BOE Policy Committee Meeting  
Tuesday, January 15, 2019  
5:00 p.m.  
Media Center – Shelton Intermediate School

AGENDA:

Call to order:

Roll Call: Chris Clouet, Lorraine Rossner, Kate Kutash, C. Pannozzo, K. Yolish, G. Ziu-Pires, M. Kilmartin, M. Holden, K. Saranich, B. Smith, L. Williams, and D. Keller

Pledge of Allegiance

- Approval of December 11, 2018 meeting minutes – Kathy Yolish – 1st, Mark Holden 2nd – vote unanimous
- Approval of January 15, 2019 meeting agenda – Kathy Yolish – 1st, Mandy Kilmartin 2nd – vote Unanimous

Public session: No one from the public wished to speak

Agenda Items:

- Continuing work on edits and additions to Policy #1325 – Community Relations –
  o Add another “qualifier” re: monetary donations – with subsections for monetary donations in an individual’s memory and monetary donations made by businesses
  o edits made in red – see attached
  o Suggestion was made to provide a formatted “donation” letter in the Administrative Regulations to the policy
  o Kathy Yolish moved to bring the revised policy to the BOE and Mandy Kilmartin seconded – committee unanimously voted to move the revised policy to the BOE at the next meeting
- Revised SHS Graduation Requirements – addition to existing – presented by B. Smith
  o The additions and revisions are attached to the meeting minutes
  o Mark Holden moved that the revised graduation policy be presented to the BOE – Mandy Kilmartin seconded– committee unanimously voted to move the revised policy to the BOE at the next meeting
- Mandated Addition to Policy 5144.1 – 5144.2 Exclusion
  o See attached mandated addition to policy 5144.2
  o Suggestion was made to update titles in policy 5144.1 to reflect current central office positions
  o Kathy Yolish moved that the revised policy be presented to the BOE – Mandy Kilmartin seconded– committee unanimously voted to move the revised policy to the BOE at the next meeting
- Reminder Policy 6146.2 will be brought forward for approval during the January BOE meeting
- New BOE Members Handbook – ongoing discussion and compilation
- Add a “typical” BOE member calendar as an FYI to new and potential members
  - Kate and Kathy are working on the typical calendar of a BOE member to add to the “new members” handbook

**Superintendent’s Comments:** FYI Senator Murphy has a great interest in the Physical Restraint, Seclusion and Exclusion policy – it must be state that Shelton adheres to all mandates of the policy and follows all protocols and policies

**Chairperson’s Comments:** Wanted to thank everyone on their continued work on all of the important changes that must occur with our policies.

**Comments or Suggestions from Committee Members:** None

**Old Business:** None

**New Business:** None

**Next Meeting Date:**
- Tuesday, February 12, 2019
- 5:00 p.m.
- Media Center
- Sunnyside Elementary

**Tentative Agenda:**
- Continued work on “new members” handbook

**Adjournment:** 5:54 p.m.
PROMOTION/ACCELERATION/RETENTION

The Shelton Public School System is dedicated to the best total and continuous development of each student enrolled in its schools. Therefore, the District will establish and maintain the highest standards for each grade and monitor student performance in a continuous and systematic manner. The administration and faculty shall establish a system of grading and reporting academic achievement to students and their parents and guardians. This established system shall also determine when promotion and graduation requirements are met. The decision to promote a student to the next grade level shall be based on demonstrated and assessed successful completion of the curriculum, performance on state mandated assessments and other district testing instruments. Attendance in school will also be monitored. Any necessary retention should take place as early as possible in a student’s educational career as possible.

Students shall be promoted on the basis of academic achievement and attendance. Students who, on the basis of objective measures of academic proficiency, can reasonably be expected to meet the instructional learning objectives at the next academic level may be promoted.

The Shelton Public School System desires to eliminate the practice of promoting students to the next grade level for social reasons even though they are failing academically. The district expects students to progress through each grade usually within one school year. To accomplish this, instruction should accommodate the varying interests and growth patterns of individual students and include strategies for addressing academic deficiencies when needed. Students shall progress through grade levels by demonstrating growth in learning and meeting grade-level standards in reading, writing, mathematics, and science as established by the State Department of Education. The student’s readiness for work at the next grade level shall be required before he/she is promoted. Students who have mastered the appropriate skills will be promoted; those who have not will be retained.

