

BOE Meeting Template
Monday, December 7, 2015 7:00 PM

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

1. CALL TO ORDER
2. PLEDGE OF ALLEGIANCE
3. APPROVAL OF MINUTES 3
4. AUDIENCE TO CITIZENS/STAFF/STUDENTS
5. CORRESPONDENCE
6. OPPORTUNITY TO ADD/DELETE AGENDA ITEMS
7. CONSENT AGENDA 7
 1. Approval of Bills
8. NEW BUSINESS
 1. Memorandum of Agreement
Dr. Suffredini and Lt. Claudio, in conjunction with the CABE recommended Memorandum of Agreement, have drafted the MOA for the Somers Public Schools and Somers Police Department. The agreement will be signed by the First Selectwoman, Lt. Claudio, Dr. Suffredini, and the Board of Education Chairman, Mr. Devlin.
 2. KidSight Program
Jeff Moser and Frank Meunier from the Lions Club would like to address the Board of Education regarding the KidSight Program sponsored by the Lions Club. They will be available to answer any questions the board members may have.
9. OLD BUSINESS
 1. Second Warning/Adoption of DBS Code 4115 - Evaluation and Support Program 13
The Policy Committee has reviewed this policy and has first and second warned it as recommended by CABE.
 2. Second Warning/Adoption of Curricula: Art, Music, Business & Computers, Counseling 6-12, Food Service and Health
The Curriculum Committee has presented the above curricula to the board for the first warning and is now presenting for second warning and adoption.
 3. Second Warning/Adoption of DBS Code 5144.1 - Physical Restraint(s)/Seclusion 18
The Policy Committee has reviewed this policy and has first and second warned it as recommended by CABE.
 4. Second Warning/Adoption of DBS Code 5142.4 - School Resource Officer 28
The Policy Committee has reviewed this new policy and has first and second warned it as recommended by CABE.
 5. Second Warning/Adoption of Curricula - Pre-Calculus and honors Pre-Calculus
The Curriculum Committee has first and second warned the above curricula to the board as recommended.
10. ADMINISTRATIVE REPORTS 30
 1. Connecticut Public Act 14-176 - Recommended New Epi-Pen Law
The superintendent has sent out the attached letter to parents regarding CT Public Act 14-176.
11. COMMITTEE REPORTS
 1. Budget
 2. Curriculum
 3. Policy
 4. Salary & Negotiations
 5. Planning
 6. Other Committees

12. OTHER
13. ADJOURNMENT

SOMERS BOARD OF EDUCATION

1 Vision Boulevard
Somers, CT 06071
www.somers.k12.ct.us

MINUTES OF THE MEETING – NOVEMBER 23, 2015

Members Present: B. Devlin, D. Palmer, R. Lees, Jr., S. Moynihan Bollinger, J. Formeister, A. Kirkpatrick, M. Marquardt, B. Capuano

Members Absent: K. McLellan

Administrators Present: Dr. M. Suffredini, B. Boutwell

Staff Present: D. Carroll

Citizens Present: D. Robidoux, J. Robidoux

Students Present:

Others:

1.0 Ann Logan, Somers Town Clerk, was present to swear in B. Capuano, A. Kirkpatrick, and R. Lees to the Board of Education at 6:48 p.m. before the November 23, 2015 Board of Education meeting.

2.0 CALL TO ORDER
The regular meeting of the Board of Education was called to order at 7:00 p.m. by Dr. Maynard Suffredini, Superintendent of Schools, in the Mabelle B. Avery Middle School Board of Education meeting room.

