

**BOE Meeting Template**  
**Monday, November 23, 2015 7:00 PM**

Mabelle Avery Middle School District Offices Board Room, 4 Vision Boulevard, Somers, CT 06071

1. Ann Logan, Somers Town Clerk, will swear in new members of the Board of Education at 6:45 p.m. before the November 23, 2015 Board of Education Meeting.
2. CALL TO ORDER
3. PLEDGE OF ALLEGIANCE
4. ELECTION OF OFFICERS  
Dr. Suffredini will open the floor for nominations for Chairman, Vice Chairman and remaining open positions on the Board of Education.
5. APPROVAL OF MINUTES 3
6. AUDIENCE TO CITIZENS/STAFF/STUDENTS  
  1. Guidance Annual Report 7  
A brief annual report will be given regarding the Guidance Program at Somers High School.
  2. Alternative Education Program Update 12  
A brief annual report will be given regarding the Alternative Education Program at Somers High School.
7. CORRESPONDENCE
8. OPPORTUNITY TO ADD/DELETE AGENDA ITEMS
9. CONSENT AGENDA  
  1. Approval of Bills 13
10. NEW BUSINESS  
  1. First Warning of Curricula: Art, Music, Business & Computers, Counseling 6-12, Food Service and Health  
The above curricula were discussed by the Curriculum Committee at their June 22, 2015 meeting and are being presented for first warning to the board. Second warning/adoption will be included on the 12/7/15 agenda.  
(The above listed curricula are located on the Curriculum and Instruction page on the District website.)
  2. First Warning of DBS Code 4115 - Evaluation and Support Program 19  
The Policy Committee has reviewed recommendations by CAFE for policy revisions and is presenting the revised policy for first warning to the board. Second warning/adoption will be included on the 12/7/15 agenda. Also attached is the current/old 4115 policy for your review.
  3. First Warning of DBS Code 5144.1 - Physical Restraint(s)/Seclusion 26  
The Policy Committee has reviewed recommendations by CAFE for policy revisions and is presenting the revised policy for first warning to the board. Second warning/adoption will be included on the 12/7/15 agenda.
  4. First Warning of DBS Code 5142.4 - School Resource Officer 36  
The Policy Committee has reviewed recommendations by CAFE for a new policy and is presenting for first warning to the board. Second warning/adoption will be included on the 12/7/15 agenda.
11. OLD BUSINESS
12. ADMINISTRATIVE REPORTS  
  1. Long Range Plan Review  
The Superintendent and Director of Business Services will review the long range plan with the board.
13. COMMITTEE REPORTS  
  1. Budget
  2. Curriculum

3. Policy
4. Salary & Negotiations
5. Planning
6. Other Committees
14. OTHER
15. ADJOURNMENT

## SOMERS BOARD OF EDUCATION

1 Vision Boulevard  
Somers, CT 06071  
[www.somers.k12.ct.us](http://www.somers.k12.ct.us)

### MINUTES OF THE MEETING – November 9, 2015

**Members Present:** B. Devlin, R. Lees, Jr., S. Moynihan Bollinger,  
K. McLellan, M. Rockett, M. Marquardt (arrived 7:20), A. Kirkpatrick,  
J. Formeister

**Members Absent:** D. Palmer

**Administrators Present:** Dr. M. Suffredini, B. Boutwell, Dr. D. Messina, Dr. I. Zytka,

**Staff Present:**

**Citizens Present:** B. Capuano, J. Morton,

**Students Present:**

**Others:**

#### 1.0 CALL TO ORDER

The regular meeting of the Board of Education was called to order at 7:00 p.m. by Chairman Devlin in the Mabelle B. Avery Middle School Board of Education meeting room.

#### 2.0 PLEDGE OF ALLEGIANCE

#### 3.0 APPROVAL OF MINUTES

October 26, 2015 – It was **MOVED** (K. McLellan), **SECONDED** (M. Rockett) to approve the October 26, 2015 Board of Education meeting minutes as presented. **PASSED 7-0.**

#### 4.0 AUDIENCE TO CITIZENS/STAFF/STUDENTS

- J. Morton of 163 County Rd. addressed the Board with concerns and frustrations on the handling of the bus situation on County Rd.

#### 4.1. CURRICULUM PRESENTATIONS

Dr. Irene H. Zytka, Director of Curriculum, presented an update on art/music and business curricula.

#### 5.0 CORRESPONDENCE

Board members received a letter from a citizen, and R. Lees received an email from a member of the Lions Club.

#### 6.0 OPPORTUNITY TO ADD/DELETE AGENDA ITEMS

It was **MOVED** (J. Formeister), **SECONDED** (A. Kirkpatrick) to add item 8.3 First Warning to Review 5 Additional Curriculum Areas. Details may be found on the school website. **PASSED 8-0.**

It was **MOVED** (A. Kirkpatrick), **SECONDED** (S. Moynihan Bollinger) to add item 9.14 Transportation Issues Discussion. **PASSED 8-0.**

## **7.0 CONSENT AGENDA**

### **7.1. Approval of Bills**

It was **MOVED (A. Kirkpatrick), SECONDED (M. Rockett)** to approve the 11/9/15 bills in the amount of \$270,900.41 as presented. **PASSED 8-0.**

## **8.0 NEW BUSINESS**

### **8.1. First Warning of DBS Code 5113.2 - Truancy**

**Public attachment - 5113.2 Truancy REVISED 11.1.15**

The Policy Committee has reviewed recommendations by CABE for policy revisions and is presenting the revised policy for first warning to the board. Second warning/adoption will be included on the 11/23/15 agenda.

### **8.2. First Warning of DBS Code 6146.2 - Proficiency Testing**

**Public attachment - 6146.2 Somers REV Proficiency testing Revised 5-26-2015**

The Policy Committee has reviewed recommendations by CABE for policy revisions and is presenting the revised policy for first warning to the board. Second warning/adoption will be included on the 11/23/15 agenda.

**8.3. First Warning Review of 5 curriculum areas, additional info may be found on the school website. Second warning/adoption will be included on the 11/23/15 agenda.**

## **9.0 OLD BUSINESS**

### **9.1. Second Warning/Adoption of DBS Code 1120 - Public Participation at Board of Education Meetings**

It was **MOVED (A. Kirkpatrick), SECONDED (K. McLellan)** to accept the policy as presented. **Passed 8-0.**

### **9.2. Second Warning/Adoption of DBS Code 5114 - Suspension and Expulsion/Due Process**

It was **MOVED (K. McLellan), SECONDED (M. Marquardt)** to accept the policy as presented. **Passed 8-0.**

### **9.3. Second Warning/Adoption of DBS Code 5141.28 - First Aid/Emergency Medical Care - Sudden Cardiac Arrest Prevention**

It was **MOVED (R. Lees, Jr), SECONDED (K. McLellan)** to accept the policy as presented. **Passed 8-0.**

### **9.4. Second Warning/Adoption of DBS Code 3171.1 - Non-Lapsing Education Fund**

A motion was made for discussion. The motion was removed until the board of education could discuss this policy further with the board of finance.

### **9.5. Second Warning/Adoption of DBS Code 9270 - Conflict of Interest**

It was **MOVED (A. Kirkpatrick), SECONDED (K. McLellan)** to accept the policy as presented. **Passed 8-0.**

**9.6. Second Warning/Adoption of DBS Code 2120: Organization Table**

It was **MOVED (R. Lees, Jr), SECONDED (K. McLellan)** to accept the policy as presented. Passed 8-0.

**9.7. Second Warning/Adoption of DBS Code 1331.1 - Smoke Free Environment**

It was **MOVED (K. McLellan), SECONDED (B. Devlin)** to accept the policy as presented. Passed 8-0.

**9.8. Second Warning/Adoption of DBS Code 4112.2 - Certification**

It was **MOVED (S. Moynihan Bollinger), SECONDED (K. McLellan)** to accept the policy as presented. Passed 8-0.

**9.9. Second Warning/Adoption of DBS Code 4131 - Staff Development**

It was **MOVED (R. Lees, Jr), SECONDED (A. Kirkpatrick)** to accept the policy as presented. Passed 8-0.

**9.10. Second Warning/Adoption of DBS Code 5113 - Attendance and Excuses**

It was **MOVED (M. Rockett), SECONDED (K. McLellan)** to accept the policy as presented. Passed 8-0.

**9.11. Second Warning/Adoption of DBS Code 5131.6 - Drugs/Alcohol/Tobacco**

It was **MOVED (M. Marquardt), SECONDED (K. McLellan)** to accept the policy as presented. Passed 8-0.

**9.12. Second Warning/Adoption of DBS Code 5141.3 - Health Examination and Immunizations**

It was **MOVED (S. Moynihan Bollinger), SECONDED (A. Kirkpatrick)** to accept the policy as presented. Passed 8-0.