In all cases of promotion, acceleration, or retention, the parent/guardian is to be fully involved and informed throughout the decision-making process. Parents will be notified as early as possible that retention is being considered. The building administrator shall be responsible for making the final decision as to promotion, retention, or acceleration.

For students in Grades 9-12, progress toward meeting the requirements for promotion shall be based on the student’s ability to meet the mandated graduation requirements for promotion as defined and published by Shelton High School in alignment with Connecticut Department of Education Guidelines and posted in the Graduation Requirements Policy and Administrative Regulations.

Revised October 2018

ADVERTISING AND PROMOTION

The Board of Education recognizes that public schools should maintain careful controls on the way in which students and staff are exposed to materials and announcements, other than those directly related to school sponsored programs and activities. Although school districts are public institutions, fully supported by public taxes, the Board has a clear responsibility to protect students and their families and staff from exploitation by private interests including, but not limited to, commercial, cultural, economic, environmental, organizational and political exploitation.

There are situations, however, when it is educationally sound to make students and staff more aware of the social environment and their roles as members of society. In such situations, judicious dissemination of information to students about community activities is warranted. Each situation requires individual consideration and the judgment of responsible school officials must be the decisive factor. Caution is to be exercised to prevent exploitation of the system and its students, who represent a large and captive audience.

It is the policy of this Board that the students, the staff, or the facilities of the Shelton Public School District shall not be used to advertise or promote commercial, organizational, cultural, or other non-school interests except that the district may:

1. Cooperate, through announcements and distribution of program material, with a town agency or non-profit community organizations that benefit students and their families, when such cooperation will not interfere with the school program.

2. Permit participation on a student option basis in essay, art, science, and similar contests sponsored by outside interests when such activities parallel the curriculum and contribute to the educational program.

3. Permit monetary donations or pre-approved materials donations in memory of a past Shelton school or community member

4. Permit monetary donations or pre-approved “material” donations from area businesses donated with “no intent” for special consideration.

5. Accept limited advertising on extracurricular activity schedules and programs at the discretion of the principal of the school involved.

6. Permit other exceptions when, in the judgment of the superintendent, students of the district will benefit. The superintendent may, at his or her option, refer specific cases to the Board for decision.
7. Allow advertising for the purchase of photographic services in connection with the class pictures and the services and goods deemed necessary by the principal for the normal student activities of a high school.

8. Candidates for election, including petitioners, or their representatives, shall not use District Resources, District personnel (except those employees who may voluntarily participate during non-duty hours), District events at which they are official participants, District stationary, or the District logo in support of their campaigns. Candidates, or their representatives, may not access students or employees during school hours for campaign purposes.

It is the responsibility of the Superintendent to evaluate and act on all requests for the acceptance and use of material contributions involving advertising and to refer to the Board all advertising issues he or she believes requires Board decision. The Superintendent is also authorized to arrange for appropriate public acknowledgement and recognition of contributions to the improvement of school programs and public facilities.

Policy Adopted July 1, 2006/revised Summer 2016 Shelton Public Schools

Policy revised 1/15/19 for review of the BOE at the next regularly scheduled monthly meeting
GRADUATION REQUIREMENTS FOR
THE CLASSES OF 2022 (incoming freshmen)

1. A total of 25.4 credits is required for graduation. Required credits are as follows:

   **Humanities** 9.0 credits
   - English
     - (including 1.0 in English I or, 1.0 in English II, 1.0 in English III and
       1 additional credit)
   - Social Studies
     - (1.0 in United States History I/AP US History; and .5 in
       US History II and .5 Civics or 1.0 in AP Government
   - Fine Arts