3.0 PLEDGE OF ALLEGIANCE

4.0 ELECTION OF OFFICERS
Dr. Suffredini opened the floor for nominations for Chairman on the Board of Education. It was **MOVED (R. Lees), SECONDED (D. Palmer)** to elect B. Devlin as Chairman of the Board of Education. **PASSED 8-0.** Chairman Devlin opened nominations for Vice Chairman and Secretary. It was **MOVED (J. Formeister), SECONDED (B. Devlin)** to elect D. Palmer as Vice Chairman of the Board. **PASSED 8-0.** It was **MOVED (A. Kirkpatrick), SECONDED (B. Devlin)** to elect R. Lees as Secretary of the Board. **PASSED 8-0.**

5.0 APPROVAL OF MINUTES
November 9, 2015 – It was **MOVED (A. Kirkpatrick), SECONDED (M. Marquardt)** to approve the November 9, 2015 Board of Education meeting minutes as presented. **PASSED 8-0.**

6.0 AUDIENCE TO CITIZENS/STAFF/STUDENTS

6.1. Guidance Annual Report

Mr. D. Carroll, Assistant Principal at SHS, updated the Board regarding the Guidance Program at SHS. Senior meetings began with counselors holding numerous drop-in sessions for seniors to help with the college application process. There has been a good transition for the 26 new students as well. The PSAT 8/9 was administered for the first time. All sophomores tested for the PSAT as well as many juniors. Testing included over 325 students. The College Fair included approximately 125 post-secondary representatives and was successful. The CCC (Counseling and Career Center) will be meeting with freshmen to administer the Learning Style Inventory. The CCC offers

career awareness experiences to help students explore their talents and interests, i.e. Women in Engineering Day at UCONN, Dymotek Corporation in Ellington, and the Journalism Career Day at Southern CT State University. Students have shadowed at locations such as the 4-Town Animal Hospital, Cox Communications, and with Dr. Paul Salva at Pediatric Pulmonology of Western New England. There are students interning in our schools and at Tecton Architects as part of the ACE (Architecture, Construction and Engineering) Mentoring Program. CCC hosted the Somers Fire Department to recruit volunteers for their EMT and fire programs. 70% of the student population have taken part in career exploration activities.

6.2. Alternative Education Program Update

Mr. D. Carroll, Assistant Principal at SHS, updated the Board on the Alternative Education Program. The program has been renamed ASPIRE. This is the seventh year the program has been operating. There are currently nine students enrolled in the program. Parents, students, and staff meet quarterly to discuss student achievement, expectations, etc. Students can earn credit in English, Math, Science, Social Studies, and electives necessary to meet graduation requirements. The program runs both full day and half day. The online learning site, Odysseyware, provides a means for students to earn credits or to recover credits. S. Williams, school social worker, and Dr. Wald, school psychologist, offer therapeutic support and conduct a group session daily to focus on executive functioning, study skills, emotional intelligence, etc.

7.0 CORRESPONDENCE

A. Kirkpatrick delivered correspondence to the Board of Selectmen.

8.0 OPPORTUNITY TO ADD/DELETE AGENDA ITEMS

- It was **MOVED (J. Formeister)**, **SECONDED (B. Devlin)** to add agenda item 10.5 – First Warning of SHS Curricula: Pre-Calculus and Honors Pre-Calculus. **PASSED 8-0.**
- A. Kirkpatrick reported that DBS Code 5113.2 – Truancy and DBS Code 6146.2 – Proficiency Testing were not included on the agenda and will be added to the next Board meeting agenda on 12/7/15.

9.0 CONSENT AGENDA

9.1. Approval of Bills

It was **MOVED (D. Palmer)**, **SECONDED (M. Marquardt)** to approve the 11/23/15 bills in the amount of \$157,753.36 as presented. **PASSED 8-0.**

10.0 NEW BUSINESS

10.1. 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.)

10.2. First Warning of DBS Code 4115 – Evaluation and Support Program

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.

10.3. First Warning of DBS Code 5144.1 – Physical Restraint(s)/Seclusion
The Policy Committee has reviewed recommendations by CABA 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.

10.4. First Warning of DBS Code 5142.4 – School Resource Officer
The Policy Committee has reviewed recommendations by CABA 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.

