents who refuse to have opioid antagonists administered to their child.** The refusal is valid for only for the 20__-20__ school year.

I, _____, the parent/guardian of _____,
Print name of parent/guardian Print name of student
refuse to permit the administration of opioid antagonists to the above named student for purposes of emergency first aid in the case of an opioid-related drug overdose.

Signature of Parent/Guardian

Date

**Please return the completed original form to your child’s school nurse or school medical advisor,
_____ [Insert name of medical advisor] at
_____ [Insert address of medical
advisor].**

9/27/2023

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ Board Meeting Date October 9, 2025

Decision Requested X Agenda Code 10 f.

AGENDA REPORTING FORM

Agenda Topic: Approval of Job Description – Therapy Department Lead - REVISED.

Summary of Issue: Approval of Job Description – Therapy Department Lead - REVISED

:

Background: N/A

Alternative Strategies: N/A

Cost (if applicable): N/A **Funding Source:** _____

Beginning Date of Program or Project: N/A

Ending Date of Program or Project: N/A

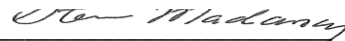
Recommendation or Comment: Move that the Board of Education approve the job description presented by the administration.

Titles of Attachments:

1. Job Description



Signature of Staff Member Submitting Report



Signature of Superintendent of Schools

Therapy Department Lead - REVISED



JOB DESCRIPTION

TITLE: Therapy Department Lead

DEPARTMENT: OT/PT

QUALIFICATIONS:

1. Occupational or Physical Therapist licensed to practice in Connecticut.
2. Credentialed by American Occupational or Physical Therapy Association
3. Supervisory experience preferred but not required.

REPORTS TO:

Special Education Coordinator

JOB GOAL:

In addition to the responsibilities outlined in the job description for Occupational Therapist or Physical Therapist at Southington Public Schools, the Therapy Department Lead is responsible for:

- Developing agendas and leading therapy department meetings
- Managing resources, including assessment materials
- Assisting with caseload assignments
- Ordering and maintaining treatment supplies and equipment
- Orienting new staff

The department lead will also provide direct Occupational or Physical Therapy services to students and is expected to maintain a full caseload of students.

PERFORMANCE RESPONSIBILITIES (in addition to current role):

1. Collaborate with the Special Education Coordinator and department members to develop caseloads and assignments for therapists.
2. Prepare agendas and lead Therapy Department meetings.
3. Work with the department and supervisor to plan and facilitate professional development sessions.
4. Assist the supervisor in orienting new staff to the department and district.
5. Oversee the ordering of protocols, test kits, and other necessary materials for the department.
6. Maintain an inventory of district therapy supplies.

TERMS OF EMPLOYMENT:

The work year for this position is 186 days.

EVALUATION:

Performance to be evaluated by the Special Education Coordinator who oversees the department.

STIPEND:

1.053 on the salary schedule per union contract

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ Board Meeting Date October 9, 2025

Decision Requested X Agenda Code 10 g.

AGENDA REPORTING FORM

Agenda Topic: Testing and Balancing Services for IAQ Assessment at Three Schools

Summary of Issue: The State of CT mandates HVAC and Indoor Air Quality inspections on all schools from July 1, 2026 through June 30, 2031.

Background: Pricing was sought for the mandated HVAC and IAQ inspections. See attached memo for details.

Alternative Strategies: N/A

Cost (if applicable): \$97,900 **Funding Source:** TOS Capital A/C C1043, C1048

Beginning Date of Program or Project: June 2026

Ending Date of Program or Project: August 2026

Recommendation or Comment: Move that the Board of Education approve the testing and balancing services for IAQ assessment at three schools as recommended by the Administration.

Titles of Attachments:

Indoor Air Quality Memo

Kyle Fickel
Signature of Staff Member Submitting Report

Steve Madanay
Signature of Superintendent of Schools



MEMO

TO: Board of Education
DATE: October 7, 2025
RE: Testing and Balancing Services for IAQ Assessment at three schools

During the September 22nd Finance Committee meeting information was shared with the group regarding the Indoor Air Quality inspections as required under the C G S 10-220(d)(3). This statute requires the inspection and evaluation of HVAC systems at each school building under the jurisdiction of local and regional boards of education from July 1, 2026, through June 30, 2031. The statute allows districts to perform inspections on 20% of their schools each year of the 5-year period, HVAC evaluations shall then occur every five years thereafter. These inspections and testing must be completed when the schools are empty over a break or the summer.

In 2023 the district obtained pricing to perform the air balancing portion for these services at all 13 school buildings at an estimated cost of \$276,000. However, this price did not include the air quality component required in the mandate. The district currently has \$110,400 of approved funds for Years 1&2 of these inspections at the Town.

This September, we received a proposal from Fuss & O'Neill for \$97,900 for the inspection costs on three schools based on square footage. The proposal was based on state contract #19PSX0164 pricing for Professional Engineering services and includes the cost to perform the air balancing and reporting. This quote exceeded our Year 1 budget of \$55,200. The decision was made to seek an additional quote and bring the information back to the full board for award.

A second proposal was received from a different engineering firm, providing the same air quality inspection and testing and balancing services as the first. Their proposal totaled \$117,040. This firm is not part of a state contract or purchasing consortium.

The Administration recommends awarding the Testing and Balancing Services for the Indoor Air Quality Assessment at three schools to Fuss & O'Neill, of Hartford, CT, in the amount of \$97,900. Funding for these services will be requested from the following Town of Southington Capital Accounts:

- TOS Capital Account C1043, Project 9 (IAQ HVAC Year 1)- \$55,200
- TOS Capital Account C1048, Project 1 (IAQ HVAC Year 2)- \$42,700
\$97,900

Based on a calculated per square foot price, we estimate the total cost of the inspections for all schools will be around \$530,000, approximately \$254,000 higher than previously anticipated. The district will address the full cost needed to comply with the statute requirements during the budget season.