   **STEM** 9.0 credits
   - Science
     - (including at least two lab science courses and 1 additional credit)
   - Mathematics
     - Technical Education
     - World Languages 1.0 credit
     - Physical Education/Wellness 1.0 credit
     - Health and Safety Education 1.0 credit
     - CAPSTONE Project 1.0 credit
     - Electives 3.0 credits
     - Community Service .4 credit
       - (including .1 credit for 10 hours of service each year)

   **Total for graduation** 25.4 credits

2. Students who pass Algebra I in eighth grade at Shelton Intermediate School will be given high school credit.
3. Students who pass a World Languages course in eighth grade at Shelton Intermediate School will be given high school credit.
4. **HCC Financial Accounting I, Accounting I and Computer Science courses do not fulfill the mathematics graduation requirement**
5. Students are required to complete 10 hours of community service per year, a total of 40 hours prior to graduation. Students will receive .1 credits for 10 hours of service each year. Students may not earn more than .1 credits per year for service. Students must submit a signed contract for themselves and their supervisor responsible for monitoring their hours. This contract must be approved by the Principal or his/her designee prior to beginning service hours.
6. The minimum course load per semester is 6.0 credits. Exceptions to this regulation must be approved by the Principal and student's Assistant Principal.
7. A student will earn his/her diploma and may participate in the graduation ceremony only if all academic requirements and obligations are met.
PROMOTION REQUIREMENTS
FOR THE CLASSES OF 2020, 2021, AND 2022

- For promotion to Grade 10 students must earn 4.6 credits through coursework. Students must pass English I and earn the required .1 credit for community service.
- For promotion to Grade 11 students must earn 11.2 credits through coursework. Students must pass English II and earn the required .1 credit for community service.
- For promotion to Grade 12 students must earn 17.3 credits through coursework. Students must pass English III and earn the required .1 credit for community service. In addition, students promoted to Grade 12 must have fulfilled enough of the graduation requirements to allow the student to graduate in June.

PROMOTION REQUIREMENTS
FOR THE CLASS OF 2023

- For promotion to Grade 10 students must earn 4.6 credits through coursework and earn the required .1 credit for community service.
- For promotion to Grade 11 students must earn 11.2 credits through coursework and earn the required .1 credit for community service.
- For promotion to Grade 12 students must earn 17.3 credits through coursework and earn the required .1 credit for community service. In addition, students promoted to Grade 12 must have fulfilled enough of the graduation requirements to allow the student to graduate in June.
PHYSICAL RESTRAINT AND SECLUSION
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, 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 to protect a student from harming himself/herself or to protect others from harm. (Alternative language: “to use reasonable restraint to provide a safe environment for students.”)

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 the use of helmets, mitts and similar devices used to prevent special education students from hurting themselves if their use is documented in their Individualized Education Program (IEP).

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.

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. 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.

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.

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.
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.

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, after consultation with the Department of Support Services will determine whether the device is to be used.

2. Once authorization to use a restraint device is obtained, the Supervisor of Support Services 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.
Reporting/Notification Requirements

1. Injuries caused by the use of restraints and/or seclusion in schools may be reported to the State Department of Education.
2. The parents/guardians of a special education student must be notified of each incident in which their child was placed in physical restraints or seclusion.
3. The Board shall keep records and compile annual reports of each instance and the underlying emergency that necessitated the use of physical restraints or seclusion.
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).

Use of Exclusionary Time Out Settings

The Board of Education (Board) recognizes that the use of exclusionary time out may be an effective method of behavior intervention for some students. A time out setting used for an exclusionary time out is an area for a student to safely deescalate, regain control, and prepare to meet expectations to return to his/her educational program. The time out setting offers a quiet place to be used when students are overwhelmed, experiencing over-stimulation or are out of control.

OR

The Board of Education (Board) acknowledges that behavior management practices for students may sometimes include the use of exclusionary time out settings. A time out setting is an area for a student to safely deescalate, self-regulate, self-calm, regain control and prepare to meet expectations to return to his/her educational program. A time out setting shall only be used in conjunction with a behavior management program which teaches and reinforces acceptable behaviors, except where it is necessary to remove a student from a potentially dangerous situation or an unanticipated situation.