10.5. First Warning of Curricula: Pre-Calculus and Honors Pre-Calculus
The above curricula are being presented for first warning to the Board. Second warning/adoption will be included on the 12/7/15 agenda.

11.0 OLD BUSINESS

12.0 ADMINISTRATIVE REPORTS

Dr. Suffredini reported on the following:

- **Dr. Suffredini congratulated the Boys Varsity Soccer team who won the 2015 CIAC Class S State Soccer Championship.**
- **Dr. Suffredini reported on the new policy regarding the administration of medication, specifically, administering the EpiPen.**
- **Dr. Suffredini reported that Lunan's Landscaping, LLC of Morris, CT generously will donate \$18,000 for the baseball infield. It was MOVED (B. Capuano), SECONDED (S. Bollinger) to accept the generous donation of \$18,000 from Lunan's Landscaping, LLC. PASSED 8-0.**

12.1. Long-Range Plan Review

Dr. Suffredini and B. Boutwell, Director of Business Services, updated the Board on the long-range plan. An informational packet was provided for the Board members to peruse. Dr. Suffredini and B. Boutwell have been meeting with the administrators and drafting the 2016-17 budget. They will be meeting with the Long-Range Planning Committee.

13.0 COMMITTEE REPORTS

Minutes will be taken at all subcommittee meetings.

13.1. Budget – Dr. Suffredini reported that the budget is in good shape and that the 2016-2017 budget is currently being drafted.

13.2. Curriculum – J. Formeister reported that there have been comments made by staff suggesting that Professional Development days change to half days instead of full days. It will be discussed further.

13.3. Policy – A. Kirkpatrick is waiting to hear back from the Board of Selectmen. She also reported that a new CABE packet arrived which will be discussed once a new Policy Committee is in place.

13.4. Salary & Negotiations – No report.

13.5. Planning – As stated above under agenda item 12.1.

13.6. Other Committees – None.

14.0 OTHER

- **M. Marquardt reported that the Somers Fire Department escorted the SHS Varsity Boys Soccer team back to town after the championship game.**
- **A. Kirkpatrick reported that she attended the “sold out” CABE Convention which she reports had valuable discussions.**
- **Committee requests are to be sent to Chairman Devlin.**
- **B. Capuano and A. Kirkpatrick are attending the orientation for Board members on Wednesday, December 9, 2015 in Rocky Hill from 8 a.m.-7:30 p.m. Dr. Suffredini invited the other Board members to attend and to contact his office if interested.**

15.0 ADJOURNMENT

It was MOVED (M. Marquardt), SECONDED (S. Bollinger) to adjourn the BOE meeting at 8:00 p.m. PASSED 8-0.

Respectfully submitted,

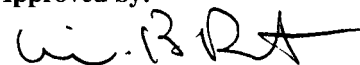
**Rick Lees, Jr., Secretary
Shannin Burns, Recording Secretary**

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

Somers Board of Education General Budget Treasury Warrant

Check Batch: 13686
 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:  **Date:** 12/2/15

 William B. Boutwell, Director of Business Services

13686	10957	12/07/2015	V60849	Acres Power Equipment Co	0.00	96.10
	10958	12/07/2015	V02185	Allston Supply Co. Inc.	0.00	2,091.83
	10959	12/07/2015	V60790	Alternative Access Assistive Technology	0.00	280.00
	10960	12/07/2015	V52670	SYNCB/AMAZON	0.00	2,674.99
	10962	12/07/2015	V52306	AmeriPride Services, Inc	0.00	292.48
	10963	12/07/2015	V60041	Anthem BCBS	0.00	165,338.06
	10964	12/07/2015	V60040	Anthem Life Insurance Company	0.00	2,323.60
	10965	12/07/2015	V54164	Auto Tek LLC	0.00	168.00
	10966	12/07/2015	E00025	Boutwell, Bill	0.00	49.99
	10967	12/07/2015	E00570	Boutwell, Holly	0.00	54.63
	10968	12/07/2015	V60401	Brooks Environmental	0.00	520.00
	10969	12/07/2015	V60882	Comtech Phones	0.00	590.00
	10970	12/07/2015	V52165	Coordinated Transportation Solutions	0.00	3,420.00
	10971	12/07/2015	V61122	CT Sealcoat	0.00	850.00
	10972	12/07/2015	V54321	Custom Printing & Copy, Inc.	0.00	172.26
	10973	12/07/2015	V60961	Data Management, Inc	0.00	165.00
	10974	12/07/2015	V60416	DG Graphics	0.00	78.75
	10975	12/07/2015	E00096	Duffy, Margaret	0.00	27.60
	10976	12/07/2015	E00098	Dunn, Ines	0.00	19.99
	10977	12/07/2015	V00605	Electrical Wholesalers	0.00	1,757.41