**9.13. Second Warning/Adoption of DBS Code 5141.21 - Administering Medication**

It was **MOVED (S. Moynihan Bollinger) SECONDED (K. McLellan)** to accept the policy as presented. Passed 8-0.

**9.14. Transportation Issues Discussion.**

After discussion regarding the transportation issues involving the bus route on County Road, it was **MOVED (M. Rockett), SECONDED (K. McLellan)** to have the board send a formal letter to the Board of Selectman expressing the Board's concern for the safety of the students who are now required to go to a different stop than they have in the past. The Board would like to ask them to consider installation of a guardrail that would potentially allow the bus to go back to its old route. If this is not possible, the Board would like to know the reasons it would not be possible and what are their other proposed solutions to resolve this issue.

**10.0 ADMINISTRATIVE REPORTS****10.1 The Superintendent updated the Board on several points:**

- Dan Clement was attending a teacher of the year award ceremony in Hartford
- Beebe Landscaping was donating approximately \$ 5,700.00 worth of work on the MBA Fields
- This will be the last year the school will be closed on Veterans Day as the district will be adopting the regional calendar next year

- The district realized a substantial savings on the roof projects.

**11.0 COMMITTEE REPORTS**

Minutes will be taken at all subcommittee meetings.

**11.1. Budget – No report.**

**11.2. Curriculum – No report.**

**11.3. Policy – No Report**

**11.4. Salary & Negotiations – No report.**

**11.5. Planning – No Report**

**11.6. Other Committees – None.**

**12.0 OTHER**

S. Moynihan Bollinger commented on how good the POPS Concert was.

**13.0 ADJOURNMENT**

It was **MOVED** (M. Marquardt), **SECONDED** (S. Moynihan Bollinger) to adjourn the BOE meeting at 8:10 p.m. **PASSED 8-0.**

**Respectfully submitted,**

**Rick Lees, Jr., Secretary**  
**Shannin Burns, Recording Secretary**

**These minutes are not official until approved at a subsequent meeting.**

Somers High School Counseling and Career Center (CCC)  
Executive Summary for Board of Education  
11/13/15

The high school counselors have been especially busy during the 2015-16 school year due to Mr. Roberts' extended absence. At the start of the school year, we had 26 new students enroll, which is unusually high for our school. In addition, a great number of the new enrollments are on special education or 504 plans which adds to the paperwork and coordination time needed to get the students settled in at the high school.

- When a new student enrolls at Somers High School, the transition process is extensive in order to make the student feel welcome and comfortable as well as ensure that the student is appropriately placed. It is important that we provide the level of service to new students that would be expected by parents moving to Somers.
- The process begins with a request for records from the sending school. Academic, health, discipline and special education records need to be retrieved from a variety of different departments at the sending school. Very often, the school staff does not work in the summer so getting these records can take many requests.
- When we receive records, the counselor needs to work closely with the sending school and, in some circumstances do research, to be sure that the students courses closely match the courses that they were scheduled to take. We also need to take graduation requirements into consideration, of course.
- Prior subject area knowledge and levels of courses are a consideration because it is important to make sure that the student is adequately prepared to take our course so that we can set the student up for success when they transition.
- Once the academic courses are chosen and scheduled, we need to determine what elective courses the student wants and that are available to fit into their schedule. We do our best to have multiple options for the students to choose from on the day that we meet with the student and family to finalize the schedule.
- After the scheduling is complete, we assign a locker and give the family a comprehensive tour of the building so that they can identify their classrooms and other important areas of the building (cafeteria, main office, gym, nurse etc).
- We always encourage student that are enrolling at the beginning of the school year to attend freshman orientation, even if they are not freshmen. We did have many new students of all grade levels attend freshman orientation this year.
- When a new student transfers in to Somers High School, we need to add each of their courses that they took at their prior schools into historical grades in PowerSchool by hand. In order to get a complete transcript, we need to put in the course name, the course level, the number and letter grades received as well as the amount of credit for each course. This is extremely tedious, but important work. Accuracy is critical due to the fact that we are creating the student's permanent record by hand. See attachment.

Somers High School Counseling and Career Center (CCC)  
Executive Summary for Board of Education  
11/13/15

Senior meetings started right after our class drop/add period. Some of Mr. Roberts' seniors have not had thorough senior meetings as a result of his absence. In order to meet the needs of all seniors, including those that are serviced by Mr. Roberts, the counselors have held numerous drop-in sessions during study halls for seniors to help with the college application process. These have been well attended. Mr. Roberts' seniors have been encouraged to ask colleges to accept teacher recommendation letters in lieu of a counselor statement because the teachers know those students well and are better able to accurately represent the student's strengths. Students whose colleges required a counselor recommendation were provided with a generic letter by our part-time substitute.

During the busy early college application time, we also administered the PSAT 8/9 for the first time, tested all sophomores for the PSAT, and encouraged and tested many more juniors to take the new version of the PSAT in preparation for the new SAT. This testing included over 325 students, a new endeavor.

The College Fair with approximately 125 post-secondary representatives went smoothly. Unfortunately, the college fair was scheduled for the same day that Ray Suzor passed away and was an event Steve Roberts had been in charge of coordinating. The other counselors took over in his absence and managed the details. We were appreciative of the help from the district-wide counseling staff who helped students cope with Ray's death on the day of the fair.

Our next goal is to meet with freshmen and do the Learning Style Inventory, both have been on hold while trying to meet the needs of all seniors, and address needs of students not on our caseloads.

The Counseling & Career Center continues to offer a multitude of career awareness experiences to students to help youth explore their talents and interests. To date, career treks have been taken to the Women in Engineering Day at UCONN, Dymotek Corporation in Ellington and the Journalism Career Day at Southern CT State University.

Students have shadowed at many locations including 4-Town Animal Hospital, Cox Communications and with Dr. Paul Salva at Pediatric Pulmonology of Western New England. Currently, students are interning in our schools and at Tecton Architects in Hartford as part of the ACE (Architecture, Construction and Engineering) Mentoring Program.

The CCC will be hosting the Somers Fire Department in November to recruit youth volunteers for their EMT and fire programs. We are also presently planning an engineering guest speaker forum and one on "careers for the common good."

Somers High School Counseling and Career Center (CCC)

Executive Summary for Board of Education

11/13/15

While our program offerings attract many students, we are not reaching all. A review of data from the graduating classes of 2012-2015 shows that 30% of students, by senior year, have not taken part in career exploration activities (aside from a required career assessment). Presently, Mrs. Duffy is in a .7 position. The CCC has recommended in the Long Range Plan that this be increased to full-time. This will enable us to address all students' needs and will meet the career content standards of the CT School Counseling Curriculum and the CT Success Plan.





School: Somers High School Term: 15-16 Year

### Edit Stored Grade

<b>School</b>	
<b>Term ID</b>	2300
<b>School year (Term)</b>	2013-2014 (2013-2014)
<b>Store code</b>	F1
<b>Hist. grade level</b>	10
<b>Associated section</b>	None
<b>Course number</b>	500
<b>Course name</b>	T-PE
<b>Teacher name</b>	
<b>Associated grade scale</b>	None
<b>Grade</b>	A+
<b>GPA points</b>	12
<b>Added value</b>	1
<b>Percent</b>	99
<b>Citizenship</b>	
<b>Absences</b>	0
<b>Tardies</b>	0
<b>Earned credit hours</b>	0.5
<b>Potential credit hours</b>	0.5
<b>Credit type</b>	SHS
<b>GPA Calculation</b>	<input checked="" type="radio"/> Include <input type="radio"/> Exclude
<b>Class Rank Calculation</b>	<input checked="" type="radio"/> Include <input type="radio"/> Exclude
<b>Honor Roll Calculation</b>	<input checked="" type="radio"/> Include <input type="radio"/> Exclude
<b>Graduation Calculation</b>	<input checked="" type="radio"/> Include <input type="radio"/> Exclude
<b>Display on Transcript</b>	<input checked="" type="radio"/> Yes <input type="radio"/> No
<b>Teacher comment</b>	

Somers High School  
Alternative Education Program Update  
BOE Executive Summary  
November 2015

This is the seventh year the Alternative Education program is operating at the high school. The program has been renamed ASPIRE, and more students outside the program are being offered its services for credit recovery. Progress monitor meetings with parents and staff are scheduled quarterly to discuss student achievement.

The current enrollment is 9 students consisting of 1 freshman, 2 sophomores, 3 juniors, and 3 seniors. Students can earn credit in English, Math, Science, Social Studies and electives that are necessary to meet graduation requirements. Three of the students attend the program during periods 1 and 2 and then report to mainstream classes for the remainder of the day. Students continue to receive up to 2 credits for Cooperative Work Experience per state guidelines; 1 credit for classroom and 1 credit for work site experience. The program runs as both a full day program as well as a half-day program for those students who are employed or volunteering. Presently, 2 students are employed.

Odysseyware, an online learning site, provides a means for students to earn credits for electives or as credit recovery. Suzy Williams, school social worker, and Dr. Wald, school psychologist, offer therapeutic support by conducting a group session daily and focus on executive functioning, emotional intelligence, and life skills.

# Somers Board of Education General Budget Treasury Warrant

Check Batch: 13585  
 Check Header: (N / A)  
 Check Numbers: (First) - (Last)  
 Check Dates: (Earliest) - (Latest)  
 Cash Account Numbers: (First) - (Last)  
 Bank Account Code: (N/A)  
 Check Authorization Code: AP GB  
 Minimum Check Amount: \$0.00  
 Sorted By:  
 Include Payable Information: No  
 Include Payable Dist Information: No  
 Include Authorization Information: Yes

Batch #	Check #	Check Date	Vendor Code	Vendor Name	Electronic Amount	Check Amount
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**Approved by:** W.B. Boutwell      **Date:** 11/17/15  
 William B. Boutwell, Director of Business Services

13585	10882	11/23/2015	V60409	A-Tech Commerical Parts & Service, Inc.	0.00	276.25
	10883	11/23/2015	V61003	ACCO Brands USA LLC	0.00	342.44
	10884	11/23/2015	V58674	Administrator, Unemployment Compensation	0.00	1,128.11
	10885	11/23/2015	V02129	Alarm New England LLC	0.00	634.00
	10886	11/23/2015	V60790	Alternative Access Assistive Techology	0.00	280.00
	10887	11/23/2015	V52670	SYNCB/AMAZON	0.00	81.37
	10888	11/23/2015	V52306	AmeriPride Services, Inc	0.00	146.24
	10889	11/23/2015	V60313	Apperson	0.00	44.45
	10890	11/23/2015	V61066	Avery Portables, Inc	0.00	100.00
	10891	11/23/2015	V02406	Billings Sports, Inc.	0.00	73.00
	10892	11/23/2015	V51312	Bio-Rad Laboratories	0.00	207.00
	10893	11/23/2015	V02304	Blaine Window Hardware, Inc.	0.00	52.44
	10894	11/23/2015	E00024	Bouchard, Corinne	0.00	16.57
	10895	11/23/2015	V01823	CAPSS	0.00	3,420.00
	10896	11/23/2015	V60862	CCP Industries Inc.	0.00	132.50
	10897	11/23/2015	V51241	CDW Government, Inc.	0.00	270.12
	10898	11/23/2015	E00074	Cormier, Susan	0.00	80.00
	10899	11/23/2015	V60709	DBS Energy Inc.	0.00	2,135.14
	10900	11/23/2015	E00096	Duffy, Margaret	0.00	50.00
	10901	11/23/2015	V00605	Electrical Wholesalers	0.00	856.50

## Somers Board of Education General Budget Treasury Warrant

Report # 37188

Batch #	Check #	Check Date	Vendor Code	Vendor Name	Electronic Amount	Check Amount
	10902	11/23/2015	V61117	Endicott College	0.00	1,030.00
	10903	11/23/2015	V53634	Enfield Public Schools	0.00	720.00
	10904	11/23/2015	V00159	Eversource Energy	0.00	8,479.96
	10905	11/23/2015	V54168	First Student, Inc	0.00	77,087.46
	10907	11/23/2015	V02186	Flinn Scientific, Inc.	0.00	317.96
	10908	11/23/2015	V61017	Frontier Communications	0.00	1,054.21
	10909	11/23/2015	V01830	Gerry's Music Shop, Inc.	0.00	1,099.75
	10910	11/23/2015	V54081	Graduate Pest Solutions, Inc.	0.00	158.00
	10911	11/23/2015	V00511	Grainger	0.00	78.42
	10912	11/23/2015	V60804	Granite City Electric Supply	0.00	4,262.77
	10913	11/23/2015	V60065	Green Grass Inc.	0.00	275.00
	10914	11/23/2015	E00127	Griffin, James	0.00	368.79
	10915	11/23/2015	V54063	HSABank	0.00	321.75
	10916	11/23/2015	V52848	Intensive Education Academy, Inc.	0.00	14,328.00
	10917	11/23/2015	E00156	Jennings, Diane	0.00	141.60
	10918	11/23/2015	V02625	K & S Distributors	0.00	895.89
	10919	11/23/2015	E00163	Kapner, Rob	0.00	59.90
	10920	11/23/2015	V61116	Learning Forward	0.00	159.00
	10921	11/23/2015	V60721	Learning Incentive Inc, The	0.00	5,200.00
	10922	11/23/2015	V02898	MagnaKleen Services	0.00	200.66
	10923	11/23/2015	V54065	Mehl, Thomas R	0.00	135.00
	10924	11/23/2015	E00227	Mezger, Carlos	0.00	148.74
	10925	11/23/2015	V60053	Microbac Laboratories, Inc	0.00	160.00
	10926	11/23/2015	V53849	NCS Pearson, Inc.	0.00	45.00
	10927	11/23/2015	V60568	Pediatric Services of America Inc	0.00	5,496.00
	10928	11/23/2015	V53914	Pitney Bowes, Inc.	0.00	105.00
	10929	11/23/2015	V61119	Plainville Community Schools	0.00	75.00
	10930	11/23/2015	V52686	Plimpton & Hills	0.00	146.16
	10931	11/23/2015	V53356	ProCom Telecommunications Corp	0.00	770.00
	10932	11/23/2015	V60093	PSAT/NMSQT	0.00	2,660.00
	10933	11/23/2015	V60925	ReadyNurse Staffing Services	0.00	2,268.00
	10934	11/23/2015	V53593	ReadyRefresh by Nestle	0.00	23.93
	10935	11/23/2015	V53890	Renaissance Learning	0.00	2,292.50
	10936	11/23/2015	V01292	School Specialty, Inc.	0.00	112.96
	10937	11/23/2015	V61114	SchoolDude.com	0.00	2,719.98
	10938	11/23/2015	V02325	Sheffield Pottery, Inc.	0.00	84.30
	10939	11/23/2015	V51324	Sherwin-Williams Co., The	0.00	204.60

## Somers Board of Education General Budget Treasury Warrant

Report # 37188

Batch #	Check #	Check Date	Vendor Code	Vendor Name	Electronic Amount	Check Amount
	10940	11/23/2015	V60940	Sid Harvey Industries, Inc	0.00	150.13
	10941	11/23/2015	V02404	Somers Ace Hardware	0.00	308.06
	10942	11/23/2015	V00886	Somers Lunch Program	0.00	4.95
	10943	11/23/2015	V60266	Stafford High School	0.00	1,260.00
	10944	11/23/2015	V02225	Staples Credit Plan	0.00	468.22
	10945	11/23/2015	E00322	Suffredini, Dr. Maynard	0.00	70.16
	10946	11/23/2015	V60056	Supplyworks	0.00	45.44
	10947	11/23/2015	V01307	Teacher's Discovery	0.00	61.40
	10948	11/23/2015	V53615	Thurston Foods, Inc.	0.00	2,353.21
	10949	11/23/2015	V60248	Total Protection Security Systems LLC	0.00	275.00
	10950	11/23/2015	M53099	Tull Brothers, Inc.	0.00	510.00
	10951	11/23/2015	V53987	U.S. Bancorp Equipment Finance, Inc	0.00	2,050.54
	10952	11/23/2015	M53030	United Rentals	0.00	1,473.90
	10953	11/23/2015	V21164	Unum Life Insurance Company of America	0.00	3,934.91
	10954	11/23/2015	V60464	VEX Robotics Inc	0.00	235.52
	10955	11/23/2015	V53413	W. B. Mason Co., Inc.	0.00	417.85
	10956	11/23/2015	V60352	Yankee Sheet Metal, Inc.	0.00	121.65
<b>Totals:</b>					0.00	\$157,753.36

74 Checks Listed.

# Somers Board of Education General Journal Register

Report # 37187  
Batch: 13567  
Transaction: N/A  
Show Summary Only: Yes

<b>Batch #</b>	<b>Control Total</b>	<b>Status</b>	<b>Created By</b>	<b>Created On</b>	<b>Last Updated By</b>	<b>Last Updated On</b>
13567	\$157,753.36	Posted	Lbergamini	11/16/2015	Lbergamini	11/18/2015

<b>General Ledger Distribution Summary</b>						
Period, Fiscal Year	Account Number	Account Description	DTF Base	Over Budget	Debits	Credits
<b>November, 2016</b>						
<b>Generated Distributions</b>						
	10-000-0-0-00-000-710-00-0-00000	ENCUMBRANCE CONTROL			151,973.57	0.00
	10-000-0-0-00-000-720-00-0-00000	RESERVE FOR ENCUMBRANCE			0.00	151,973.57
		Total Generated Distributions			<b>\$151,973.57</b>	<b>\$151,973.57</b>
<b>User-Entered Distributions</b>						
	10-000-0-0-00-000-241-00-0-00000	ACCOUNTS PAYABLE			249.21	0.00
	10-000-0-0-00-000-241-00-0-00000	ACCOUNTS PAYABLE			0.00	158,002.57
	10-100-2-2-02-242-611-01-5-00161	K-5 - ART SUPPLIES			149.87	0.00
	10-100-2-2-20-242-611-01-5-00169	K-5 - MUSIC SUPPLIES			300.00	0.00
	10-100-2-3-20-242-611-01-5-00172	MA - MUSIC SUPPLIES			799.75	0.00
	10-100-2-4-08-242-611-01-5-00175	HS - FOREIGN LANGUAGE SUPPLIES			148.74	0.00
	10-100-2-4-12-242-611-01-5-00183	HS - TECHNOLOGY ED SUPPLIES			69.24	0.00
	10-100-2-4-14-241-611-01-5-00159	HS - GENERAL SUPPLIES			112.96	0.00
	10-100-2-4-18-242-611-01-5-00191	HS - MATH SUPPLIES			140.00	0.00
	10-100-2-4-28-242-611-01-5-00206	HS - SCIENCE SUPPLIES			604.96	0.00
	10-100-2-4-38-242-611-01-5-00181	HS - QUANTITY FOODS SUPPLIES		Yes	2,353.21	0.00
	10-100-2-4-46-242-611-01-5-00229	HS - SCHOOL TO CAREER SUPPLIES			50.00	0.00
	10-100-2-4-99-242-611-01-5-00180	HS - SAT PREP		Yes	2,660.00	0.00
	10-100-2-5-44-242-611-03-5-00222	SW - A.V. SUPPLIES			386.89	0.00
	10-120-9-9-98-241-611-01-5-00160	SP ED - GENERAL SUPPLIES			81.37	0.00
	10-120-9-9-98-242-611-01-5-00232	SW - GIFTED & TALENTED SUPPLIE			368.79	0.00
	10-120-9-9-98-955-330-02-5-01142	SPED - CONSULTANT FEES			280.00	0.00
	10-120-9-9-98-955-330-02-5-01674	SP ED - CONTRACTED SERVICES			5,496.00	0.00
	10-212-2-5-46-243-611-02-5-00252	SW - TESTING			2,292.50	0.00
	10-213-3-5-48-412-112-02-5-00319	SW - NURSE SUBSTITUTE		Yes	2,268.00	0.00
	10-214-2-3-56-242-611-07-5-01027	SW - SCHOOL PSYCHOL. SUPPLIES			45.00	0.00
	10-221-1-3-50-251-580-05-5-00264	MA - PRINCIPAL'S TRAVEL			59.90	0.00
	10-221-1-4-50-251-580-05-5-00267	HS - TRAVEL/IN-SERVICE			75.00	0.00
	10-222-2-3-52-231-642-03-5-00138	MA - LIBRARY BOOKS			141.60	0.00
	10-222-2-4-52-233-611-03-5-00147	HS - A.V. MATERIALS			61.40	0.00
	10-231-1-4-58-137-890-10-5-01064	NEASC ACCREDITATION			1,030.00	0.00

## Somers Board of Education General Journal Register

Report # 37187

Batch #	Control Total	Status	Created By	Created On	Last Updated By	Last Updated On
13567	\$157,753.36	Posted	Lbergamini	11/16/2015	Lbergamini	11/18/2015
10-231-1-5-74-134-690-10-5-00047		B.O.E. - SUPPLIES			4.95	0.00
10-232-1-5-50-137-810-05-5-00057		CO - INSTITUTIONAL DUES			3,579.00	0.00
10-232-1-5-72-134-690-04-5-00031		CO - PETTY CASH			23.93	0.00
10-232-1-5-72-251-580-05-5-00271		CO - TRAVEL/IN-SERVICE			70.16	0.00
10-232-1-5-72-258-690-04-5-00042		CO - OFFICE SUPPLIES			810.91	0.00
10-232-6-5-66-830-440-04-5-00525		CO - COPIER RENTAL			512.62	0.00
10-232-6-5-66-830-440-04-5-00526		CO - POSTAGE METER			105.00	0.00
10-240-1-2-40-258-690-04-5-00301		K-5 - OFFICE SUPPLIES			16.57	0.00
10-240-1-3-40-258-690-04-5-00303		MA - OFFICE SUPPLIES			0.00	130.41
10-240-6-2-66-830-440-04-5-00523		K-5 - COPIER RENTAL			512.64	0.00
10-240-6-3-66-830-440-03-5-00527		MA - COPIER RENTAL			512.64	0.00
10-240-6-4-66-830-440-04-5-00763		HS - COPIER RENTAL			512.64	0.00
10-260-1-5-64-642-530-04-5-01217		SW - COMMUNICATION SUPPLIES			770.00	0.00
10-260-5-2-62-722-430-08-5-01141		K-5 BUILDING REPAIRS			1,396.38	0.00
10-260-5-2-64-642-530-04-5-00363		K-5 - TELEPHONE		Yes	307.04	0.00
10-260-5-3-64-642-530-04-5-00365		MA - TELEPHONE		Yes	130.48	0.00
10-260-5-4-12-722-430-01-5-00395		HS - TECHNOLOGY ED MAINTENANCE			235.52	0.00
10-260-5-4-38-722-430-01-5-00393		HS - QUANTITY FOODS MAINT.			146.24	0.00
10-260-5-4-64-642-530-04-5-00366		HS - TELEPHONE			323.06	0.00
10-260-5-5-64-642-530-04-5-00367		CO - TELEPHONE		Yes	293.63	0.00
10-260-5-6-44-722-430-03-5-00404		SW - A.V. MAINTENANCE			270.12	0.00
10-260-5-6-62-650-613-05-5-00377		SW - CUSTODIAL SUPPLIES			574.50	0.00
10-260-5-6-62-722-430-08-5-00430		MA - BUILDING MAINTENANCE			789.41	0.00
10-260-5-6-62-722-430-08-5-00439		HS - BUILDING MAINTENANCE			564.09	0.00
10-260-5-6-62-722-430-08-5-00440		SW - EQUIPMENT REPAIR			2,128.45	0.00
10-260-5-6-62-722-430-08-5-00442		SW - GROUNDS KEEP			275.00	0.00
10-260-5-6-62-722-430-08-5-00447		SW - GENERAL REPAIR		Yes	228.49	0.00
10-260-5-6-62-722-430-08-5-00467		SW - GENERAL PAINT			214.93	0.00
10-260-5-6-62-722-430-08-5-00801		SW - EXTERMINATING		Yes	158.00	0.00
10-260-5-6-62-722-430-08-5-00885		SW - ELECTRICAL SUPPLIES			4,802.08	0.00
10-260-5-6-62-722-430-08-5-00885		SW - ELECTRICAL SUPPLIES			0.00	118.80
10-260-5-6-62-722-430-08-5-00886		SW - PLUMBING SUPPLIES			191.60	0.00
10-260-5-6-64-641-620-05-5-00358		K-5 - ELECTRICITY			2,135.14	0.00
10-260-5-6-64-641-620-05-5-00360		MA - ELECTRICITY			3,650.64	0.00
10-260-5-6-64-641-620-05-5-00361		HS - ELECTRICITY			4,656.29	0.00
10-260-5-6-64-641-620-05-5-00362		MAINTENANCE - ELECTRICITY			173.03	0.00
10-260-6-5-62-722-430-04-5-00452		SW - MAINTENANCE CONTRACTS			2,898.98	0.00
10-270-4-5-84-521-510-12-5-00325		TRANSPORTATION - ELEMENTARY			24,708.00	0.00

## Somers Board of Education General Journal Register

Report # 37187

Batch #	Control Total	Status	Created By	Created On	Last Updated By	Last Updated On
13567	\$157,753.36	Posted	Lbergamini	11/16/2015	Lbergamini	11/18/2015
10-270-4-5-84-521-510-12-5-00326		TRANSPORTATION - SECONDARY			29,954.50	0.00
10-270-9-9-84-522-112-12-5-00333		SP ED - TRANSPORTATION AIDE			2,208.96	0.00
10-270-9-9-84-522-510-12-5-00329		SP ED - VANS			20,216.00	0.00
10-280-6-5-82-820-200-13-5-00513		L.T.D.			3,934.91	0.00
10-280-6-5-82-820-200-13-5-00517		UNEMPLOYMENT INSURANCE			1,128.11	0.00
10-280-6-5-82-820-200-13-5-01228		SW - HEALTH SAVINGS ACCOUNT			321.75	0.00
10-320-7-4-42-880-112-06-5-01583		HS - CO-OP GYMNASTICS			1,980.00	0.00
10-320-7-4-42-880-690-06-5-00595		HS - ATHLETIC SUPPLIES			73.00	0.00
10-613-9-9-88-955-561-14-5-00673		SP ED - TUITION			19,528.00	0.00
Total User-Entered Distributions					<b>\$158,251.78</b>	<b>\$158,251.78</b>
Total for November, 2016					<b>\$310,225.35</b>	<b>\$310,225.35</b>
<b>Grand Total for Batch # 13567</b>					<b>\$310,225.35</b>	<b>\$310,225.35</b>

276 Transactions Listed.

PERSONNEL - CERTIFICATED:

Evaluation/Supervision:

It is essential that there exist a school environment in which a teacher may most fully develop the art of teaching. In creating such an environment, the guiding principle for teacher evaluation is the improvement of the student learning experience. Teacher evaluation should be a continuing process through which the professional performance of a teacher is enhanced.

Purposes for which the evaluation will be used are as follows:

1. To improve student learning experience.
2. To provide positive interaction for students and staff.
3. To encourage staff creativity and experimentation in the learning process.
4. To provide a means by which the staff member will continually analyze and assess his/her professional strengths and weaknesses to accomplish the above.
5. To provide a means in which the evaluator and evaluatee will cooperatively identify strengths and weaknesses as well as approaches for reinforcing strengths and dealing with weaknesses.
6. In addition to the prior purposes, teacher evaluation information may be used as a supplement by the Administration to make recommendations concerning continued employment of personnel, the granting of continuing contracts, the granting of increments and/or other recommendations to the Board of Education.

Below are the guidelines for the development of an evaluation plan, issued by the State to develop the staff evaluation process.

1. Each professional shall cooperatively determine with the evaluator(s) the objectives upon which his/her evaluation shall be based.
2. The evaluation program is cooperatively planned, carried out and evaluated by all levels of the staff.
3. The purposes of the evaluation program are clearly stated in writing and are well known to the evaluators and those who are to be evaluated.
4. The general responsibilities and specific tasks of the staff members position should be comprehensively defined and this definition should serve as the frame of reference for evaluation.
5. The accountability relationship of each position should be clearly determined. The teacher should know and understand the means by which he/she will be evaluated in relation to that position.
6. Evaluations are more diagnostic than judgmental. The process should help analyze the teaching and learning to plan how to improve.

7. Evaluation should take into account influences on the learning environment such as material and professional resources.
8. Self-evaluation is an essential aspect of the program. Teachers are given the opportunity to evaluate themselves in positive and constructive ways.
9. The self-image and self-respect of staff should be maintained and enhanced. Positive self-concepts can be fostered by an effective evaluation plan.
10. The nature of the evaluation is such that it encourages staff member creativity and experimentation in planning and guiding the teacher-learning experiences provided children.
11. The program makes ample provision for clear, personalized, constructive feedback.

Legal Reference: Connecticut General Statutes  
10-145b Teaching certificates  
10-151a Access of teacher to supervisory records and reports in personnel file  
10-151b Evaluation by superintendent of certain educational personnel (amended by PA 04-137, An Act Concerning Teachers' Evaluations  
10-151c Records of teacher performance and evaluation not public records  
10-220a(b) In-service training. Professional development. Institutes for educators. Cooperative and beginning teacher programs, regulations  
20 U.S.C. Section 1119 No Child Left Behind Act  
34 C.F.R. 200.55 Federal Regulations  
Circular letter C-6, Series 2004-2005, Determining "Highly Qualified" teachers  
Circular letter C-9, Series 2004-2005, "No Child Left Behind" and Districts' High Objective Uniform State Standard of Evaluation (HOUSSE) Plans

Adopted: July 6, 1981  
July 9, 2009

**Personnel - Certified**

(Because of the new evaluation system we need to delete the current 4115 (attached) and replace it with this new 4115 from CAFE)

**Evaluation and Support Program**

It is universally accepted that good teaching is the most important element in a sound educational program. Student learning is directly affected by teacher competence; therefore, teacher evaluation shall be accomplished using a teacher evaluation plan which demonstrates a clear link between teacher evaluation, professional development and improved student learning. (The educator evaluation and support plan or revisions must be approved annually by the State Department of Education prior to District implementation.)

The submission of the District's evaluation plans for SDE review and approval, including flexibility requests, shall take place no later than the annual deadline set by the State Department of Education.

Appraisal of teaching performance should serve three purposes:

1. To raise the quality of instruction and educational services to the children of our community resulting in improved student learning.
2. To raise the standards of the teaching profession as a whole.
3. To aid the individual teacher to grow professionally, linking district-wide teacher evaluation and professional development plans.

Evaluation of teacher performance must be a cooperative, continuing process designed to improve student learning and the quality of instruction. The Superintendent shall annually evaluate or cause to be evaluated all certified employees in accordance with the teacher evaluation and support program, developed through mutual agreement with the Professional Development and Evaluation Committee for the District. The required union representation on such committee shall include at least one representative from each of the teachers' and administrators' unions. The teacher shares with those who work with the teacher the responsibility for developing effective evaluation procedures and instruments and for the development and maintenance of professional standards and attitudes regarding the evaluation process.

The Board of Education shall adopt and implement a teacher evaluation and support program. Such teacher evaluation and support program shall be developed through mutual agreement with the District's Professional Development and Evaluation Committee.

The system-wide program for evaluating the instructional process and all certified personnel is viewed as one means to improve student learning and insure the quality of instruction. The evaluation plan shall include, but need not be limited to, strengths, areas needing improvement, strategies for improvement and multiple indicators of student

academic growth. \*Further, claims of failure to follow the established procedures of such teacher evaluation and support program shall be subject to the grievance procedure in collective bargaining agreements negotiated subsequent to July 1, 2004.

The Superintendent and all employees whose administrative and supervisory duties equal at least 50% of their time shall include a minimum of fifteen hours of training in the evaluation of teachers pursuant to Section 10-151b, as part of the required professional development activity during each five year period for reissuance of their professional educator certificate.

The Superintendent shall annually evaluate or cause to be evaluated each teacher and administrator in accordance with the teacher evaluation and support program and may conduct additional formative evaluations toward producing an annual summative evaluation.

In the event that a teacher or an administrator does not receive a summative evaluation during the school year, such individual shall receive a rating of “not rated” for that year.

The Superintendent shall report to the Board by June 1<sup>st</sup> annually on the status of the evaluations. In addition, annually, by dates determined by the State Department of Education, the Superintendent shall report to the Commissioner of Education on the implementation of the teacher evaluation and support program, including the frequency of evaluations, aggregate evaluation ratings, the number of teachers and administrators not evaluated, and other requirements as determined by the State Department of Education.

### **Improvement and Remediation Plans**

Teachers rated “below standard” or “developing” shall have a well-articulated improvement and remediation plan that:

1. is developed in consultation with the teacher and his/her union representative is differentiated by the level of identified need and/or stage of development;
2. identifies resources, support, and other methods to address documented deficiencies;
3. contains a timeline for implementing such measures in the same school year as the plan is issued; and
4. provides success indicators that include a minimum overall rating of “proficient” at the end of the improvement and remediation plan.

### **Evaluation Training**

The Board, prior to any evaluation conducted under the teacher evaluation and support program, shall conduct training programs for all evaluators and orientation for all District teachers regarding the District’s teacher evaluation and support program. Such training shall provide instruction to evaluators regarding how to conduct proper performance evaluations prior to conducting an evaluation under the teacher evaluation and support program. The orientation for each teacher shall be completed before a teacher receives an evaluation under the teacher evaluation and support program.

## **Implementation Plan**

The Board of Education recognizes that the State Board of Education (SBE) has adopted a flexible plan for the implementation of Connecticut's Educator Evaluation and Support System.

The submission of the District's evaluation plans for State Department of Education's review and approval, including flexibility requests, shall take place by annual deadlines set by the State Department of Education.

## **Complementary Observers**

The primary evaluator for most teachers will be the school principal or assistant principal who will be responsible for the overall evaluation process, including assigning summative ratings. The District may also decide to use complementary observers to assist the primary evaluator. Complementary observers are certified educators, who may have specific content knowledge, such as department heads or curriculum coordinators. Complementary observers shall be fully trained as evaluators in order to be authorized to serve in this role.

Complementary observers may assist primary evaluators by conducting observations, including pre- and post-conferences, collecting additional evidence, reviewing student learning objectives (SLOs) and providing additional feedback. A complementary observer shall share his/her feedback with the primary evaluator as it is collected and shared with teachers.

Primary evaluators will have sole responsibility for assigning final summative ratings. Both primary evaluators and complementary observers must demonstrate proficiency in conducting standards-based observations.

## **Dispute-Resolution Process**

In accordance with the requirement in the "Connecticut Guidelines for Teacher Evaluation and Professional Development," in establishing or amending the local teacher evaluation plan, the Board of Education shall include a process for resolving disputes in cases where the evaluator and teacher cannot agree on goals/objectives, the evaluation period, feedback or the professional development plan.

## **Data Management**

The District's Professional Development and Evaluation Committee will review and report to the Board the user experiences and efficiency of the District's data management system/platform to be used by teachers and administrators to manage the evaluation plans.

Data management systems/platform to be used by teacher and administrators to manage evaluation plans shall be selected by the Board with considerations given to functional requirements/needs and efficiencies identified by the Professional Development and Evaluation Committee.

Such plans shall consider guidance pertaining to the entry of data into the District's data management system/platform needed to manage the evaluation plan. Such guidance shall address items to be entered, prohibitions pertaining to the sharing and transference of individual teacher data to another district or entity without consent of the teacher or administrator, limits on the access to teacher and administrator data and a process for recording authorized individuals' access to information.

### **Audit**

The Board, if selected, will participate as required, in an audit of its evaluation program, conducted by the State Department of Education.

All teachers teaching in public schools at the elementary, middle and high school levels (including special education teachers) must be determined to be "highly qualified," as defined in the No Child Left Behind Act. To be determined "highly qualified," a teacher must use the HOUSSE plan if he or she has not passed a state subject-matter test, does not hold advanced certification (e.g., National Board Certification) in all of the core academic content areas that he or she teaches (see appendix "Questions and Answers" document for more detailed information).

The reauthorized Individuals with Disabilities Act (IDEA) identifies special education teachers as teachers who must demonstrate competency (i.e., be highly qualified) in the core academic subjects that they teach.

Because the District's teacher evaluation and professional development guidelines (1) were reviewed and critiqued using the State Department of Education's peer review process and (2) include subject-matter knowledge assessment, Connecticut's district teacher evaluation plans have been approved by the U.S. Department of Education as Connecticut's official HOUSSE plan.

To ensure that this statewide HOUSSE is standardized across districts throughout the state, it is critical that the District evaluates a teacher's subject-matter competency in the core academic content areas, based on the Common Core of Teaching (CCT), using both of the following:

- A. foundational skills and competencies; and
- B. the discipline-based professional standards.

The Superintendent is directed to develop appropriate regulations, based upon guidance promulgated by the State Department of Education, pertaining to the District's HOUSSE plan.

(cf. 2400 - Evaluation of Administrators and Administration)  
(cf. 4111/4211 - Recruitment and Selection)  
(cf. 4131 - Staff Development)

Legal Reference: Connecticut General Statutes  
10-145b Teaching certificates.  
10-151a Access of teacher to supervisory records and reports in personnel file.  
10-151b Evaluation by superintendent of certain educational personnel. (amended by PA 04-137, An Act Concerning Teachers' Evaluations, PA 10-111, An Act Concerning Education Reform in Connecticut, and PA 12-116 An Act Concerning Educational Reform.)  
10-151c Records of teacher performance and evaluation not public records.  
10-220a(b) In-service training. Professional development. Institutes for educators. Cooperative and beginning teacher programs, regulations.  
Circular Letter C-6, Series 2004-2005, Determining "Highly Qualified" Teachers. (as amended by PA 15-215)  
Circular Letter C-9, Series 2004-2005, "No Child Left Behind" and Districts' High Objective Uniform State Standard of Evaluation (HOUSSE) Plans.  
PA 11-135 An Act Concerning Implementation Dates for Secondary School Reform.  
PA 12-116 An Act Concerning Education Reform (as amended by PA 13-145 An Act Concerning Revisions to the Reform Act of 2012.)  
Connecticut Guidelines for Educator Evaluation, adopted by the State Board of Education, June 27, 2012.  
Connecticut's System for Educator Evaluation and Development (SEED) state model evaluation system.  
"Flexibility to Guidelines for Educator Evaluation" adopted by Connecticut State Board of Education, February 6, 2014  
20 U.S.C. Section 1119 No Child Left Behind Act.  
34 C.F.R. 200.55 Federal Regulations.

**Students**

*(New law extends restraint and seclusion to most public school students in grades K through 12. Currently, these laws apply predominantly to students receiving special education services. Law requires school boards to identify, by July 1, 2015 crisis intervention teams to respond to incidents of physical restraint or seclusion; adds reporting requirements) Dr. Messina and Policy Committee recommend using all the new CAFE wording where needed for this policy.*

**Use of Physical Force****Physical Restraint(s)/Seclusion**

The Board of Education believes that maintaining an orderly, safe environment is conducive to learning and is an appropriate expectation of all staff members within the district. To the extent that staff actions comply with all applicable statutes and Board policy governing the use of physical force, including physical restraint of students and seclusion of students, staff members will have the full support of the Board of Education in their efforts to maintain a safe environment.

The Board recognizes that there are times when it becomes necessary for staff to use reasonable restraint or place a student in seclusion as an emergency intervention to protect a student from harming himself/herself or to protect others from harm.

**Definitions**

**Life-threatening physical restraint** means any physical restraint or hold of a person that restricts the flow of air into a person's lungs, whether by chest compression or any other means, or immobilizes or reduces the free movement of a person's arms, legs or head while the person is in the prone position.

**Psychopharmacologic agent** means any medication that affects the central nervous system, influencing thinking, emotion or behavior.

**Physical restraint** means any mechanical or personal restriction that immobilizes or reduces the free movement of a person's arms, legs or head. Excluded from this definition is briefly holding a person in order to calm or comfort the person; restraint involving the minimum contact necessary to safely escort a person from one area to another; medical devices including but not limited to, supports prescribed by a health care provider to achieve proper body position or balance; the use of helmets, or other protective gear used to protect a person from injuries due to a fall, helmets, mitts and similar devices used to prevent self-injury when the device is part of a documented treatment plan or individualized education program pursuant to Connecticut's special education laws or prescribed or recommended by a medical professional and is the least restrictive means to prevent such self-injury. ~~special education students from hurting themselves if their use is documented in their Individualized Education Program (IEP), pursuant to Connecticut's special education laws and is the least restrictive means available to prevent self-injury.~~

**School employee** means a teacher, substitute teacher, school administrator, Superintendent, guidance counselor, psychologist, social worker, nurse, physician, school paraprofessional, or coach employed by the Board of Education or working in a public elementary, middle or high school; or any other individual

who, in the performance of his/her duties has regular contact with students and who provides services to or on behalf of students enrolled in the district's schools, pursuant to a contract with the Board of Education.

**Seclusion** means the involuntary confinement of a student in a room, with or without staff supervision, in a manner that prevents the student from leaving.

~~Seclusion is defined as the confinement of an individual in a room, with or without staff supervision, in a manner that prevents the person from leaving, provided such seclusion does not include any confinement of a person at risk in which the person is physically able to leave the area of confinement, including, but not limited to, in-school suspension and time-out. Time-out is not considered seclusion. Involuntary seclusion is permitted in accordance with the student's IEP or in an emergency to prevent immediate or imminent injury to the person or others, so long as it is the least restrictive alternative.~~

**Student** means a child (A) enrolled in grades kindergarten to twelve, inclusive, in a public school under the jurisdiction of a local or regional Board of Education, (B) receiving special education and related services in an institution or facility operating under contract with a local or regional Board of Education, (C) enrolled in a program or school administered by a regional education service center, or (D) receiving special education and related services from an approved private special education program, but shall not include any child receiving educational services from Unified School District #2 or the Department of Mental Health and Addiction Services.

~~Reasonable restraint is defined as immobilization of the individual's opportunity for movement by staff member(s) through direct contact using devices and techniques designed to control acute or incidental aggressive behaviors or to control involuntary movements or lack of muscular control due to organic causes or conditions. Such constraint will not be used except as necessary to ensure a student's safety and that of others, and then only for as long as is necessary for control of the situation. Such restraint is not to be used as a disciplinary measure. Restraint includes "aversive techniques" which are defined as deliberate activities designed to establish a negative association with a specific behavior. Prohibited is any physical restraint or hold of a person that restricts the flow of air into a person's lungs, whether by chest compression or any other means.~~

~~Restraint does not include briefly holding a person in order to calm or comfort the person; restraint involving the minimum contact necessary to safely escort a person from one area to another; or medical devices, including but not limited to, supports prescribed by a health care provider to achieve proper body position or balance.~~

### **Conditions Pertaining to the Use of Physical Restraint and/or Seclusion**

- A. School employees shall not use a life-threatening physical restraint on a student.
- B. If any instance of physical restraint or seclusion of a student exceeds fifteen minutes an administrator or his/her designee, or a school health or mental health personnel, or a board certified behavioral analyst, who has received training in the use of physical restraint and seclusion shall determine whether continued physical restraint or seclusion is necessary to prevent immediate or imminent injury to the student or to others. Upon a determination that such

continued physical restraint or seclusion is necessary, such individual shall make a new determination every thirty minutes thereafter regarding whether such physical restraint or seclusion is necessary to prevent immediate or imminent injury to the student or to others.

- C. No student shall be placed in seclusion unless:
- a. The use of seclusion is as an emergency intervention to prevent immediate or imminent injury to the student or to others, provided the seclusion is not used for discipline or convenience and is not used as a substitute for a less restrictive alternative.
  - b. Such student is continually monitored by a school employee during the period of such student's seclusion. Any student voluntarily or involuntarily placed in seclusion or restrained shall be regularly evaluated by a school employee for indications of physical distress. The school employee conducting the evaluation shall enter each evaluation in the student's educational record. Monitor shall mean by direct observation or by observation using video monitoring within physical proximity sufficient to provide aid as may be required.
  - c. The area in which such student is secluded is equipped with a window or other fixture allowing the student a clear line of sight beyond the area of seclusion.
- D. School employees may not use a psychopharmacologic agent on a student without that student's consent except (1) as an emergency intervention to prevent immediate or imminent injury to the student or to others, or (2) as an integral part of the student's established medical or behavioral support or educational plan, as developed consistent with section 17a-543 of the Connecticut General Statutes or, if no such plan has been developed, as part of a licensed practitioner's initial orders. The use of psychopharmacologic agents, alone or in combination, may be used only in doses that are therapeutically appropriate and not as a substitute for other appropriate treatment.
- E. In the event that physical restraint or seclusion is used on a student four or more times within twenty school days:
- a. An administrator, one or more of such student's teachers, the parent/guardian of such student and, if any, a mental health professional shall convene for the purpose of:
    - i. Conducting or revising a behavioral assessment of the student;
    - ii. Creating or revising any applicable behavioral intervention plan; and
    - iii. Determining whether such student may require special education.
  - b. If such student is a child requiring special education or is a child being evaluated for eligibility for special education and awaiting a determination, such student's planning and placement team shall convene for the purpose of (1) conducting or revising a behavioral assessment of the student, and (2) creating or revising any applicable behavioral intervention plan, including, but not limited to, such student's individualized education plan.
- F. The parent/guardian of a student who is placed in physical restraint or seclusion shall be notified not later than twenty-four hours after the student is placed in physical restraint or

seclusion. A reasonable effort shall be made to provide such notification immediately after such physical restraint or seclusion is initiated.

- G. School employees shall not use a physical restraint on a student or place a student in seclusion unless he/she has received training on the proper means for performing such physical restraint or seclusion.
- H. Beginning July 1, 2016, the Board of Education, and each institution or facility operating under contract with the Board to provide special education for children, including any approved private special education program, shall:
  - a. Record each instance of the use of physical restraint or seclusion on a student;
  - b. Specify whether the use of seclusion was in accordance with an individualized education program;
  - c. Specify the nature of the emergency that necessitated the use of such physical restraint or seclusion; and
  - d. Include such information in an annual compilation on its use of such restraint and seclusion on students.
- I. The Board and institutions or facilities operating under contract with the Board to provide special education for children, including any approved private special education program shall provide such annual compilation to the Department of Education in order to examine incidents of physical restraint and seclusion in schools.
- J. Any use of physical restraint or seclusion on a student shall be documented in the student's educational record. The documentation shall include:
  - a. The nature of the emergency and what other steps, including attempts at verbal deescalation, were taken to prevent the emergency from arising if there were indications that such an emergency was likely to arise; and
  - b. A detailed description of the nature of the restraint or seclusion, the duration of such restraint or seclusion and the effect of such restraint or seclusion on the student's established educational plan.
- K. Any incident of the use of restraint or seclusion that results in physical injury to a student shall be reported to the State Board of Education.

### **Required Training and Prevention Training Plan**

Training shall be provided by the Board to school professionals, paraprofessional staff members and administrators regarding physical restraint and seclusion of students. Such training shall be phased in over a period of three years beginning with the school year commencing July 1, 2015, and shall include, but not be limited to:

1. An overview of the relevant laws and regulations regarding the use of physical restraint and seclusion on students. (Such overview is to be provided by the Department of Education on or after July 1, 2015, and annually thereafter, in a manner and form as prescribed by the Commissioner of Education.)
2. The creation of a plan by which the Board will provide school professionals, paraprofessional staff members and administrators with training and professional development regarding the prevention of incidents requiring physical restraint or seclusion of students.

<u>Such plan is to be implemented not later than July 1, 2017, and must include a provision to require the training of all school professionals, paraprofessional staff members and administrators in the prevention of such incidents not later than July 1, 2019 and periodically thereafter as prescribed by the Commissioner of Education.</u>
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3. The Board will create a plan, to be implemented not later than July 1, 2017, requiring the training of all school professionals, paraprofessional staff members and administrators by regarding the proper means of physically restraining or secluding a student, including, but not limited to:
  - a. Various types of physical restraint and seclusion;
  - b. The differences between life-threatening physical restraint and other varying levels of physical restraint;
  - c. The differences between permissible physical restraint and pain compliance techniques; and
  - d. Monitoring methods to prevent harm to a student who is physically restrained or in seclusion, including training in the proper means of physically restraining or secluding a student.

### **Crisis Intervention Teams**

By July 1, 2015, and each school year thereafter, the Board requires each school in the District to identify a crisis intervention team. Such team shall consist of school professionals, paraprofessional staff members and administrators trained in the use of physical restraint and seclusion.

Such teams shall respond to any incident in which the use of physical restraint or seclusion may be necessary as an emergency intervention to prevent immediate or imminent injury to a student or to others.

Each member of the crisis intervention team shall be recertified in the use of physical restraint and seclusion on an annual basis.

## Dissemination of Policy

This policy and its procedures shall be made available on the District's website and in the Board's procedural manual. The policy shall be updated not later than sixty (60) days after the adoption or revision of regulations promulgated by the State Board of Education.

Physical restraint may be used on a person at risk only as an emergency intervention to prevent immediate or imminent injury to the person or others. It may not be included as a behavior modification strategy in the IEP of a special education student.

Physical restraint may be used by staff members to:

1. Quell a disturbance threatening injury to others.
2. Obtain possession of weapons or other dangerous objects, including a controlled substance upon or within the control of such student.
3. Protect other persons or property.
4. Direct the movement or actions of a student to avoid undue or deliberate disruption of the classroom and/or other parts of the school.
5. Protect an individual from his/her own actions.

In the case of students with disabilities, any restraint used beyond the specific situations listed above shall be identified on the student's Individual Education Plan (IEP) as a form of intervention. All less restrictive alternatives must be explored prior to using physical restraint. The student being restrained must be constantly monitored through direct observation or through video monitors within physical proximity sufficient to provide aid as may be needed.

Such acts shall not be construed to constitute corporal punishment within the meaning and intent of this policy.

Staff using such constraint shall be subject to the following:

1. Such use of physical restraint shall not be used as punishment, discipline or for the convenience of staff.
2. Staff using restraint shall complete an incident report with the principal or his/her designee justifying the use of such measures. The administration shall notify the parent(s)/guardian(s) of the incident by any reasonable method, including telephone or e-mail.
3. Restraint, including restraint devices, shall be applied only by staff who have completed necessary and appropriate training.
4. Staff shall maintain continuous visual supervision on any student upon which restraint or devices have been used to ensure the student's health and safety.
5. A student's respiration and/or circulation shall not be restricted.
6. A staff member acting alone shall not be expected to use force or restraint when the risk of harm to the student or staff member would likely result from the use of force which outweighs the risk of harm presented by the student's conduct.

## Students

### Use of Physical Force

#### Physical Restraint(s)/Seclusion (continued)

District personnel who transport special education students to and from off-campus facilities and consider the use of a physical restraint device to control physical activity or aggression of a special education student shall follow these guidelines:

1. ~~The parent/guardian must be notified of the intended use prior to use of the physical restraint device. Parent/guardian input will be a major factor in determining whether to use the device. If there is a difference of opinion between district personnel and the parent/guardian with regard to the use of a physical restraint device, the Superintendent will determine whether the device is to be used.~~
2. ~~Once authorization to use a restraint device is obtained, the Director of Special Education is to ensure that a written plan for the use of the device is prepared. The written plan is to be in place prior to the use of the device and is to include:~~
  - a) ~~the purpose/goal for utilization of the device;~~
  - b) ~~the specific type and model number of the restraint device to be used;~~
  - c) ~~the specific times it is to be used;~~
  - d) ~~a method of assessing the effectiveness of its use.~~
3. ~~District employees and substitutes must be trained in the proper use of the restraint prior to its use.~~
4. ~~Under no conditions may a student secured by a restraint device be left unattended.~~

~~In the case of an emergency involving the threat of immediate and significant harm to the special education student or to other persons in the proximity of the student, a district employee may use a restraint device prior to receiving the above required approval, provided that such use is only for the minimum time required until the threat of immediate and significant harm is removed. The student's parent/guardian, principal and the Superintendent must immediately be notified of the reason for the use of the device and the length of time the student was in restraint.~~

~~An act of a staff member shall not be considered child abuse if the act was performed in good faith and in compliance with Board policies and procedures. Such acts shall not be construed to constitute corporal punishment.~~

~~Seclusion may be used for a person at risk only as an emergency intervention to prevent immediate or imminent injury to the person or others or in a non-emergency situation if (1) it is specified in the student's IEP and (2) other less restrictive, positive behavior interventions appropriate to the behavior exhibited by the person at risk have been implemented but were ineffective.~~

## Students

### Use of Physical Force

#### Physical Restraint(s)/Seclusion (continued)

Generally, the seclusion may not exceed the time necessary to allow the person at risk to compose himself/herself and return to the educational environment. It may not exceed one (1) hour unless extended through the written authorization of a building principal or designee in order to prevent immediate injury to the person at risk or others.

A room is required for seclusion which fulfills the following regulatory requirements:

1. ~~Size chronologically and developmentally appropriate;~~
2. ~~Ceiling height comparable to other ceiling heights in the building;~~
3. ~~Comparable heating, cooling, ventilation, and lighting systems;~~
4. ~~Free of any item that would pose a danger;~~
5. ~~Any lock must be equipped with a device that automatically disengages the lock in an emergency; (on or after January 1, 2014, the locking mechanism of any room used for seclusion must be a pressure sensitive plate); and~~
6. ~~Must have an unbreakable observation window.~~

#### Reporting/Notification Requirements

1. ~~Injuries caused by the use of restraints and/or seclusion in schools shall be reported to the State Department of Education. Such report shall specify whether the use of such seclusion was in accordance with an individualized education program (IEP) or whether the use of such physical restraint or such seclusion was an emergency.~~
2. ~~The parents/guardians of a special education student must be notified of each incident within 24 hours in which their child was placed in physical restraints or seclusion. The District must also send a copy of the incident report home no later than two (2) business days after the restraint or seclusion.~~
3. ~~A record shall be kept of each instance of the use of physical restraint or seclusion on a child and shall specify whether the use of seclusion was in accordance with an individualized education program (IEP) or whether the use of physical restraint or seclusion was an emergency, including the nature of the emergency necessitating such use. Such information shall be included in an annual compilation of the District's use of restraint and seclusion on children.~~
4. ~~Parents, guardians and other persons standing in place of parents shall be notified by the Board of the laws and regulations governing the use of physical restraints and seclusion, pursuant to chapter 814e, related to student and parental rights at the first PPT involving the student's Individualized Education Program (IEP).~~

**Students****Use of Physical Force****Reporting/Notification Requirements (continued)**

5. ~~After each physical restraint or seclusion, the incident must be documented by using the State's standardized incident reporting form. It must be completed no later than the school day following the incident.~~
6. ~~At each initial PPT meeting, the District must inform the child's parent/guardian of the laws and their rights relating to physical restraint and seclusion. This information shall be provided at each annual review along with the procedural safeguards.~~

**Regular Education Students**

~~A student not eligible for special education and is not being evaluated for eligibility is not covered by this policy. CGS 53a-18 permits a teacher or other person entrusted with the care and supervision of a minor for school purposes to use reasonable physical force upon such minor when and to the extent he/she reasonably believes such to be necessary to (1) protect himself/herself from immediate physical injury; (2) obtain possession of a dangerous instrument or controlled substance; (3) protect property from physical damage; or (4) restrain such minor or remove such minor to another area to maintain order.~~

(cf. 4148/4248 - Employee Protection)

(cf. 5141.23 - Students With Special Health Care Needs)

(cf. 5144 - Use of Physical Force)

Legal Reference: Connecticut General Statutes

10-76b State supervision of special education programs and services.

10-76d Duties and powers of boards of education to provide special education programs and services.

46a-150 Definitions. (as amended by PA 07-147)

46a-152 Physical restraint, seclusion and use of psychopharmacologic agents restricted. Monitoring and documentation required.

46a-153 Recording of use of restraint and seclusion required. Review of records by state agencies. Reviewing state agency to report serious injury or death to Office of Protection and Advocacy for Persons with Disabilities and to Office of Child Advocate. (as amended by P.A. 12-88)

**Students**

**Use of Physical Force**

Legal Reference: Connecticut General Statutes (continued)

53a-18 Use of reasonable physical force or deadly physical force generally.

53a-19 Use of physical force in defense of person.

53a-20 Use of physical force in defense of premises.

53a-21 Use of physical force in defense of property.

PA 07-147 An Act Concerning Restraints and Seclusion in Public Schools.

State Board of Education Regulations Sections 10-76b-5 through 10-76b-11.

Adopted: January 12, 2009

Revised: June 28, 2010

November 26, 2012

*A new policy***Students****Safety****School Resource Officer**

In order to make schools more orderly, safer and secure, the district may employ police officers to deliver security services as school resources officers (SROs).

The utilization of school resource officers in district schools is to accomplish the following goals:

- To provide a safe learning environment and help reduce school violence.
- To improve school/law enforcement collaboration.
- To improve perceptions and relations among students, staff and law enforcement officials.
- To collaborate with designated members of the school and District staff and with local law enforcement, fire service, public safety and emergency management agencies, and parents/guardians in the development of school safety/crisis plans.

Duties include, but are not limited to:

1. The observation and reporting of any unlawful act;
2. The prevention of theft or misappropriation of any item of value;
3. The control of access to premises being protected;
4. The maintenance of order and safety at public activities;
5. Protection of district property, students, staff and persons and property on or about district property or while attending district-sponsored activities.

The Board shall enter into a Memorandum of Understanding (MOU) with the local police department that defines the officer's role and responsibilities.

(cf. 5114 – Suspension/Expulsion; Student Due Process)

(cf. 5131 – Student Conduct)

(cf. 5131.2 – Assault)

(cf. 5131.21 – Terrorist Acts/Threats)

(cf. 5131.4 – School Grounds Disturbances)

(cf. 5131.41 – In-School Disturbances)

(cf. 5131.5 – Vandalism)

(cf. 5131.6 – Drugs, Tobacco, Alcohol)

(cf. 5131.61 – Inhalant Abuse)

(cf. 5131.612 – Surrender of Physical Evidenced Obtained from Students)

(cf. 5131.7 – Weapons and Dangerous Instruments)

(cf. 5131.8 – Off School Grounds Misconduct)

## Students

### Safety

#### School Resource Officer (continued)

- (cf. 5131.9 – Gang Activity or Association)
- (cf. 5141.6 – Crisis Management)
- (cf. 5142 – Safety)
- (cf. 5144 – Use of Physical Force)
- (cf. 5145.11 – Questioning and Apprehension)
- (cf. 5145.12 – Search and Seizure)
- (cf. 5145.121 – Vehicle Searches on School Grounds)

Legal Reference: Connecticut General Statutes  
 4-176e through 4-180a. Contested Cases. Notice. Record.  
 10-220 Duties of boards of education.  
 10-233a through 10-233f. Suspension, removal and expulsion of students,  
 as amended by PA 95-304, PA 96-244, and PA 98-139.  
 53a-3 Definitions.  
 53a-217b Possession of Firearms and Deadly Weapons on School  
 Grounds.  
PA 15-168 An Act Concerning Collaboration Between Boards of  
 Education and School Resource Officers and the Collection and Reporting  
 of Data on School-Based Arrests.  
 PA 94-221 An Act Concerning School Discipline and Safety.  
 GOALS 2000: Educate America Act, Pub. L. 103-227.  
 18 U.S.C. 921 Definitions.  
 Title III - Amendments to the Individuals with Disabilities Education Act.  
 Sec. 314 (Local Control Over Violence)  
 Elementary and Secondary Act of 1965 as amended by the Gun Free  
 Schools Act of 1994.  
 P.L. 105-17 The Individuals with Disabilities Act, Amendment of 1997.  
*Kyle P. Packer PPA Jane Packer v. Thomaston Board of Education.*