Definitions

Exclusionary time out means a temporary, continuously monitored separation of a student from an ongoing activity in a non-locked setting, for the purpose of calming such student or deescalating such student’s behavior.

Seclusion means the involuntary confinement of a student in a room, physically prevented from leaving. Seclusion does not include an exclusionary time out.

Physical restraint means any mechanical or personal restriction that immobilizes or reduces the free movement of a person's arms, legs or head, including, but not limited to, carrying or forcibly moving a person from one location to another. 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; 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 or an exclusionary timeout.

Types of Time Out

A time-out is a behavioral support strategy in which a student temporarily separates from the learning activity or classroom, either by choice or by staff direction for the purpose of calming.

There are two kinds of time-out:

- Inclusionary - when a student is removed from positive reinforcement or full participation in the class while remaining in the class. The use of inclusionary time-out functions as a behavior support strategy while allowing the student to remain fully aware of the learning activities in the classroom.

- Exclusionary - when a student is separated from the rest of the class through complete visual separation or actual physical separation.

Time-out is used for calming an agitated student. Time-out is not used for punishment or discipline.

Use of Exclusionary Time Out Setting/Space

If a time out setting/pace is to be used, it must be used as a behavioral intervention strategy that is designed to teach and reinforce alternative appropriate behaviors in which a student is removed to a supervised area or room in order to facilitate self-control or when it is necessary to remove a student from a potentially dangerous situation and for unanticipated situations that pose an immediate concern for the physical safety of a student or others.

The Board has adopted and implemented the following policy and procedures governing school use of time out settings/spaces as part of its behavior management approach consistent with P.A. 18-51.

At a minimum, the use of exclusionary time out settings/spaces shall be governed by the following rules and standards:

1. The Board prohibits placing a student in a locked room or space or in a setting where the student cannot be continuously observed and supervised. The time out space shall be unlocked and the door must be able to be opened from the inside. The use of locked rooms or spaces for purposes of time out or emergency interventions is prohibited.
Staff shall continuously monitor the student in a time out setting. The staff must be able to see and hear the student at all times. At least one school employee must remain with the student or be immediately available to the student so that the student and the staff member can communicate verbally throughout the time out.

Under no circumstances shall a time out setting/space in a school program be used for seclusion of the student, where the term "seclusion" is interpreted to mean placing a student in a locked room or space or in a room where the student is not continuously observed and supervised.

2. Factors which may precipitate the use of the time out setting/space:

   a. Student fails to respond to less severe interventions (behavior that cannot be controlled through interventions short of isolation in the designated time out space or room)

   b. Behavior that is severely disruptive

   c. Dangerous behavior that presents a risk of injury or harm to that student or to others

   d. Behavior that is dangerous or presents a risk of significant property damage.

*The designated time out setting/space shall not be used for punitive purposes, for staff convenience or to control minor misbehavior.*

3. Time limitations for the use of the time out setting/space:

   A student should remain in the designated time out setting/space only for the time necessary for the student to compose him/herself sufficiently to return to the classroom with minimal risk that the behavior will quickly reoccur, in the opinion of school staff monitoring the intervention. The time should normally not exceed 30 minutes. (A suggested time-legislation does not specify time limits)

   School staff shall not keep a student in the designated time out setting/space for more than one hour. If the student continues to present dangerous behaviors after this period of time, the placement in that space may be continued only with written authorization of the building Principal or designee. In that event, the student's parent/guardian should also be called for the purpose of taking the student home for the remainder of that school day.

   If, at any point during the student's stay in the designated time out space, the building Principal or his/her designee believes that the student cannot be maintained safely even in that setting, the building Principal/designee shall call the student's parent/guardian to come pick up the student, and may also call other emergency personnel for the purpose of taking custody of the student and ensuring the student's safety.

   Further, a student's IEP shall specify when a behavioral intervention plan includes the use of a time out setting for a student with a disability, including the maximum amount of time a
student will need to be in a time out setting as a behavioral consequence as determined on an individual basis in consideration of the student's age and individual needs.