Somers Board of Education General Budget Treasury Warrant

Batch #	Check #	Check Date	Vendor Code	Vendor Name	Electronic Amount	Check Amount
	10978	12/07/2015	V00159	Eversource Energy	0.00	3,221.11
	10979	12/07/2015	V54168	First Student, Inc	0.00	308.16
	10980	12/07/2015	V60951	Follett School Solutions, Inc	0.00	104.30
	10981	12/07/2015	V60001	Garrett Book Co.	0.00	459.98
	10982	12/07/2015	V01830	Gerry's Music Shop, Inc.	0.00	654.90
	10983	12/07/2015	V00907	Geyer Instructional Products	0.00	209.98
	10984	12/07/2015	V00511	Grainger	0.00	172.45
	10985	12/07/2015	V60804	Granite City Electric Supply	0.00	3,364.65
	10986	12/07/2015	V53439	Group Dynamic	0.00	27.75
	10987	12/07/2015	E00129	Gustafson, Cheryl	0.00	19.99
	10988	12/07/2015	V60561	Infoshred, LLC	0.00	125.00
	10989	12/07/2015	V00999	J.W. Pepper & Son, Inc.	0.00	325.78
	10990	12/07/2015	V02093	JCN Services	0.00	1,250.00
	10991	12/07/2015	V60548	Johnson Memorial Hospital	0.00	8,000.00
	10992	12/07/2015	V02625	K & S Distributors	0.00	849.35
	10993	12/07/2015	V53944	Kirkpatrick, Anne	0.00	83.37
	10994	12/07/2015	V61050	Mackin Educational Resources	0.00	372.26
	10995	12/07/2015	V01013	NASCO Fort Atkinson	0.00	473.00
	10996	12/07/2015	V60568	Pediatric Services of America Inc	0.00	1,212.00
	10997	12/07/2015	V52686	Plimpton & Hills	0.00	549.68
	10998	12/07/2015	V53356	ProCom Telecommunications Corp	0.00	375.00
	10999	12/07/2015	V60864	Pullman & Comley, LLC	0.00	2,194.50
	11000	12/07/2015	V60925	ReadyNurse Staffing Services	0.00	3,402.00
	11001	12/07/2015	V51134	Richco Products, Inc.	0.00	609.96
	11002	12/07/2015	V52476	River Valley Lawn Care LLC	0.00	875.19
	11003	12/07/2015	V60627	RnB Enterprises, Inc.	0.00	2,166.80
	11004	12/07/2015	V01292	School Specialty, Inc.	0.00	119.99
	11005	12/07/2015	V02325	Sheffield Pottery, Inc.	0.00	30.00
	11006	12/07/2015	V60940	Sid Harvey Industries, Inc	0.00	15.12
	11007	12/07/2015	V00886	Somers Lunch Program	0.00	4.95
	11008	12/07/2015	V60616	Somers Public Schools	0.00	8,584.54
	11009	12/07/2015	V00548	Somers Sanitation Service, Inc.	0.00	1,189.70
	11010	12/07/2015	V01591	Town of Somers	0.00	136.06
	11011	12/07/2015	V00251	State of Connecticut	0.00	240.00
	11012	12/07/2015	V60056	Supplyworks	0.00	201.37
	11013	12/07/2015	V61076	Teachers Synergy, LLC	0.00	50.00
	11014	12/07/2015	V60983	The OMNI Group	0.00	28.00

Somers Board of Education General Budget Treasury Warrant

Batch #	Check #	Check Date	Vendor Code	Vendor Name	Electronic Amount	Check Amount
	11015	12/07/2015	V01000	Town of Somers BOE	0.00	28,087.00
	11016	12/07/2015	V53945	Transcanda Power Marketing LTD	0.00	9,172.28
	11017	12/07/2015	M53099	Tull Brothers, Inc.	0.00	440.00
	11018	12/07/2015	V60464	VEX Robotics Inc	0.00	71.06
	11019	12/07/2015	V61006	Vocabulary Spelling City	0.00	170.00
	11020	12/07/2015	V61032	Waterbury Public Schools	0.00	5,910.00
	11021	12/07/2015	V02738	William V. MacGill & Co.	0.00	530.31
Totals:					0.00	\$267,358.23

64 Checks Listed.

Somers Board of Education General Journal Register

Report # 37394
Batch: 13645
Transaction: N/A
Show Summary Only: Yes

Batch #	Control Total	Status	Created By	Created On	Last Updated By	Last Updated On
13645	\$267,358.23	Posted	Lbergamini	11/30/2015	Lbergamini	12/02/2015

General Ledger Distribution Summary						
Period, Fiscal Year	Account Number	Account Description	DTF Base	Over Budget	Debits	Credits
November, 2016						
Generated Distributions						
	10-000-0-0-00-000-710-00-0-00000	ENCUMBRANCE CONTROL			55,138.79	0.00
	10-000-0-0-00-000-720-00-0-00000	RESERVE FOR ENCUMBRANCE			0.00	55,138.79
		Total Generated Distributions			<u>\$55,138.79</u>	<u>\$55,138.79</u>
User-Entered Distributions						
	10-000-0-0-00-000-241-00-0-00000	ACCOUNTS PAYABLE			0.00	57,628.95
	10-100-2-2-02-242-611-01-5-00161	K-5 - ART SUPPLIES			503.00	0.00
	10-100-2-2-20-242-611-01-5-00169	K-5 - MUSIC SUPPLIES			488.05	0.00
	10-100-2-2-27-242-611-01-5-00904	K-5 - REMEDIAL READING SUPPLY			30.24	0.00
	10-100-2-3-14-241-611-01-5-00157	MA - GENERAL SUPPLIES			44.97	0.00
	10-100-2-3-18-242-611-01-5-00189	MA - MATH SUPPLIES			35.69	0.00
	10-100-2-4-14-241-611-01-5-00159	HS - GENERAL SUPPLIES			6.88	0.00
	10-100-2-4-18-242-611-01-5-00191	HS - MATH SUPPLIES			209.98	0.00
	10-100-2-4-20-242-611-01-5-00168	HS - BAND SUPPLIES			654.90	0.00
	10-100-2-4-26-242-611-01-5-01070	HS - ENGLISH SUPPLIES			414.15	0.00
	10-100-2-5-14-241-611-01-5-00873	SW - GENERAL COMPUTER SUPPLIES			209.98	0.00
	10-100-8-3-66-910-730-01-5-01335	MA - TECH ED CAPITAL OUTLAY			663.00	0.00
	10-100-8-4-66-910-730-01-5-00607	HS CAPITAL OUTLAY			40.99	0.00
	10-120-9-9-98-251-580-05-5-00272	SP ED - TRAVEL/IN-SERVICE			54.63	0.00
	10-120-9-9-98-955-330-02-5-01142	SPED - CONSULTANT FEES			280.00	0.00
	10-213-3-5-48-412-112-02-5-00319	SW - NURSE SUBSTITUTE		Yes	1,890.00	0.00
	10-213-3-5-48-421-730-02-5-01076	SW - HEALTH EQUIPMENT		Yes	530.31	0.00
	10-221-1-3-52-231-690-05-5-00282	MA - PROFESSIONAL LIBRARY			87.00	0.00
	10-221-1-4-50-251-580-05-5-00267	HS - TRAVEL/IN-SERVICE			27.60	0.00
	10-222-2-4-52-231-642-03-5-00139	HS - LIBRARY BOOKS			564.28	0.00
	10-222-2-4-52-233-611-03-5-00147	HS - A.V. MATERIALS			23.48	0.00
	10-222-2-5-44-233-611-03-5-00149	SW - A.V. MATERIALS			40.40	0.00
	10-231-1-5-74-134-330-10-5-00045	B.O.E. - OTHER PROF. SERVICES			627.00	0.00
	10-231-1-5-74-134-580-10-5-00046	B.O.E. - TRAVEL			83.37	0.00
	10-231-1-5-74-134-690-10-5-00047	B.O.E. - SUPPLIES			4.95	0.00
	10-232-1-5-72-251-580-05-5-00271	CO - TRAVEL/IN-SERVICE			49.99	0.00

Somers Board of Education General Journal Register

Report # 37394

Batch #	Control Total	Status	Created By	Created On	Last Updated By	Last Updated On
13645	\$267,358.23	Posted	Lbergamini	11/30/2015	Lbergamini	12/02/2015
		10-240-1-2-40-258-690-04-5-00301	K-5 - OFFICE SUPPLIES		177.97	0.00
		10-240-1-4-40-258-690-04-5-00304	HS - OFFICE SUPPLIES		113.11	0.00
		10-259-1-3-40-123-590-04-5-00017	MA - FORMS & PRINTING		172.26	0.00
		10-260-1-5-64-642-530-04-5-01217	SW - COMMUNICATION SUPPLIES		590.00	0.00
		10-260-5-2-62-722-430-08-5-01141	K-5 BUILDING REPAIRS		1,348.48	0.00
		10-260-5-4-12-722-430-01-5-00395	HS - TECHNOLOGY ED MAINTENANCE		71.06	0.00
		10-260-5-4-18-722-430-01-5-00398	HS - MATH MAINTENANCE		92.90	0.00
		10-260-5-6-44-722-430-03-5-00404	SW - A.V. MAINTENANCE		197.94	0.00
		10-260-5-6-62-650-613-05-5-00377	SW - CUSTODIAL SUPPLIES		250.85	0.00
		10-260-5-6-62-722-430-01-5-01077	SW - COMPUTER MAINTENANCE		663.99	0.00
		10-260-5-6-62-722-430-08-5-00430	MA - BUILDING MAINTENANCE		365.00	0.00
		10-260-5-6-62-722-430-08-5-00439	HS - BUILDING MAINTENANCE		595.00	0.00
		10-260-5-6-62-722-430-08-5-00440	SW - EQUIPMENT REPAIR		96.10	0.00
		10-260-5-6-62-722-430-08-5-00442	SW - GROUNDS KEEP		1,473.69	0.00
		10-260-5-6-62-722-430-08-5-00444	SW - RUBBISH REMOVAL		1,189.70	0.00
		10-260-5-6-62-722-430-08-5-00885	SW - ELECTRICAL SUPPLIES	Yes	1,458.62	0.00
		10-260-5-6-64-641-620-05-5-00358	K-5 - ELECTRICITY		3,221.11	0.00
		10-260-5-6-64-641-620-05-5-00360	MA - ELECTRICITY		4,034.65	0.00
		10-260-5-6-64-641-620-05-5-00361	HS - ELECTRICITY		5,137.63	0.00
		10-260-6-5-62-722-430-04-5-00452	SW - MAINTENANCE CONTRACTS		240.00	0.00
		10-270-9-9-84-522-510-12-5-00332	SP ED - ADDITIONAL MILEAGE	Yes	3,420.00	0.00
		10-279-4-3-42-530-580-06-5-00336	MA - ATHLETIC TRIPS	Yes	308.16	0.00
		10-280-6-5-82-820-200-13-5-00509	SW - FLEXIBLE SPENDING ACCT		27.75	0.00
		10-280-6-5-82-820-200-13-5-00512	LIFE AND AD&D INSURANCE		2,323.60	0.00
		10-320-7-4-42-860-590-06-5-01006	HS - ATHLETIC TRAINER		8,000.00	0.00
		10-320-7-4-42-880-590-06-5-00597	HS - OFFICIALS		8,584.54	0.00
		10-613-9-9-88-955-561-14-5-00673	SP ED - TUITION		5,910.00	0.00
Total User-Entered Distributions					\$57,628.95	\$57,628.95
Total for November, 2016					\$112,767.74	\$112,767.74
December, 2016						
Generated Distributions						
		10-000-0-0-00-000-710-00-0-00000	ENCUMBRANCE CONTROL		207,993.27	0.00
		10-000-0-0-00-000-720-00-0-00000	RESERVE FOR ENCUMBRANCE		0.00	207,993.27
Total Generated Distributions					\$207,993.27	\$207,993.27
User-Entered Distributions						
		10-000-0-0-00-000-241-00-0-00000	ACCOUNTS PAYABLE		1,443.96	0.00

Somers Board of Education General Journal Register

Report # 37394

Batch #	Control Total	Status	Created By	Created On	Last Updated By	Last Updated On
13645	\$267,358.23	Posted	Lbergamini	11/30/2015	Lbergamini	12/02/2015
					0.00	211,173.24
					50.00	0.00
					20.00	0.00
					1,212.00	0.00
				Yes	1,512.00	0.00
					372.26	0.00
					78.75	0.00
					1,595.50	0.00
					165.00	0.00
					24.00	0.00
					42.00	0.00
					39.00	0.00
					375.00	0.00
				Yes	2,166.80	0.00
					15.12	0.00
					292.48	0.00
					34.00	0.00
					3,341.83	0.00
					777.96	0.00
					38.55	0.00
				Yes	5,107.40	0.00
				Yes	0.00	1,443.96
					352.47	0.00
					136.06	0.00
					28,087.00	0.00
					165,338.06	0.00
					Total User-Entered Distributions	\$212,617.20
					Total for December, 2016	\$420,610.47
					Grand Total for Batch # 13645	\$533,378.21

212 Transactions Listed.

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 1st 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.

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.

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.

November 30, 2015

Dear Parents/Guardians:

The Connecticut State Legislature has enacted a new law, Public Act 14-176, which has amended the previous law pertaining to the administering of an Epi-pen for emergency first aid to students who experience potentially life threatening allergic reactions.

The intent of the new law is to provide emergency care to a student who may experience a life-threatening allergic reaction and who **does not** have a medical precondition on file with the school nurse and/or written authorization for the administering of an Epi-pen at the school. Under this new legislation, the school nurse or trained staff (in the absence of the nurse) may administer, under emergency situations, an Epi-pen to a student with an undiagnosed medical condition who may manifest signs and/or symptoms of a severe allergic reaction. Clearly, in all cases of this nature, emergency responders will be called to the school to address the situation.

It is important to note that parents/guardians have the right to reject the use of an Epi-pen in cases as described above. In order to do so, parents and/or guardians must submit in writing a letter to the school nurse specifically requesting that their child be exempt from this new medical procedure. In the absence of such a letter, an Epi-pen will be administered for emergency situations.

If you should have any questions, please feel to contact your school nurse at your convenience. Thank you.

Sincerely,

Dr Maynard M. Suffredini, Jr.
Superintendent of Schools