School administration or other personnel shall be notified in the event a student is placed in a time out setting for excessive amounts of time; and such information shall be considered when determining the effectiveness of the student's behavioral intervention plan and the use of the time out setting for the student. Whether the student requires a debriefing following the use of a time out setting shall be left to the staff knowledgeable about the individual student.

When it is decided through the program planning process to use a time out setting as a behavioral intervention, it should be clearly articulated in the planning what will be done if the student refuses to comply with the request to move to a time out setting or if the use of this strategy is not successful in managing the student's behavior. Should staff be required to physically remove the student to the time out setting, it is important that non-violent crisis techniques be used. Consideration must be given to the procedures pertaining to use of physical restraint and/or seclusion as defined in policy 5144.1.

4. Staff training on the policies and procedures related to the use of time out setting/space shall include, but not be limited to, the following measures:

   a. The Director of Special Education (or ____________) shall be responsible to the Superintendent for establishing administrative practices and procedures for training all District personnel responsible for use of time out.

   b. Specific Training Activities and Programs:

Staff members working with students who have the use of the time out space will:

   • Receive full training in the policy and procedures for the use of a time out setting.

   • Participate in work sessions to review each student's Behavior Intervention Plan and receive specific instruction in the implementation of the plan. The work sessions will include teachers, teaching assistants, monitors, building administrators and the Director of Pupil Personnel Services.

5. Data collection to monitor the effectiveness of the use of time out settings/spaces:

The District shall establish and implement procedures to document the use of time out space, including information to monitor the effectiveness of the use of the time out space to decrease specified behaviors. Such data may be subject to review by the State Education Department (SED) upon request.

Such data collection should appropriately include, but is not limited to, the following information:

   a. A record for each student showing the date and time of each use of the time out setting;
b. A detailed account of the antecedent conditions/specific behavior that led to the use of the time out setting;

c. The amount of time that the student was in the time out setting; and

d. Information to monitor the effectiveness of the use of the time out setting to decrease specified behaviors which resulted in the student being placed in the setting.

6. Information to be provided to parents:

The School District shall inform the student's parents prior to the initiation of a behavioral intervention plan that will incorporate the use of a time out setting for a student, and shall give the parent the opportunity to see the physical space that will be used as a time out setting and provide the parent with a copy of the school's policy on the use of time out settings/spaces.

Additionally, parents should be notified if their child was placed in a time out setting. Minimally, whenever a time out setting is used as an emergency intervention the parent shall be notified of the emergency intervention. Such notification will be provided the same day whenever possible. The use of a time out setting must be included on the student's IEP.

Parent reports of alleged inappropriate interventions used in a time out setting should be directed to school administrators.

**Physical Space Used as a Time Out Setting/Space**

The physical space used as a time out setting must meet certain standards:

a. The area shall provide a means for continuous visual and auditory monitoring of the student. (Staff assigned to monitor the time out area must be able to see and hear the student at all times and be able to communicate verbally with the student throughout the time out.)

b. The space or setting used for an exclusionary time out must be appropriate for calming or deescalating the student's behavior.

c. The area shall be of adequate width, length and height to allow the student to move about and recline comfortably.

d. Wall and floor coverings should be designed to prevent injury to the student, and there shall be adequate lighting and ventilation.

e. The temperature of the area shall be within the normal comfort range and consistent with the rest of the building.

f. The area shall be clean and free of objects and fixtures that could be potentially dangerous to a student and shall meet all local fire and safety codes.
g. The setting must be unlocked and the door must be able to be opened from the inside at all times. The use of locked rooms or spaces for the purpose of time out is strictly prohibited.

(cf. 4148/4248 - Employee Protection)
(cf. 5141.23 - Students With Special Health Care Needs)
(cf. 5144 - Use of Physical Force)
(cf. 4148/4248 - Employee Protection)
(cf. 5141.23 - Students with Special Health Care Needs)
(cf. 5144.1 - Physical Restraint/Seclusion/Exclusionary Time Out)

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.
10-236b Physical restraint and seclusion of students by school employees. (as amended by PA 17-220 and PA 18-51)
46a-150 Definitions. (as amended by PA 07-147 and PA 15-141)
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 PA 12-88)
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 15-141 An Act Concerning Seclusion and Restraint in Schools.
State Board of Education Regulations Sections 10-76b-5 through 10-76b-11.
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.
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.
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.

Policy Adopted August 2006 – revised Summer 2016 – presented for edit 1-23-18
EXCLUSION

Students

Use of Exclusionary Time Out Settings

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Definitions

Exclusionary time out means a temporary, continuously monitored separation of a student from an ongoing activity in a non-locked setting, for the purpose of calming such student or deescalating such student's behavior.

Seclusion means the involuntary confinement of a student in a room, physically prevented from leaving. Seclusion does not include an exclusionary time out.

Physical restraint means any mechanical or personal restriction that immobilizes or reduces the free movement of a person's arms, legs or head, including, but not limited to, carrying or forcibly moving 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; 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 or an exclusionary timeout.

Types of Time Out

A time-out is a behavioral support strategy in which a student temporarily separates from the learning activity or classroom, either by choice or by staff direction for the purpose of calming.

There are two kinds of time-out:

- Inclusionary - when a student is removed from positive reinforcement or full participation in the class while remaining in the class. The use of inclusionary time-out functions as a
behavior support strategy while allowing the student to remain fully aware of the learning activities in the classroom.

- Exclusionary - when a student is separated from the rest of the class through complete visual separation or actual physical separation.

Time-out is used for calming an agitated student. Time-out is not used for punishment or discipline.

**Use of Exclusionary Time Out Setting/Space**

If a time out setting/space is to be used, it must be used as a behavioral intervention strategy that is designed to teach and reinforce alternative appropriate behaviors in which a student is removed to a supervised area or room in order to facilitate self-control or when it is necessary to remove a student from a potentially dangerous situation and for unanticipated situations that pose an immediate concern for the physical safety of a student or others.

The Board has adopted and implemented the following policy and procedures governing school use of time out settings/spaces as part of its behavior management approach consistent with P.A. 18-51.

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Staff shall continuously monitor the student in a time out setting. The staff must be able to see and hear the student at all times. At least one school employee must remain with the student or be immediately available to the student so that the student and the staff member can communicate verbally throughout the time out.

Under no circumstances shall a time out setting/space in a school program be used for seclusion of the student, where the term "seclusion" is interpreted to mean placing a student in a locked room or space or in a room where the student is not continuously observed and supervised.

2. Factors which may precipitate the use of the time out setting/space:

   a. Student fails to respond to less severe interventions (behavior that cannot be controlled through interventions short of isolation in the designated time out space or room)

   b. Behavior that is severely disruptive
c. Dangerous behavior that presents a risk of injury or harm to that student or to others

d. Behavior that is dangerous or presents a risk of significant property damage.

The designated time out setting/space shall not be used for punitive purposes, for staff convenience or to control minor misbehavior.

3. Time limitations for the use of the time out setting/space:

A student should remain in the designated time out setting/space only for the time necessary for the student to compose him/herself sufficiently to return to the classroom with minimal risk that the behavior will quickly reoccur, in the opinion of school staff monitoring the intervention. The time should normally not exceed 30 minutes. (A suggested time-legislation does not specify time limits)

School staff shall not keep a student in the designated time out setting/space for more than one hour. If the student continues to present dangerous behaviors after this period of time, the placement in that space may be continued only with written authorization of the building Principal or designee. In that event, the student's parent/guardian should also be called for the purpose of taking the student home for the remainder of that school day.

If, at any point during the student's stay in the designated time out space, the building Principal or his/her designee believes that the student cannot be maintained safely even in that setting, the building Principal/designee shall call the student's parent/guardian to come pick up the student, and may also call other emergency personnel for the purpose of taking custody of the student and ensuring the student's safety.

Further, a student's IEP shall specify when a behavioral intervention plan includes the use of a time out setting for a student with a disability, including the maximum amount of time a student will need to be in a time out setting as a behavioral consequence as determined on an individual basis in consideration of the student's age and individual needs.

School administration or other personnel shall be notified in the event a student is placed in a time out setting for excessive amounts of time; and such information shall be considered when determining the effectiveness of the student's behavioral intervention plan and the use of the time out setting for the student. Whether the student requires a debriefing following the use of a time out setting shall be left to the staff knowledgeable about the individual student.

When it is decided through the program planning process to use a time out setting as a behavioral intervention, it should be clearly articulated in the planning what will be done if the student refuses to comply with the request to move to a time out setting or if the use of this strategy is not successful in managing the student's behavior. Should staff be required to physically remove the student to the time out setting, it is important that non-violent crisis techniques be used. Consideration
must be given to the procedures pertaining to use of physical restraint and/or seclusion as defined in policy 5144.1.

4. Staff training on the policies and procedures related to the use of time out setting/space shall include, but not be limited to, the following measures:

   a. The Supervisor of Special Education shall be responsible to the Superintendent for establishing administrative practices and procedures for training all District personnel responsible for use of time out.

   b. Specific Training Activities and Programs:

   Staff members working with students who have the use of the time out space will:

   • Receive full training in the policy and procedures for the use of a time out setting.

   • Participate in work sessions to review each student's Behavior Intervention Plan and receive specific instruction in the implementation of the plan. The work sessions will include teachers, teaching assistants, monitors, building administrators and the Director of Pupil Personnel Services.

5. Data collection to monitor the effectiveness of the use of time out settings/spaces:

The District shall establish and implement procedures to document the use of time out space, including information to monitor the effectiveness of the use of the time out space to decrease specified behaviors. Such data may be subject to review by the State Education Department (SED) upon request.

Such data collection should appropriately include, but is not limited to, the following information:

   a. A record for each student showing the date and time of each use of the time out setting;

   b. A detailed account of the antecedent conditions/specific behavior that led to the use of the time out setting;

   c. The amount of time that the student was in the time out setting; and
d. Information to monitor the effectiveness of the use of the time out setting to
decrease specified behaviors which resulted in the student being placed in the
setting.

6. Information to be provided to parents:

The School District shall inform the student's parents prior to the initiation of a
behavioral intervention plan that will incorporate the use of a time out setting for a
student, and shall give the parent the opportunity to see the physical space that will
be used as a time out setting and provide the parent with a copy of the school's
policy on the use of time out settings/spaces.

Additionally, parents should be notified if their child was placed in a time out
setting. Minimally, whenever a time out setting is used as an emergency
intervention the parent shall be notified of the emergency intervention. Such
notification will be provided the same day whenever possible. The use of a time
out setting must be included on the student's IEP.

Parent reports of alleged inappropriate interventions used in a time out setting
should be directed to school administrators.

Physical Space Used as a Time Out Setting/Space

The physical space used as a time out setting must meet certain standards:

a. The area shall provide a means for continuous visual and auditory monitoring
of the student. (Staff assigned to monitor the time out area must be able to see and
hear the student at all times and be able to communicate verbally with the student
throughout the time out.)

b. The space or setting used for an exclusionary time out must be appropriate for
calming or deescalating the student's behavior.

c. The area shall be of adequate width, length and height to allow the student to
move about and recline comfortably.

d. Wall and floor coverings should be designed to prevent injury to the student,
and there shall be adequate lighting and ventilation.

e. The temperature of the area shall be within the normal comfort range and
consistent with the rest of the building.
f. The area shall be clean and free of objects and fixtures that could be potentially dangerous to a student and shall meet all local fire and safety codes.

g. The setting must be unlocked and the door must be able to be opened from the inside at all times. The use of locked rooms or spaces for the purpose of time out is strictly prohibited.

(cf. 4148/4248 - Employee Protection)

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

(cf. 5144.1 - Physical Restraint/Seclusion/Exclusionary Time Out)

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.

10-236b Physical restraint and seclusion of students by school employees. (as amended by PA 17-220 and PA 18-51)

46a-150 Definitions. (as amended by PA 07-147 and PA 15-141)

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 PA 12-88)

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 15-141 An Act Concerning Seclusion and Restraint in Schools.

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

Policy addition proposed to BOE T&L Committee on 1-15-19 for review and addition 1-23-19

Policy adopted: