

**GROTON PUBLIC SCHOOLS
GROTON, CONNECTICUT**

(*Attachments are available upon request from the Superintendent's Office.)

Regular Meeting

December 17, 2018

The regular meeting of the Groton Board of Education was held on December 17, 2018, in CR 1 of the Town Hall Annex.

1. CALL TO ORDER

The meeting was called to order by Dr. Michael Graner, Superintendent, at 6:05 p.m.

The first order of business was the Pledge of Allegiance to the flag.

PRESENT

Mrs. Kim Shepardson Watson
Dr. Andrea Ackerman
Mrs. Jane Giulini
Mrs. Rosemary Robertson
Mrs. Rita Volkmann
Mr. Jay Weitlauf
Mrs. Lee White

ABSENT

Mrs. Katrina Fitzgerald
Mrs. Gretchen Newsome

Dr. Michael Graner, Superintendent of Schools
Ms. Susan Austin, Assistant Superintendent of Schools
Mrs. Denise Doolittle, Director of Pupil Personnel Services
Mr. Samuel Kilpatrick, Director of Buildings and Grounds
Mr. Ken Knight, Business Manager
Miss Addie Clark, Student Representative
Mr. Daniel Gaiewski, Student Representative

B. RECOGNITION AND PARTICIPATION AND DELEGATIONS

➤ **Presentation re: Promoting Diverse Student Enrollment [ATTACHMENT #1]**

Dr. Graner introduced Richard D. Kahlenberg, The Century Foundation, who gave a presentation on Socioeconomic School Integration in preparation to having a diversity school in Groton. Mr. Kahlenberg noted in his presentation that there are legal limitations.

C. COMMENTS FROM CITIZENS

NONE

II. RESPONSE TO COMMENTS FROM CITIZENS

NONE

III. STUDENT REPRESENTATIVE REPORT

The Student Representatives reported:

- Updates from the last meeting:
 - The Renaissance Club hosted a School Climate and Climate Conference on Wednesday, December 5, 2018. Schools from all over the region came to listen to a speaker, discuss how to renew their school's climate, and create relations with other Renaissance clubs. They came away with better connections with their sister Renaissance Clubs and ideas on what to implement in the school to create a better climate.
 - Last week, the Photo Club donated Christmas portraits to some local families. Families were able to come in and get free pictures taken for their Christmas cards, and the student were able to get free practice.
- Class Council Update:
 - Seniors: The Seniors are selling Fitch socks and planning for Mr. Falcon.
 - Juniors: Juniors are finishing selling chocolate bars, and planning for Junior Prom and January fundraisers.
 - Sophomores: Sophomores completed their first big fundraiser, a movie night, on December 7, 2018, and are continuing to plan future fundraisers.
 - Freshmen: Freshmen are planning an upcoming Domino's fundraiser, and are continuing to brainstorm for future events.
- Unified Sports:
 - Unified Sports is having a holiday fundraiser on Friday, December 21, 2018, where students can donate and wear red and green.
- Fitch Music Department:
 - Band and Choir students that are going to London will leave on Thursday, December 27, 2018 and will return on Thursday, January 3, 2019.
- Renaissance Crew:
 - The Renaissance Crew created a December Birthday Board to celebrate students' birthdays, which is located outside the Falcon Café.
- Humanitarian Club:
 - The Humanitarian Club will be having a spam, tuna, and peanut butter drive during the month of January for the Haitian Health Foundation.
- Falcon Theater:
 - Falcon Theater will be presenting Beyond the Horizon January 17 through the 19, 2018, at 7:00 p.m. and January 20, 2019, at 1:00 p.m. in the Fitch High School auditorium. Tickets for students and seniors are \$5.00 and adults are \$10.00.
- Mid-Term Exams and End-of-the-Second Quarter:
 - Mid-term exams will begin on Tuesday, January 22, 2019 and end on Friday, January 25, 2019. It will be an early dismissal day for student every day of exams.
 - The first semester and second quarter of the 2018-2019 school year will close on Friday, January 25, 2019.
 - Dates are subject to change due to possible school cancellations

III. STUDENT REPRESENTATIVE REPORT – cont.

- Fitch Athletic:
 - Winter Sport competitions will start this week. All schedules can be found on the Fitch Falcon Sports App or the ECC website.
 - Congratulations to Nick Helbig and Tyler Nelli for making the 2018 Connecticut All State Football Team.

IV. SUPERINTENDENT AND ADMINISTRATION REPORTS

1. Follow-up discussion re: consolidated middle school design plans

Dr. Graner noted that in mid-January he will be going to the State to request final approval for full funding of the middle school project.

Mrs. Volkmann noted hearing from several citizens who were concerned that Solar panels were not in the design plans.

A. REPORTS AND INFORMATION FROM THE STAFF

1. Assistant Superintendent Report

Ms. Austin noted that the Curriculum Council met last week regarding proposed new curriculums; they have filled out all the necessary paperwork; new curriculum being proposed are 10 half credit courses, Art, Health, and Business courses, 3 World Language courses, and 4 IB courses. Ms. Austin stated that the next step is a presentation to the Board Curriculum Committee on January 14, 2019.

2. Business Office Report [ATTACHMENT #2, 3]

- **Object Code Summary**
Mr. Knight gave an overview of the Object Code Summary dated December 12, 2018 showing an unexpended balance of \$31,393.
- **Health Insurance Report**
Mr. Knight reviewed the Health Insurance report for the month of October.

3. Director of Buildings and Grounds Report

- **Groton 2020:** Mr. Kilpatrick noted that he will be joining Dr. Graner in going to the State on January 5, 2019 to get final approval for the middle school project. He also noted that Perkins Eastman Architects will restart work on the new elementary schools.
- **Water Issues:** Mr. Kilpatrick noted that his department will continue to make changes as noted by the State DPH and Ledge Light.
- **NEA Air Quality:** Mr. Kilpatrick noted that Fuss & O'Neill will continue to do their study of air quality at NEA. He also noted that OSHA has received a submission and that no violations were found. Mr. Kilpatrick is waiting for the actual written report.

IV. COMMITTEE REPORTS

1. Finance/Facilities Committee:
Mr. Weitlauf noted that the Finance/Facilities Committee met tonight and discussed Interactive Whiteboards and the repair needs; they discussed the FY19 Minimum Budget Requirement (MBR) – he noted that the Town Council will vote on the MBR on Tuesday; they discussed setting a 2% place holder for the non-union salaries, wages and stipends; and they had a lengthy discussion regarding solar installation. Lastly, the draft budget book was presented to Board members.
2. Policy Committee:
Mrs. White noted that the Policy Committee met.
3. Curriculum Committee:
Dr. Ackerman noted that the Curriculum Committee will meet in January and will invite high school staff to talk about their initiatives.
4. Negotiations Committee:
There was no report.
5. LEARN:
Mrs. Volkmann noted that the LEARN Board met and received a presentation from three Principals, from Three River College, Marine Science School, and East Hartford, regarding State Standards, new graduation requirements, Mrs. Volkmann noted that there will be no tuition increases from LEARN and that the Ocean Avenue Learning Center will open January 7, 2019.
6. Town & City Councils/RTM/Board Liaison Committee:
There was no report.
7. GEA/AGSA/BOE Liaison Committee:
There was no report.
8. Groton Scholarship:
There was no report.
9. Trails Liaison:
There was no report.

V. **ACTION ITEMS**

A. CONSENT CALENDAR

1. RESOLUTION ACCEPTING BOARD MINUTES

RESOLVED, that the regular meeting minutes of November 26, 2018, is hereby accepted and approved.

Approval of Gifts:

- Foxwoods Resort Casino has made a donation of Playing cards (\$140.00 value) to the Groton Public Schools, for use with math games.
- The PTO at Mary Morrisson Elementary School has made a \$1,200 donation to fund a sensory path for the students to use at the school.
- Mystic Oil Company, Inc. has made a \$500 donation to S. B. Butler Elementary School.
- Peter Fairbank, an employee of Pfizer, has made a \$74.06 donation to the Fitch High School Fencing Team.
- Pfizer has made a matching donation of \$74.06 to the Fitch High School Fencing Team.

MOTION: White, Robertson: To approve the Consent Calendar.

PASSED - UNANIMOUSLY

A. Old Business

NONE

B. New Business

1. Discussion and possible action regarding repair/replacement of Interactive Whiteboards.

MOTION: Weitlauf, Ackerman: To approve \$10,500 for the repair/replacement of Interactive Whiteboards.

PASSED - UNANIMOUSLY

B. New Business – cont.

2. Discussion and possible action regarding a first reading of policy P 5144.1 Physical Restraint/Seclusion and regulations R 5144.1 Physical Restraint/Seclusion. (Attachment #4)

MOTION: Giulini, Robertson: To approve as a first reading policy P 5144.1 Physical Restraint/Seclusion and regulations R 5144.1 Physical Restraint/Seclusion.
YES – Robertson, White, Volkmann, Watson, Ackerman, Giulini
ABSTAINED – Weitlauf
PASSED

3. Discussion and possible action regarding a first reading of replacement policy P 5223 Physical Restraint/Seclusion/Exclusionary Time Out with P 5144.1. (Attachment #5)

MOTION: Robertson, White: To approve as a first reading of replacement policy P 5223 Physical Restraint/Seclusion/Exclusionary Time Out with P 5144.1.
PASSED - UNANIMOUSLY

A. LETTERS, COMMUNICATIONS, AND COMMENTS

1. Mrs. Robertson noted:
 - a. That she attend the FHS Hall of Fame;
 - b. That she attended the Sandy Hook Promise meeting;
 - c. That she attended the GASP Symposium on vaping;
 - d. That she attended the GASP regular meeting;
 - e. That she participated in the FHS Robotic Food Drive;
 - f. That she received requests regarding Solar Panels.
2. Mrs. White noted that she talked with one person regarding Solar Panels.
3. Mrs. Volkmann noted:
 - a. That she received requests regarding Solar Panels;
 - b. She shared that Dr. Spear, Marine Science High School, had commented on how well prepared students from CMS were in Spanish when they arrived at the Marine Science High School. Dr. Spear noted that they did not receive students from WSM.
4. Mr. Weitlauf noted:
 - a. That FHS had packaged 2200 meals;
 - b. That FHS Baseball Team had received the Good Neighbor Award;
 - c. That he received a question regarding a policy of having prepared lesson plans for snow days.

A. LETTERS, COMMUNICATIONS, AND COMMENTS

5. Dr. Ackerman noted that attended the FHS Hall of Fame.
6. Mrs. White noted that she attended the Art Gallery Reception.
7. Mrs. Watson noted:
 - a. That she attended the Art Gallery Reception;
 - b. That she attended the Orchestra Concert;
 - c. That she attended the craft vendor fair;
 - d. She noted the volunteer hours for the month of November to be 4,904.
8. Mr. Weitlauf noted for the viewing audience the excellent design presentation held on December 10, 2018.

VII. ADVANCE PLANNING

A. Future Meeting Dates and Calendar Items

As noted in the agenda.

B. Suggested Agenda Items

NONE

VIII. ADJOURNMENT

MOTION: Ackerman, Robertson:

To adjourn at 8:20 p.m.

PASSED - UNANIMOUSLY

Socioeconomic School Integration

Groton School Board

Richard D. Kahlenberg, The Century Foundation
Groton, CT

December 17, 2018

Overview

- I. What is Socioeconomic Integration?
- II. Why do researchers and educators believe socioeconomic and racial school integration is good for kids?
- III. What lessons do other school districts offer?
- IV. How can educators make integration work best within schools?

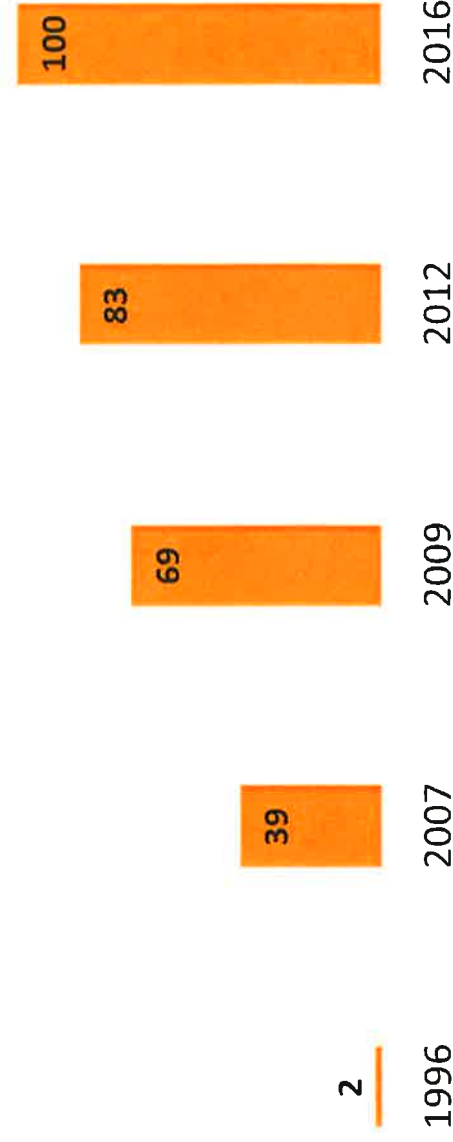
I. What is it?

- Socioeconomic (SES) school integration is a public policy designed to improve opportunities for students by considering SES (such as eligibility for free and reduced price lunch or Census tract data on income and education) as a factor in assigning students to schools.

Examples of Socioeconomic Integration

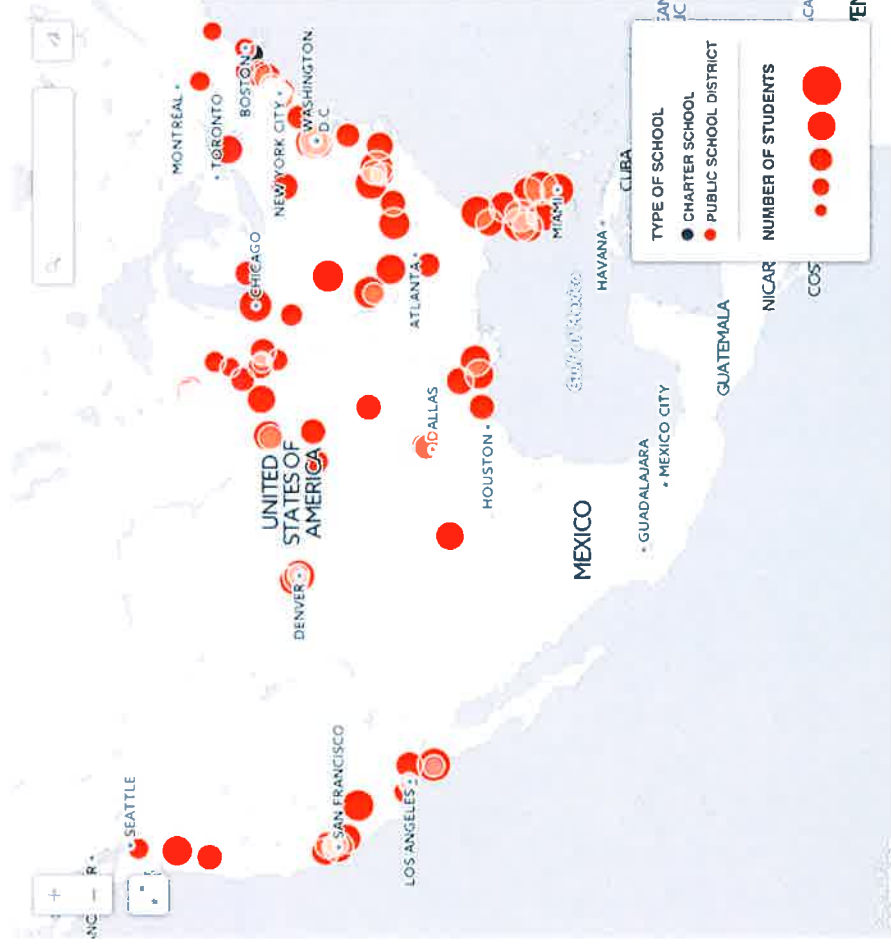
- Cambridge, MA. All schools should fall within + or – 10 percentage points of district average for free and reduced price lunch (40%).
- Chicago, IL. 85% low-income so begin by integrating a subset of magnet and selective schools, with the goal of integrating more as middle-class return.
- Wake County, NC. Reducing concentrations of poverty through choice and boundary lines.
- Charlotte, NC. Phase I: magnet schools; Phase II: boundaries.
- Montgomery County, MD “inclusionary zoning” housing policies.

Number of Identified Districts and Charters with Socioeconomic Integration Plans, 1996 - Present



Source: Potter, H., Quick, K., & Davies, E. (2016, February). A new wave of school integration: Districts and charters pursuing socioeconomic diversity. Retrieved from <http://tcf.org/content/report/a-new-wave-of-school-integration/>.
Potter, H. (2016, October). Updated inventory of socioeconomic integration policies: Fall 2016. Retrieved from <http://tcf.org/content/commentary/updated-inventory-socioeconomic-integration-policies-fall-2016/>.

Districts and Charters with Socioeconomic Integration Plans



Source: Potter, H., Quick, K., & Davies, E. (2016, February). A New Wave of School Integration: Districts and Charters Pursuing Socioeconomic Diversity. Retrieved from <http://tcf.org/content/report/a-new-wave-of-school-integration/>.
Potter, H. (2016, October). Updated Inventory of Socioeconomic Integration Policies: Fall 2016. Retrieved from <http://tcf.org/content/commentary/updated-inventory-socioeconomic-integration-policies-fall-2016/>

II. Why Researchers and Educators Believe Integration is Good for Kids

Two Goals of Socioeconomic School Integration. To improve opportunities for students by:

- 1) providing all students with the benefits of a diverse learning environment;
- 2) reduce the harms and negative educational effects associated with school poverty concentrations. Students in poverty can excel, but need to be provided the right environment.

Relationship between Racial to Socioeconomic Integration

- Socioeconomic integration produces an economically and racially diverse environment in a manner that is perfectly legal
 - *Parents Involved in Community Schools v. Seattle* (2007).
 - Economic Segregation Highly Racialized. Black and Hispanic families with incomes in excess of \$75,000 live in neighborhoods with higher poverty rates than white families earning less than \$40,000. (John Logan, July 2011)
- Not just a clumsy proxy for race. Research: Academic benefits of integration not from proximity to whiteness but resources that flow from economically diverse environment.
 - Racial Desegregation in Charlotte vs. Boston (1970s)
 - Roosevelt Perry Elementary in Louisville.

Benefits of Diversity for All Students

- Research that “diversity makes us smarter.”
- Richer discussions lead to enhanced learning, something recognized by elite colleges.
- Job skills to navigate diversity in the workforce. Bridge-building skills are valued.
- Employers fire more often for inability to get along with others as compared to incompetence.
- Strengthens our democracy.

Sources: Berends & Penaloza (2010) Antonio et al, (2004) Marin (2000), Johnson & Johnson (1994), cited in Kahlenberg and Potter, A Smarter Charter (2014), p. 63.

Opening the suitcases

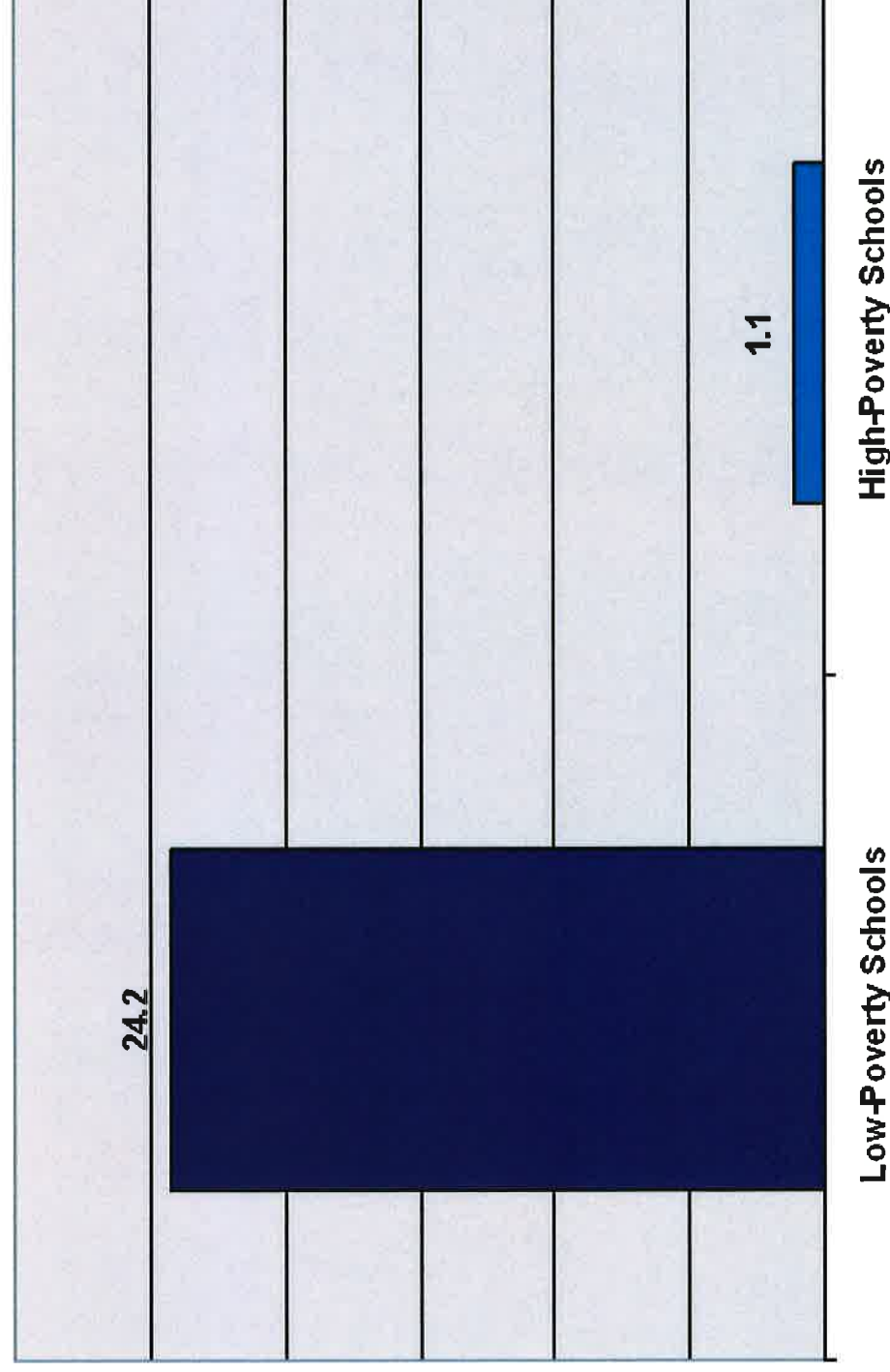
- Researcher Eugene Garcia notes, “When a child comes to school for the first time he/she comes with a little suitcase full of experiences (language and culture) that he/she had before coming to school.” All students benefit when a teacher says, “Welcome, let’s open that little suitcase and see what you have so you can share and we can learn from you.”
- Source: Eugene Garcia, quoted in Peter Cookson and Richard Kahlenberg, “Socioeconomic Integration from an Equity Perspective” (forthcoming).

Avoiding the harms of concentrated poverty:

50 Years of Research

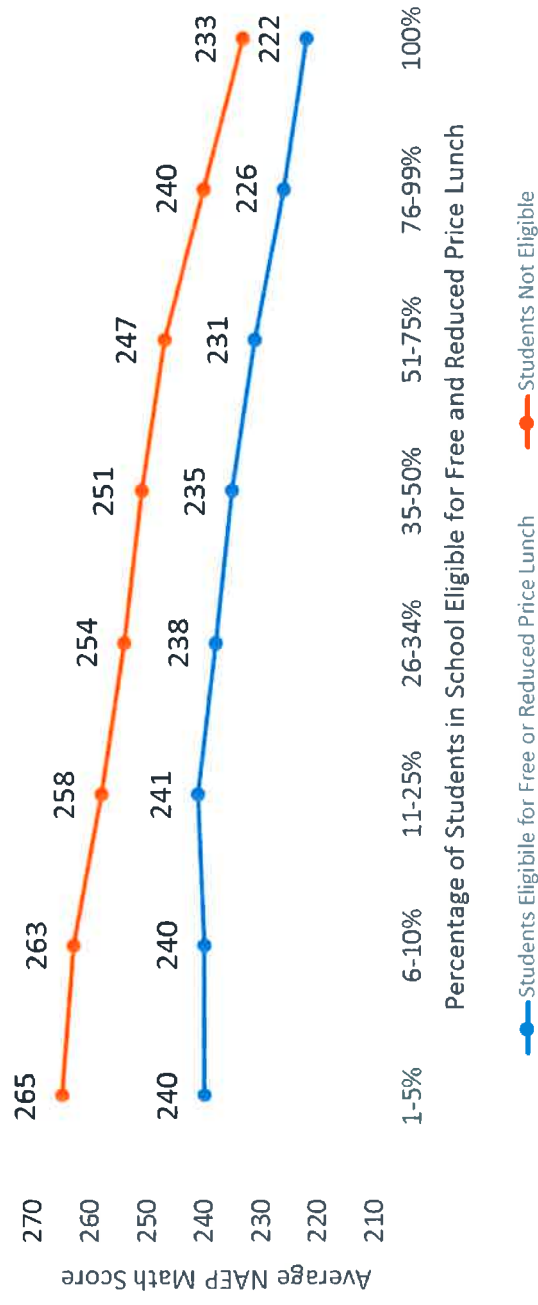
- 1966 Coleman Report: SES of family the biggest predictor of achievement; SES of school the second biggest predictor.
- 2006 Programme for International Student Assessment (PISA) for 15 year olds in science showed a “clear advantage in attending a school whose students are, on average, from more advantaged socioeconomic backgrounds.” Finland least economically segregated schools in the developed world.

Percentage of Schools That are Persistently High-Performing, by SES



Note: High-poverty is defined as at least 50 percent of students eligible for free or reduced-price lunch; low-poverty is defined as fewer than 50 percent eligible. High-performing is defined as being in the top third in the state in two subjects, in two grades, and over a two-year period.
Source: Douglas N. Harris, “Ending the Blame Game on Educational Inequity: A study of ‘High Flying’ Schools and NCLB,” Educational Policy Studies Laboratory, Arizona State University, March 2006, p. 20.

National Assessment of Educational Progress 2015, Fourth Grade Math Results



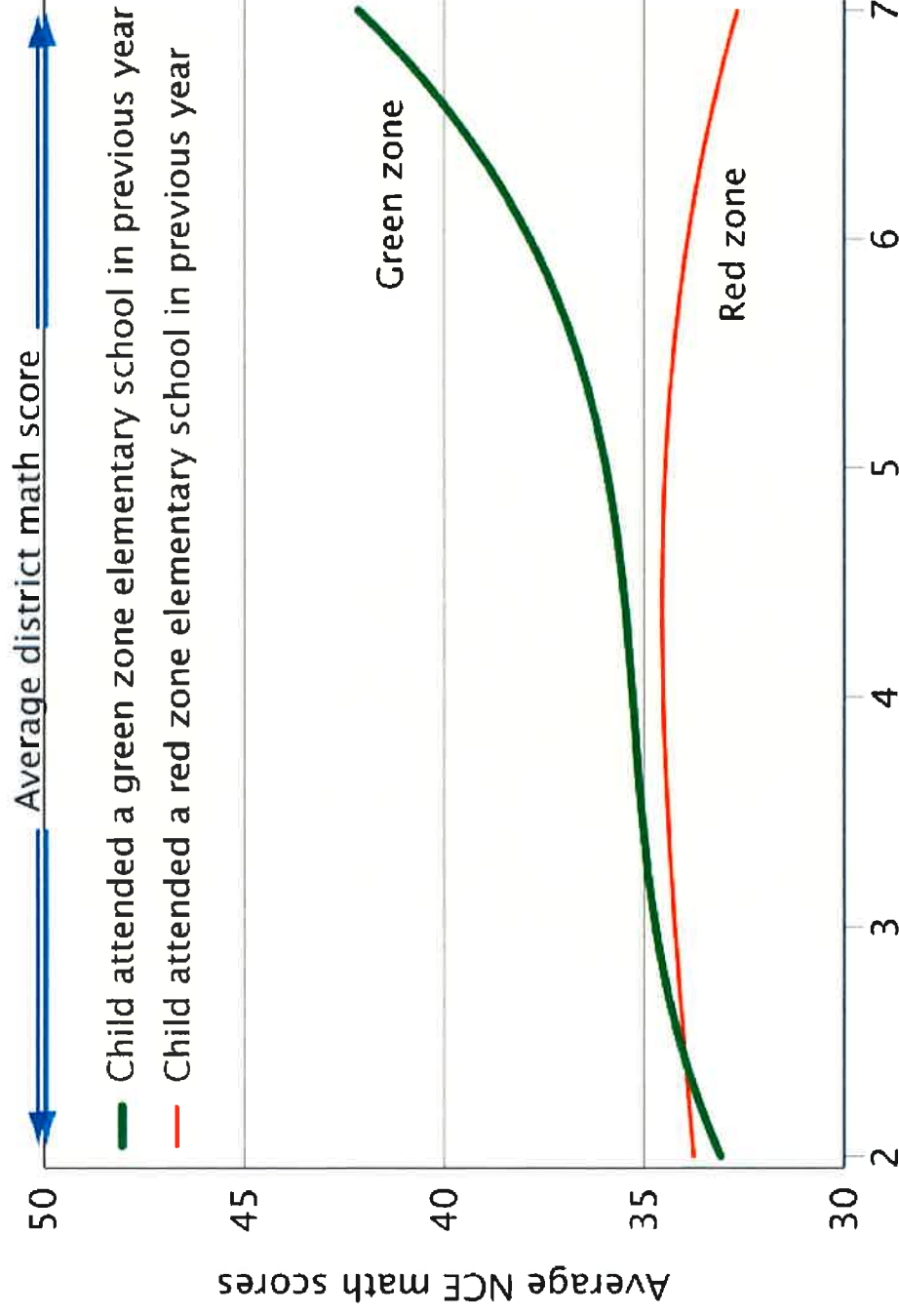
Source: U.S Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessments of Educational Progress (NAEP), 2015 Math Assessment, Grade 4

Montgomery County, MD

Inclusionary Housing

- RAND researcher Heather Schwartz tests the effectiveness to two strategies: extra resources (class size reduction, professional development, extended learning time) in high poverty “red zone” schools (\$2,000 more/pupil) vs. “inclusionary housing” policy that allows low-income students to attend low poverty “green zone” schools with fewer resources.
- Examined 858 children randomly assigned to public housing units scattered throughout Montgomery County and enrolled in Montgomery County public elementary schools 2001-2007.

Public Housing Students in Green Zone Schools Outperformed Those in Red Zone Schools



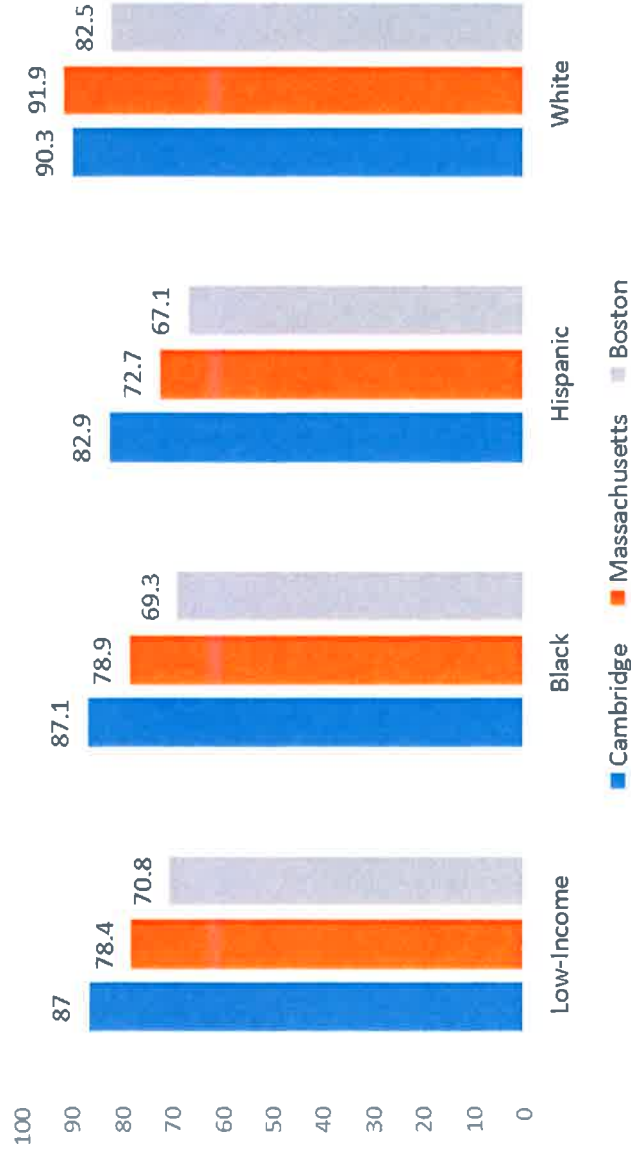
Number of years the child is enrolled in the district

Source: Heather Schwartz, "Housing Policy Is School Policy." in *The Future of School Integration* (New York: The Century Foundation, 2012), p. 45, Figure 2.6.

Montgomery County MD

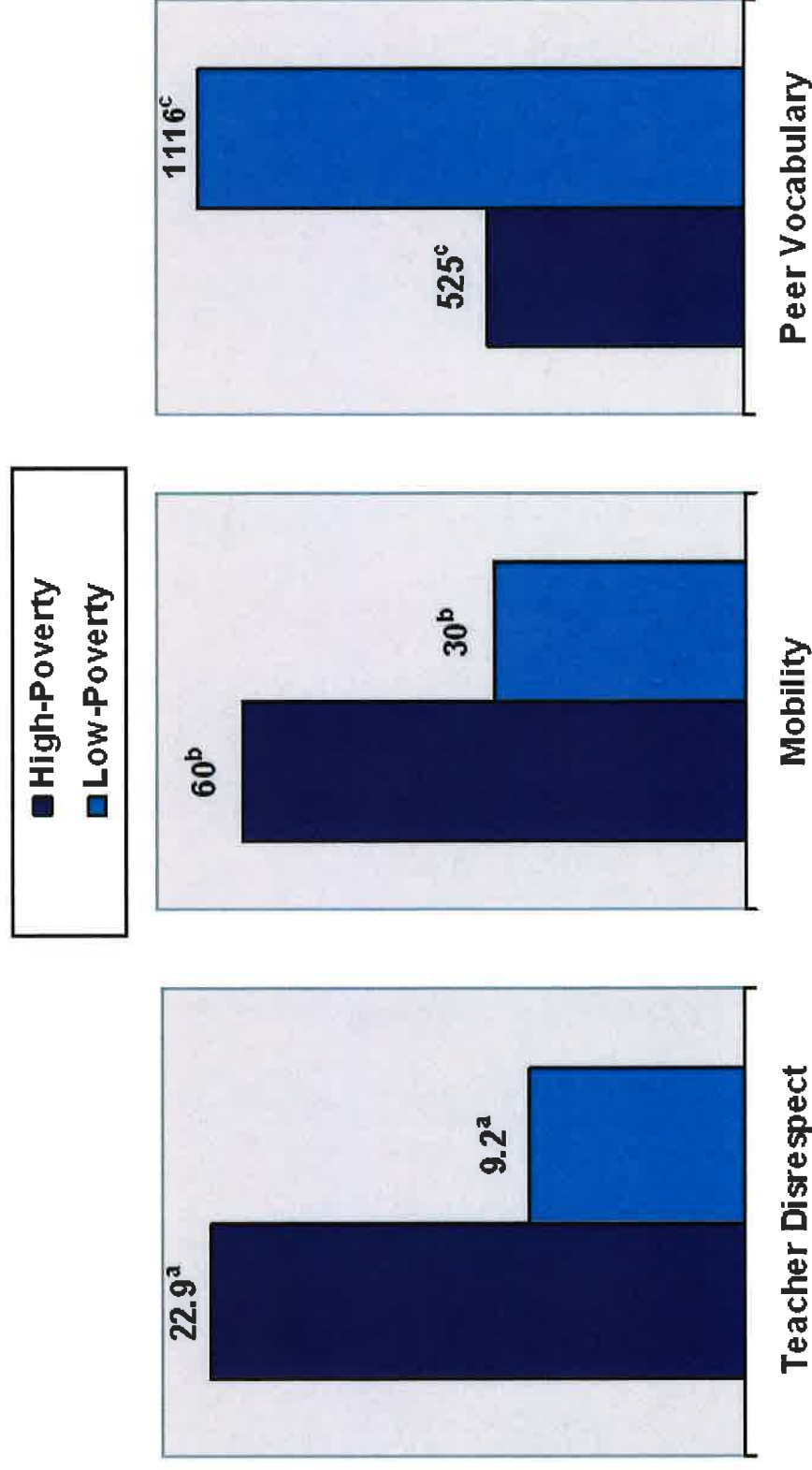
- Low-income public housing students in low poverty schools performed at .4 of a standard deviation better in math than low-income public housing students in higher poverty schools with more resources
- Low-income students in green zone schools cut their large initial math gap with middle-class students in half. The reading gap was cut by one-third
- Most of the effect (2/3) was due to attending low-poverty schools, and some (1/3) due to living in low-poverty neighborhoods

**Cambridge, Massachusetts, and Boston -- Four-Year Cohort
Graduation Rates, 2016**



Source: Massachusetts Department of Elementary and Secondary Education, Cohort 2016 Four-Year Graduation Rates – State Results.

Classmate Characteristics, by School or Student SES



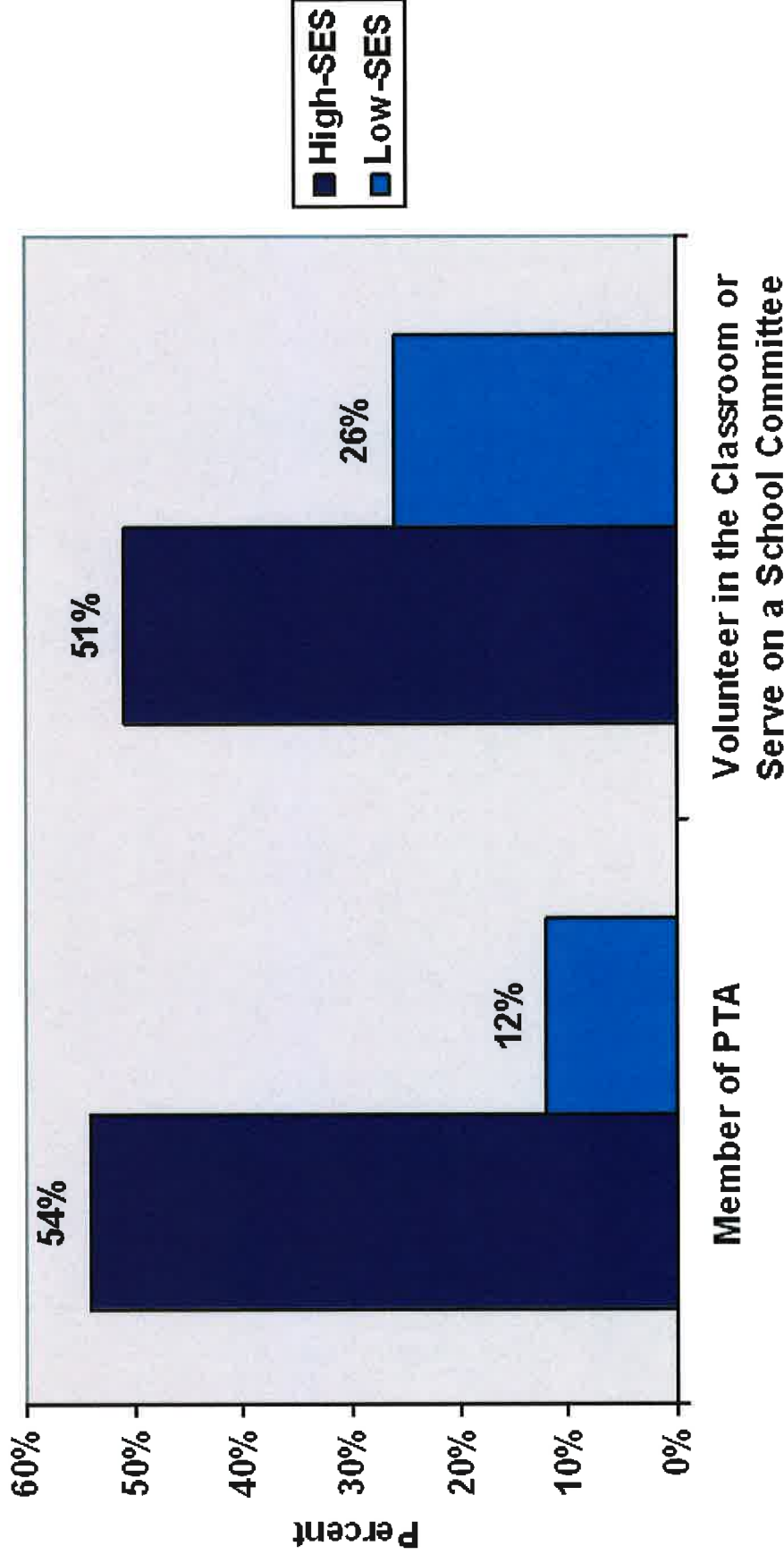
^a Percentage of schools reporting student acts of disrespect for teachers in classrooms at least once per week. High-poverty refers to schools with 50 percent or more of their students eligible for free or reduced-price lunch; and low-poverty refers to schools with 20% or less of their students eligible for free or reduced-price lunch.

^b Percentage of students who have attended two or more schools between first and third grades. High-poverty refers to the study's lowest family income group (family income is less than \$10,000). Low-poverty refers to the study's highest family income group (family income is \$50,000 or more).

^c Number of words in student's vocabulary by 36 months of age. High-poverty means child is part of a family receiving welfare, and low-poverty means child is part of a professional family.

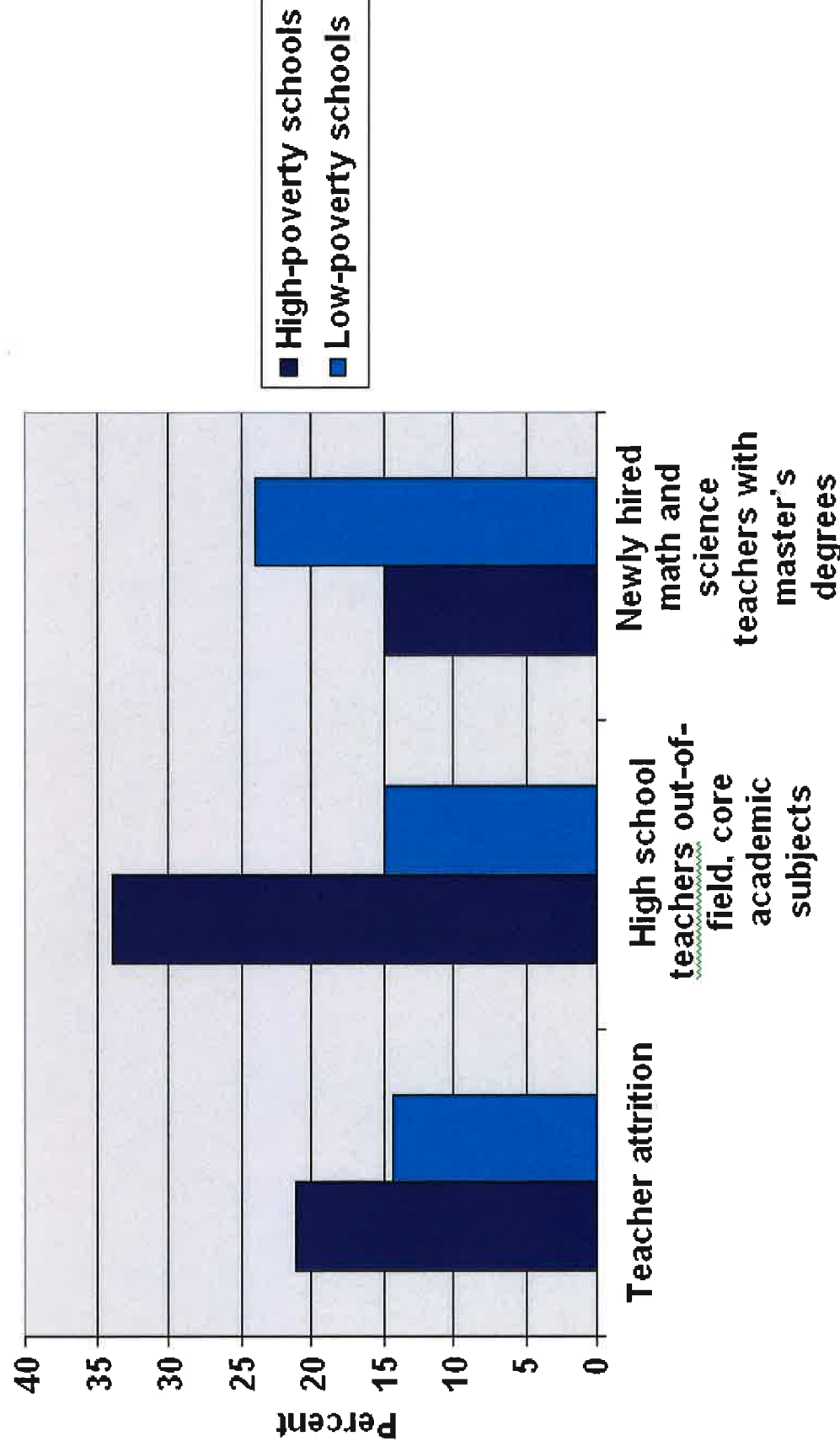
Source: Rachel Dinkes, Emily Forrest Cataldi, and Wendy Lin-Kelly, *Indicators of School Crime and Safety: 2008*, National Center for Education Statistics, U.S. Department of Education and U.S. Department of Justice, Washington, D.C., December 2008, Table 7.2, p. 99 (teacher disrespect); U.S. General Accounting Office, *Elementary School Children: Many Change Schools Frequently, Harming Their Education* (Washington, DC: U.S. General Accounting Office, 1994) (mobility); and Paul Barton and Richard Coley, *Windows on Achievement and Inequality* (Princeton, NJ: Educational Testing Service, 2008), p. 9, Figure 2 (vocabulary).

Parental Involvement, by Student SES



Source: 1988 National Educational Longitudinal Study data on PTA membership cited in Richard D. Kahlenberg, *All Together Now* (Washington, DC: Brookings Institution Press, 2001), p. 62; National Center for Education Statistics, *Parent and Family Involvement in Education, 2006-07 School Year*, August 2008, p. 9, Table 3 (volunteer and committee service). NCES considers students living in households with incomes below the poverty threshold to be poor, or low-SES. Both studies gauge parental involvement based on the socioeconomic status of students—not schools.

Teaching Quality, by School SES



Source: U.S. Department of Education, *The Condition of Education 2008* (Washington, D.C.: Government Printing Office, 2008), p. 51; Richard M. Ingersoll, cited in 'Parsing the Achievement Gap,' Educational Testing Service, 2003, p. 11; Linda Darling-Hammond, "Doing What Matters Most: Investing in Quality Teaching," National Commission on Teaching and America's Future, 1997, pp. 25–27.

Cost Benefit Analysis

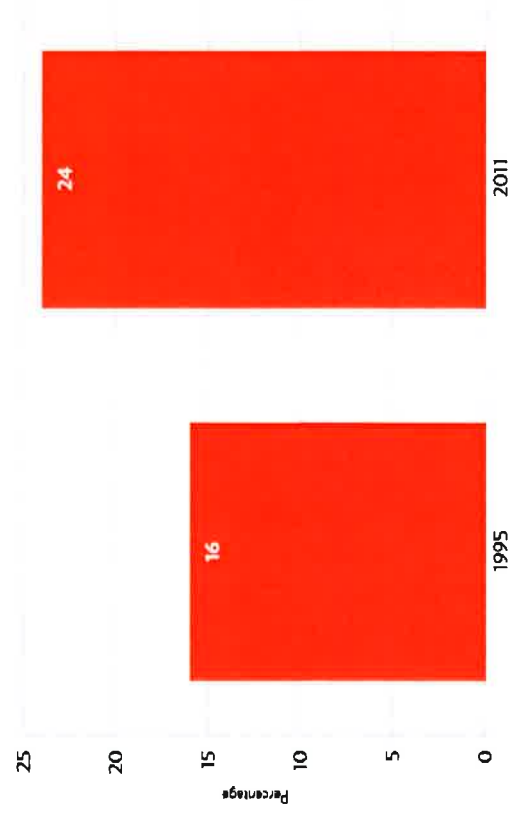
- Costs: Creation of magnet schools and transportation (10% more)
- Benefits: 10 percentage point increase in high school graduation rates by cutting economic segregation in half.
- Public benefits exceed costs by factor of 3.3 and public and private benefits by a factor of 5.5

Source: Marco Basile, "The Cost Effectiveness of Socioeconomic School Integration," in *The Future of School Integration: Socioeconomic Diversity as an Education Reform Strategy* (Richard D. Kahlenberg, ed.) (Century Foundation Press, 2012).

Democracy at Risk

Declining support for democratic values

FIGURE 2. PERCENTAGE OF YOUNG (AGED 16-24) AMERICANS WHO SAY DEMOCRACY IS A "BAD" OR "VERY BAD" WAY TO RUN A COUNTRY



Source: Roberto Stefan Foa and Yascha Mounk, "The Danger of Deconsolidation," *Journal of Democracy* 27 (2016): 8.
<https://www.journalofdemocracy.org/sites/default/files/Foa%26Mounk-27-3.pdf>

Integration Strengthens Democracy

- Integrated Schools underline democratic message that we are equal.
- Integrated schools make demagogic appeals that scapegoat minorities less effective.
- Integrated schools promote educational attainment & promote social mobility which reduces economic hopelessness upon which demagogues thrive.

Private school vouchers and anti-democratic values

ADMISSIONS

ADMISSIONS REQUIREMENTS

The student and at least one parent with whom the student resides must be in full agreement with the FCS Statement of Faith and have received Jesus Christ as their Savior. In addition, the parent and student must regularly fellowship in a local faith based, Bible believing church. Accordingly, FCS will not admit families that belong to or express faith in non-Christian religions such as, but not limited to: Mormons (LDS Church), Jehovah's Witnesses, Muslims (Islam), non-Messianic Jews, Hindus, Buddhists, etc. Furthermore, students and families are expected to manifest by example Christian virtue in their lives both in and out of school by living life according to Biblical truth. Accordingly, FCS will not admit families that engage in illicit drug use, sexual promiscuity, homosexuality (LGBT) or other behaviors that Scripture defines as deviate and perverted. Once admitted, if the student or parent/guardian with whom the student resides becomes involved in any of the above activities it will be grounds for dismissal of the student/family from the school. The student must have at least a C average and be in good standing at his/her previous school. (Children must be 4 years old by September 30th to enter Pre-K or 5 by September 30th to enter Kindergarten.)

Training Students To
Think, Live, And Lead As Christians
Based On A Biblical Worldview

Fayetteville
Christian
School
Student Handbook

III. Lessons from Other School Districts

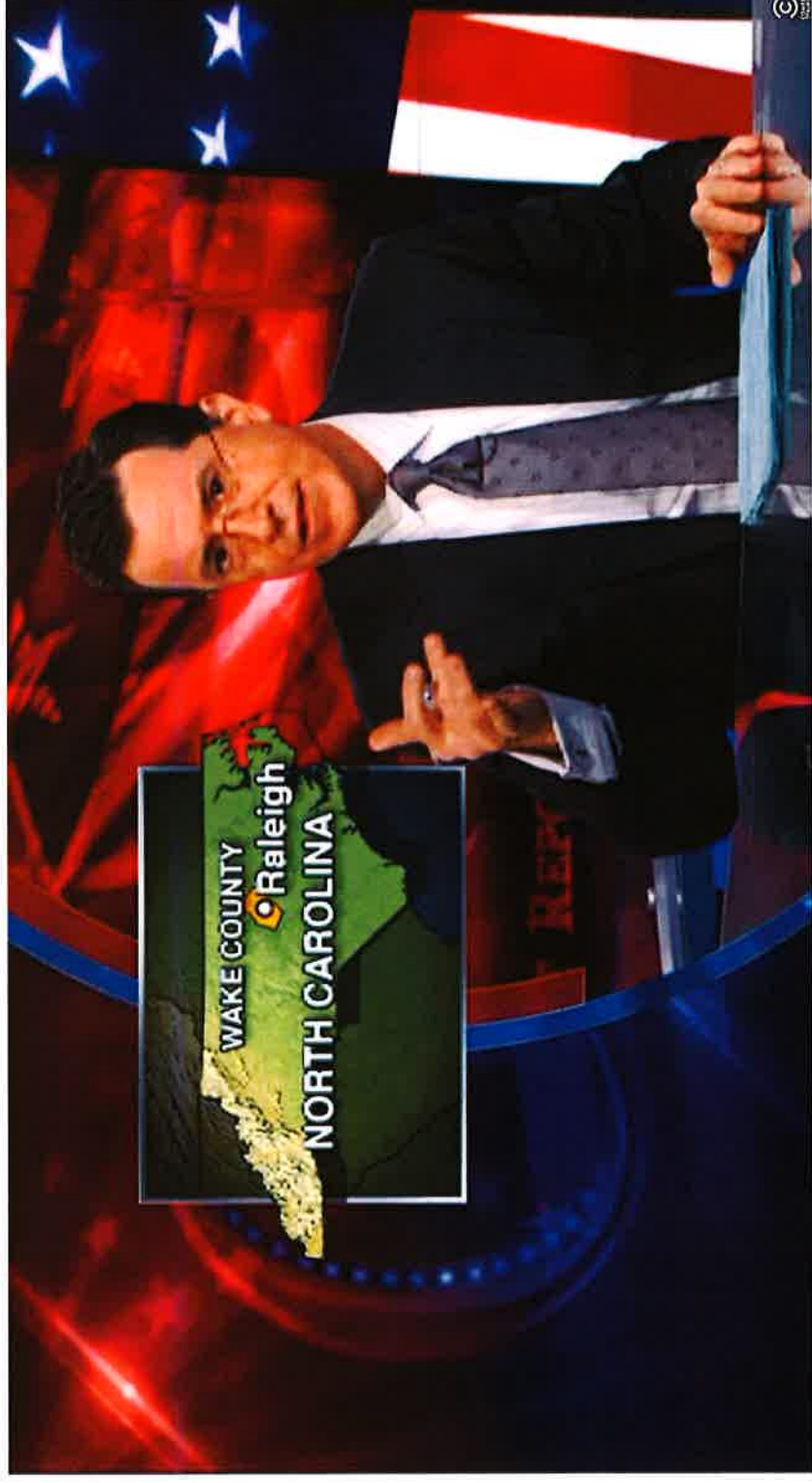
- A. Choice and Incentives over Compulsory Busing and Reassignment.
- B. System-wide goals rather than ad hoc decision-making – over time.
- C. Growing sophistication in defining socioeconomic disadvantage.
- D. Ensuring Integration not only in school buildings but in classrooms. (Part III)

A. Using Choice and Incentives for Integration

- Poll parents from all socioeconomic, racial and ethnic groups to see what they are seeking.
- Build partnerships between particular magnet schools and well-regarded institutions (universities, museums, military facilities, sports teams, private sector institutions)
- Draw in parents who would like their children to attend school nearby where they work.
- Franchise popular and over-chosen schools.
- Use weighted lottery to promote socioeconomic diversity

Politics of Integration

Stephen Colbert on Wake County School Integration



http://www.huffingtonpost.com/2011/01/19/stephen-colbert-wake-county-schools_n_811048.html

<http://www.colbertnation.com/the-colbert-report-videos/371414/january-18-2011/the-word---disintegration>

Building Political Support with Key Constituencies

- Teachers Unions (La Crosse, Louisville)
- Civil Rights Groups
- Faith Groups
- Business Groups (St. Louis, Wake County)

B. System-Wide Goals

- Cambridge, Champaign, Jefferson County, Stamford all have system-wide goals. (e.g. Cambridge +/- 10 percentage points)
- Others begin with subset of schools (e.g. Chicago) and seek to build out over time.

C. Defining Socioeconomic Disadvantage

- Wake – free and reduced price lunch and academic achievement.
- Charlotte - Census Tract data on income, education level, single parent household, language, home ownership (plus local school performance.) Divide into 3 groups.
- Chicago - 6 socioeconomic Census factors (same as Charlotte's). Divide into four socioeconomic tiers.
- Jefferson County (Louisville), KY: parental income, education level, and race of census tracts. Divide into 3 groups.

IV. Within Integrated Schools

- Champaign, IL: Desegregated Schools but has failed to integrate Classrooms. Mixed achievement results.
- Stamford, CT: From Desegregated Schools to Integrated Classrooms -- (Superintendent Josh Starr)
 - Reducing tracking to avoid resegregation at the classroom level.
 - Antiracist and inclusive curriculum.
 - Professional development to enhance educators' ability to capitalize on the benefits of diversity.
- Other strategies:
 - Co-chairs of PTA
 - Playdates outside of school (organized around food)

Stamford, CT results

- Between 2010 and 2014, proportion of African American students taking AP classes nearly tripled and proportion of Hispanic students doubled.
- Low-income students perform above the state average.
- Gaps in graduation rates between disadvantaged and advantaged students has fallen substantially.

- Source: Halley Potter, “Stamford Public Schools: From Desegregated Schools to Integrated Classrooms,” Century Foundation, October 14, 2016.

For More Information

- Richard D. Kahlenberg, *All Together Now: Creating Middle Class Schools through Public School Choice* (Brookings Press, 2001; paperback, 2003).
- *The Future of School Integration: Socioeconomic Diversity as an Education Reform Strategy*, ed. by Richard D. Kahlenberg (Century Foundation, 2012).
- Richard D. Kahlenberg and Halley Potter, *A Smarter Charter: Finding What Works for Charter Schools and Public Education* (Teachers College Press, 2014).

Contact Information

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- kahlenberg@tcf.org
- www.tcf.org

Groton Public Schools

Date prep:		FY19 Budget Summary Review							
12/12/18 4:36 PM									
Account	Object #s	FY19 Budget 2018-2019	Expenditures	Encumbered	FY19 Actual Total	Remaining Balance	%	FY19 Estimate 12/12/2018	Under/(Over)
Salaries									
1 Administrators	105,106,107,108	4,178,984	1,919,150	2,237,788	4,156,938	22,046	0.5%	4,178,984	0
2 Teachers	101-104,108,123-127	34,194,655	10,596,911	22,856,697	33,453,608	741,047	2.2%	34,060,528	134,127
3 Non-Cert Aides	110,111,119,129,130,131	3,349,488	677,448	0	677,448	2,672,040	79.8%	3,315,064	34,424
4 Substitute - Cert & Non-Cert	120,121	944,000	251,029	0	251,029	692,971	73.4%	951,200	(7,200)
5 Clerical	112-114,132-134,144	1,818,156	805,189	544,525	1,349,714	468,443	25.8%	1,807,753	10,403
6 Custodial/Maintenance/Techs	117,118,129,137,138,147,148	3,404,842	1,479,536	214,010	1,693,546	1,711,296	50.3%	3,409,063	(4,221)
7 Campus Security/Supervision	128	88,287	48,331	0	48,331	39,956	45.3%	98,287	(10,000)
8 Total Salaries	100	47,978,412	15,777,593	25,853,020	41,630,614	6,347,798	13.2%	47,820,878	157,534
Benefits									
9 Health Insurance	201-202	9,195,553	4,867,909	0	4,867,909	4,327,644	47.1%	9,195,553	0
10 Workers Comp & Town Pension	211,213	969,595	969,529	0	969,529	66	0.0%	969,529	66
11 Social Security & Medicare	212,214	1,380,226	538,014	0	538,014	842,212	61.0%	1,376,759	3,467
12 Other Benefits	222-227	233,678	84,304	0	84,304	149,374	63.9%	212,846	20,832
13 Total Benefits	200	11,779,052	6,459,757	0	6,459,757	5,319,295	45.2%	11,754,687	24,365
Purchased Services									
14 Instructional Services	321-324	138,991	96,497	10,008	106,506	32,485	23.4%	149,873	(10,882)
15 Professional Services	331	193,839	122,209	585	122,794	71,045	36.7%	180,505	13,334
16 Other Prof Services	332	584,400	94,882	151,570	246,251	338,149	57.9%	588,605	(4,205)
17 OT & PT Services	333	631,500	48,075	459,877	507,952	123,549	19.6%	631,500	0
18 Legal	334	85,000	25,302	0	25,302	59,699	70.2%	85,000	0
19 Athletic Officials & Other Athletic Serv	341-342	74,055	47,543	0	47,543	26,512	35.8%	75,437	(1,382)
20 Computer Network Services	343	105,447	52,833	32,865	85,698	19,749	18.7%	90,698	14,749
21 Total Purchased Services	300	1,813,232	487,140	654,905	1,142,045	671,187	37.0%	1,801,618	11,614
Property Services									
22 Water & Sewer	410 & 411	88,880	34,285	2,888	37,173	51,707	58.2%	88,880	0
23 Trash & Snow Removal	421 & 422	182,310	34,742	48,938	83,680	98,630	54.1%	182,310	0
24 Repair/Maintenance	430-435,490,491,499	473,914	195,289	74,225	269,514	204,400	43.1%	494,547	(20,633)
25 Rental	441	69,997	37,779	26,589	64,367	5,630	8.0%	73,779	(3,782)
26 Total Property Services	400	815,101	302,094	152,640	454,735	360,366	44.2%	839,516	(24,415)
Transportation, Insurance, Communications, Tuition									
27 Transportation: Schools	510-513	4,727,227	1,203,838	0	1,203,838	3,523,388	74.5%	4,667,093	60,134
28 Transportation: Student Activities	587-596	147,567	50,771	32,045	82,816	64,751	43.9%	159,100	(11,534)
29 Transportation: Staff	580-584	97,369	33,970	3,285	37,255	60,114	61.7%	96,412	957
30 Insurance	522,525	284,052	282,757	0	282,757	1,295	0.5%	282,757	1,295
31 Communications	530-552	96,408	51,011	521	51,531	44,877	46.5%	92,730	3,679
32 Tuition: Special Education	561-563,568	4,355,000	1,296,149	2,534,489	3,830,639	524,361	12.0%	4,355,000	0
33 Tuition: Other	564-567	1,480,575	1,217,951	0	1,217,951	262,624	17.7%	1,477,575	3,000
34 Total Trans, Ins, Comm, Tuition	500	11,188,198	4,136,447	2,570,340	6,708,787	4,481,411	40.1%	11,130,667	57,531
Supplies									
35 Instructional Supplies	601-609,613-619,622,623,628	388,864	154,807	35,701	190,508	198,356	51.0%	368,412	20,452
36 Computer Supplies	610-612	403,827	434,045	87,378	521,424	(117,597)	(29.1%)	545,004	(141,178)
37 Electricity & Heating	631-633	1,241,140	448,676	3,523	452,199	788,942	63.6%	1,287,720	(46,580)
38 Transportation Supplies	634 & 656	277,204	102,047	0	102,047	175,157	63.2%	302,226	(25,022)
39 Textbooks & Library Books	640-642,645,647	73,715	19,306	6,405	25,711	48,003	65.1%	73,818	(104)
40 Facility/Maintenance Supplies	650,652-655, 657 & 659	353,424	148,663	9,313	157,977	195,447	55.3%	357,986	(4,562)
41 Other Supplies (staff dev., etc.)	621, 624-627, 690	71,892	21,796	2,160	23,956	47,936	66.7%	61,020	10,872
42 Total Supplies	600	2,810,065	1,329,341	144,480	1,473,821	1,336,244	47.6%	2,996,188	(186,123)
Equipment									
43 Instructional Equipment	730 & 735	19,835	3,770	5,348	9,118	10,717	54.0%	24,813	(4,978)
44 Non-Instructional Equip	731 & 736	24,348	9,660	1,700	11,359	12,989	53.3%	11,359	12,989
45 Total Equipment	700	44,183	13,430	7,047	20,477	23,706	53.7%	36,172	8,011
46 Total Dues & Fees	800	39,996	51,449	1,365	52,814	(12,818)	(32.0%)	57,120	(17,124)
47 GRAND TOTAL		76,468,239	28,557,251	29,383,798	57,941,049	18,527,190	24.23%	76,436,846	31,393

Groton Public Schools

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Account	Object #s	FY19 Budget 2018-2019	Expenditures	Encumbered	FY19 Actual Total	Remaining Balance	%	FY19 Estimate 12/12/2018	Under/(Over)
Salaries									
Administrators									
48 Admin	105	997,382	454,335	526,246	980,591	16,801	1.7%	997,382	0
49 Principals	106	1,364,331	625,999	733,012	1,359,011	5,320	0.4%	1,364,331	-
50 Asst. Principals	107	1,696,331	782,997	913,409	1,696,406	(75)	(0.0%)	1,696,331	-
51 Dean	108	120,940	55,818	65,122	120,940	0	0.0%	120,940	-
52		4,178,984	1,919,150	2,237,788	4,156,938	22,046	0.5%	4,178,984	0
Teachers									
53 Classroom Teachers	101	24,240,539	7,506,741	16,719,152	24,225,893	14,646	0.1%	24,251,440	(10,901)
54 Sp.Ed Certified	102	7,328,357	2,236,737	4,991,455	7,228,192	100,165	1.4%	7,238,443	89,914
55 Media Specialist	103	708,113	213,550	479,778	693,327	14,786	2.1%	694,112	14,001
56 Guidance	104	1,000,974	297,935	658,165	956,099	44,875	4.5%	956,099	44,875
57 Athletic Director	109	11,769	4,074	8,148	12,222	(453)	(3.8%)	12,222	(453)
58 Summer School	123	4,672	7,981	0	7,981	(3,309)	(70.8%)	7,981	(3,309)
59 Adult Ed	124	37,121	13,461	0	13,461	23,660	63.7%	37,121	-
60 Tutors	125	462,147	197,302	0	197,302	264,845	57.3%	462,147	-
61 Coach Stipends	126	328,971	107,658	0	107,658	221,314	67.3%	328,971	-
62 Other Student Activities	127	71,992	11,474	0	11,474	60,518	84.1%	71,992	-
63		34,194,655	10,596,911	22,856,697	33,453,608	741,047	2.2%	34,060,528	134,127
Non-Cert Aides									
64 Reg.Ed Teacher Aides - Kindergarten	110 & 130	450,640	117,497	0	117,497	333,143	73.9%	375,899	74,741
65 Sp.Ed Aides - Para I	111	870,759	368,626	0	368,626	504,133	57.9%	909,880	(39,121)
66 Sp.Ed Aides - Para II	131	1,706,809	11,883	0	11,883	1,694,926	99.3%	1,628,064	78,745
67 School Bus Aides	136	321,280	176,242	0	176,242	145,038	45.1%	396,021	(74,741)
68 Other Aides	139	0	5,200	0	5,200	(5,200)		5,200	(5,200)
69		3,349,488	677,448	0	677,448	2,672,040	79.8%	3,315,064	34,424
Substitute									
70 Substitute Sp.Ed Certified	121	80,000	33,506	0	33,506	46,494	58.1%	80,000	-
71 Substitute Reg.Ed Certified	120	864,000	217,523	0	217,523	646,477	74.8%	871,200	(7,200)
72		944,000	251,029	0	251,029	692,971	73.4%	951,200	(7,200)
Clerical									
73 Clerical	112*113*114*132*133*134*143*144	1,818,156	805,189	544,525	1,349,714	468,443	25.8%	1,807,753	10,403
Custodial/Maintenance/Techs									
74 Custodial	117 & 137	1,856,393	802,473	38,237	840,710	1,015,683	54.7%	1,856,393	-
75 Maintenance	118 & 138	790,635	340,005	38,769	378,774	411,861	52.1%	790,635	-
76 Technicians	129 & 149	654,514	302,374	137,004	439,377	215,137	32.9%	658,735	(4,221)
77 Custodial Overtime	147	84,600	29,095	0	29,095	55,505	65.6%	84,600	-
78 Maintenance Overtime	148	18,700	5,590	0	5,590	13,110	70.1%	18,700	-
79		3,404,842	1,479,536	214,010	1,693,546	1,711,296	50.3%	3,409,063	(4,221)
Security									
80 Security/Supervision	128	88,287	48,331	0	48,331	39,956	45.3%	98,287	(10,000)
81 Total Salaries		47,978,412	15,777,593	25,853,020	41,830,614	6,347,798	13.2%	47,820,878	157,534
Benefits									
Health Insurance									
82 Group Ins. Prof	201	6,998,481	4,126,161	0	4,126,161	2,872,320	41.0%	6,998,481	-
83 Group Ins. Other	202	2,197,072	741,748	0	741,748	1,455,324	66.2%	2,197,072	-
84		9,195,553	4,867,909	0	4,867,909	4,327,644	47.1%	9,195,553	0
Workers Comp & Town Pension									
85 Worker's Compensation	211	619,995	619,929	0	619,929	66	0.0%	619,929	66
86 Town Pension	213	349,600	349,600	0	349,600	0	0.0%	349,600	-
87		969,595	969,529	0	969,529	66	0.0%	969,529	66
Social Security & Medicare									
88 Social Security	212	683,232	246,452	0	246,452	436,780	63.9%	683,358	(126)
89 Medicare	214	696,994	291,563	0	291,563	405,431	58.2%	693,401	3,593
90		1,380,226	538,014	0	538,014	842,212	61.0%	1,376,759	3,467
Other Employee Benefits									
91 Retirement Awards	222	76,678	39,846	0	39,846	36,832	48.0%	55,846	20,832
92 Unemployment	223	50,000	11,190	0	11,190	38,810	77.6%	50,000	-
93 Tuition Reimb Certified	224	106,000	33,268	0	33,268	72,732	68.6%	106,000	-
94 EAP	226	0	0	0	0	0		-	-
95 Mentor Stipend	227	1,000	0	0	0	1,000	100.0%	1,000	-
96		233,678	84,304	0	84,304	149,374	63.9%	212,846	20,832
97 Total Benefits		11,779,052	6,459,757	0	6,459,757	5,319,295	45.2%	11,754,687	24,365

Groton Public Schools

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Account	Object #s	FY19 Budget 2018-2019	Expenditures	Encumbered	FY19 Actual Total	Remaining Balance	%	FY19 Estimate 12/12/2018	Under/(Over)
Purchased Services									
Instructional Services									
98 Instructional Services	321 & 323	105,617	65,180	1,410	66,590	39,026	37.0%	105,380	237
99 Instruct Improvement Services	322 & 324	33,374	31,317	8,599	39,916	(6,542)	(19.6%)	44,493	(11,119)
100		138,991	96,497	10,008	106,506	32,485	23.4%	149,873	(10,882)
Professional Services									
101 Professional Services	331	193,839	122,209	585	122,794	71,045	36.7%	180,505	13,334
102 Other Prof Services	332	584,400	94,682	151,570	246,251	338,149	57.9%	588,605	(4,205)
103 OT & PT Services	333	631,500	48,075	459,877	507,952	123,549	19.6%	631,500	-
104 Legal	334	85,000	25,302	0	25,302	59,699	70.2%	85,000	-
105		1,494,739	290,267	612,031	902,298	592,441	39.6%	1,485,610	9,129
Athletic Officials & Other Athletic Services									
106 Athletic Officials	341	60,950	38,137	0	38,137	22,813	37.4%	63,031	(2,081)
107 Other Athletic Services	342	13,105	9,406	0	9,406	3,699	28.2%	12,406	699
108		74,055	47,543	0	47,543	26,512	35.8%	75,437	(1,382)
Computer Network Services									
109 Computer Network Services	343	105,447	52,833	32,865	85,698	19,749	18.7%	90,698	14,749
110 Total Purchased Services		1,813,232	487,140	654,905	1,142,045	671,187	37.0%	1,801,618	11,614
Property Services									
Water/Sewer									
111 Water	410	60,600	21,422	2,888	24,310	36,290	59.9%	60,600	-
112 Sewer	411	28,280	12,863	0	12,863	15,417	54.5%	28,280	-
113		88,880	34,285	2,888	37,173	51,707	58.2%	88,880	0
Trash & Snow Removal									
114 Trash Removal	421	90,900	34,742	48,938	83,680	7,220	7.9%	90,900	-
115 Snow Removal	422	91,410	0	0	0	91,410	100.0%	91,410	-
116		182,310	34,742	48,938	83,680	98,630	54.1%	182,310	0
Repair/Maintenance									
117 Equipment Repairs	430	145,824	63,373	4,370	67,743	78,081	53.5%	166,457	(20,633)
118 Grounds Repairs	431	76,300	74,393	46,180	120,563	(44,263)	(58.0%)	120,563	(44,263)
119 General Bldg Repairs	432	121,400	1,223	0	1,223	120,177	99.0%	75,504	45,896
120 Painting	433	5,300	0	0	0	5,300	100.0%	5,300	-
121 Heat & Plumbing	434	35,450	21,739	98	21,837	13,613	38.4%	35,450	-
122 Electrical	435	5,250	5,086	996	6,082	(1,632)	(31.1%)	6,882	(1,632)
123 Extermination Services	490	12,630	4,444	5,977	10,422	2,208	17.5%	12,630	-
124 Bldg Fire Protection	491	46,460	17,813	16,604	34,417	12,043	25.9%	46,460	-
125 Other Purch Services	499	25,300	6,426	0	6,426	18,874	74.6%	25,300	-
126		473,914	195,289	74,225	269,514	204,400	43.1%	494,547	(20,633)
Rental									
127 Rental	441	69,997	37,779	26,589	64,367	5,630	8.0%	73,779	(3,782)
128 Total Property Services		815,101	302,094	152,640	454,735	360,366	44.2%	839,516	(24,415)
Transportation, Insurance, Communications, Tuition									
Transportation: Schools									
129 Reg Ed Pupil Transportation	510 & 516	2,886,452	702,335	0	702,335	2,184,117	75.7%	2,826,318	60,134
130 Sp Ed - Trans - STA	511	962,151	260,469	0	260,469	701,682	72.9%	962,151	-
131 Sp Ed - Trans - Curtin	512	873,624	237,688	0	237,688	635,936	72.8%	873,624	-
132 Grasso Tech	513	5,000	3,346	0	3,346	1,654	33.1%	5,000	-
133		4,727,227	1,203,838	0	1,203,838	3,523,388	74.5%	4,667,093	60,134
Transportation: Other									
134 Transportation - Athletics	587	97,700	26,300	29,077	55,377	42,323	43.3%	101,326	(3,626)
135 Transportation - Field Trips	588	24,986	8,835	2,968	11,803	13,182	52.8%	25,098	(112)
136 Entry Fees - Athletics	591 & 592	15,716	4,915	0	4,915	10,801	68.7%	15,791	(75)
137 Admission Fees	595	9,165	10,720	0	10,720	(1,555)	(17.0%)	16,885	(7,720)
138 Misc Fees	590 & 596	0	0	0	0	0	-	-	-
139		147,567	50,771	32,045	82,816	64,751	43.9%	159,100	(11,534)
Transportation: Staff									
140 Travel - Education	580 & 581	11,050	2,075	0	2,075	8,975	81.2%	11,000	50
141 Travel - Admin	582 & 583	32,688	11,706	0	11,706	20,982	64.2%	30,066	2,622
142 Travel - Conferences	584	53,632	20,189	3,285	23,474	30,157	56.2%	55,346	(1,715)
143		97,369	33,970	3,285	37,255	60,114	61.7%	96,412	957
Liability & Accident Insurance									
144 Liability Insurance	522	266,600	267,347	0	267,347	(747)	(0.3%)	267,347	(747)
145 Accident Insurance	525	17,452	15,410	0	15,410	2,042	11.7%	15,410	2,042
146		284,052	282,757	0	282,757	1,295	0.5%	282,757	1,295

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Account	Object #s	FY19 Budget 2018-2019	Expenditures	Encumbered	FY19 Actual Total	Remaining Balance	%	FY19 Estimate 12/12/2018	Under/(Over)
Communications									
147 Telephone, Telephone Repairs	530	50,804	32,335	0	32,335	18,469	36.4%	50,804	-
148 Postage	531	37,567	10,383	124	10,507	27,060	72.0%	29,313	8,254
149 Advertisement	540	5,000	4,051	0	4,051	949	19.0%	5,000	-
150 Minority Recruitment	541	0	0	0	0	0		-	-
151 Printing Admin	550	38	4,216	397	4,613	(4,576)	(12201%)	4,613	(4,576)
152 School Publications	551 & 552	3,000	25	0	25	2,975	99.2%	3,000	-
153		96,408	51,011	521	51,531	44,877	46.5%	92,730	3,679
Tuition: Special Education									
154 Sp.Ed Vocational	561	404,751	118,224	105,567	223,791	180,960	44.7%	404,751	-
155 Sp.Ed BoE Placements	562	2,102,065	682,625	1,291,742	1,974,368	127,697	6.1%	2,129,893	(27,828)
156 Sp.Ed State Placements	563	597,694	192,106	328,864	520,970	76,724	12.8%	598,123	(429)
157 Sp.Ed Magnet Choice	568	1,250,490	303,193	808,317	1,111,510	138,980	11.1%	1,222,233	28,257
158		4,355,000	1,296,149	2,534,489	3,830,639	524,361	12.0%	4,355,000	0
Tuition: Other									
159 Adult Ed	564	210,000	207,000	0	207,000	3,000	1.4%	207,000	3,000
160 Magnet Tuition	566	1,100,000	922,252	0	922,252	177,748	16.2%	1,100,000	-
161 Vo Ag Reg Ed Tuition	567	170,575	88,699	0	88,699	81,876	48.0%	170,575	-
162		1,480,575	1,217,951	0	1,217,951	262,624	17.7%	1,477,575	3,000
163 Total Transportation, Insurance, Communication, Tuition		11,188,198	4,136,447	2,570,340	6,706,787	4,481,411	40.1%	11,130,667	57,531
Supplies									
Instructional Supplies									
164 General Classroom	601	32,798	13,740	3,509	17,249	15,549	47.4%	25,469	7,329
165 Science	602	33,343	10,798	1,151	11,949	21,394	64.2%	29,724	3,619
166 Arts & Crafts	603	17,813	15,983	612	16,594	1,218	6.8%	25,487	(7,675)
167 Phys. Ed	604	9,544	4,754	828	5,581	3,963	41.5%	11,704	(2,161)
168 Music	605	30,881	11,451	1,062	12,513	18,368	59.5%	20,980	9,901
169 Kindergarten	606	1,669	600	0	600	1,069	64.1%	2,243	(574)
170 Pupil Tests	607	59,916	26,669	9,231	35,900	24,016	40.1%	51,207	8,709
171 Tech. Ed	609	7,335	8,423	3,623	12,046	(4,711)	(64.2%)	15,121	(7,786)
172 Home Ec Supplies	613	12,750	5,665	0	5,665	6,885	54.0%	7,750	5,000
173 Sp.Ed Supplies	615	56,300	17,987	6,490	24,478	31,822	56.5%	56,300	-
174 Athletic Supplies	616	69,072	20,800	5,611	26,411	42,661	61.8%	63,393	5,679
175 Math Supplies	617	24,800	7,619	0	7,619	17,181	69.3%	23,410	1,390
176 Health Supplies	618	1,706	0	0	0	1,706	100.0%	1,706	-
177 Other Supplies	619	478	0	594	594	(116)	(24.3%)	1,072	(594)
178 Health Serv Pathogen	622	8,500	1,028	0	1,028	7,472	87.9%	8,759	(259)
179 School Library Supplies	623	3,566	3,511	747	4,259	(693)	(19.4%)	5,661	(2,095)
180 Food, Drink, Snacks	628	18,394	5,577	2,243	7,820	10,573	57.5%	18,426	(32)
181		388,864	154,807	35,701	190,508	198,356	51.0%	368,412	20,452
Computer Supplies									
182 Computer Supplies	610 & 611	81,669	57,119	24,800	81,919	(250)	(0.3%)	99,663	(17,995)
183 Software	612	322,158	376,927	62,578	439,505	(117,347)	(36.4%)	445,341	(123,183)
184		403,827	434,045	87,378	521,424	(117,597)	(29.1%)	545,004	(141,178)
Electricity & Heating									
185 Electricity	631	861,500	383,817	2,555	386,372	475,128	55.2%	861,500	-
186 Propane/Natural Gas	632	100,200	44,545	968	45,513	54,687	54.6%	197,289	(97,089)
187 Heating Oil	633	279,440	20,313	0	20,313	259,127	92.7%	228,931	50,509
188		1,241,140	448,676	3,523	452,199	788,942	63.6%	1,287,720	(46,580)
Transportation Supplies									
189 Diesel for School Buses	634	236,704	93,935	0	93,935	142,769	60.3%	261,726	(25,022)
190 Gas for Maintenance	656	40,500	8,112	0	8,112	32,388	80.0%	40,500	-
191		277,204	102,047	0	102,047	175,157	63.2%	302,226	(25,022)
Textbooks & Library Books									
192 Textbooks	640	49,443	10,588	5,251	15,839	33,604	68.0%	45,723	3,720
193 Workbooks	641	4,011	8,077	98	8,174	(4,164)	(103.8%)	10,213	(6,203)
194 Textbook Rebind	642	1,125	174	0	174	951	84.5%	174	951
195 Library Books	645	15,300	0	861	861	14,439	94.4%	13,800	1,500
196 Periodicals	647	3,836	467	196	663	3,174	82.7%	3,908	(71)
197		73,715	19,306	6,405	25,711	48,003	65.1%	73,818	(104)

Groton Public Schools

Date prep:		FY19 Budget Summary Review							
12/12/18 4:36 PM									
Account	Object #s	FY19 Budget 2018-2019	Expenditures	Encumbered	FY19 Actual Total	Remaining Balance	%	FY19 Estimate 12/12/2018	Under/(Over)
Facility/Maintenance Supplies									
198 Equipment Repair	650	26,560	11,598	522	12,120	14,440	54.4%	26,560	-
199 Grounds Supplies	651	20,200	6,727	0	6,727	13,473	66.7%	20,200	-
200 General Bldg Repair	652	70,296	27,939	128	28,067	42,229	60.1%	70,296	-
201 Painting	653	6,464	341	0	341	6,123	94.7%	6,464	-
202 Heat & Plumbing	654	24,240	27,844	98	27,942	(3,702)	(15.3%)	27,942	(3,702)
203 Electrical	655	64,640	12,755	85	12,840	51,800	80.1%	64,640	-
204 Safety Supplies	657 & 659	10,104	5,906	0	5,906	4,198	41.5%	10,964	(860)
205 Custodial Supplies	658	130,920	55,554	6,479	64,033	66,887	51.1%	130,920	-
206		353,424	148,663	9,313	157,977	195,447	55.3%	357,986	(4,562)
Other Supplies									
207 Sup Serv Guid Imp Ins	621	21,500	8,600	1,292	9,891	11,609	54.0%	18,116	3,384
208 Audio Visual	624 & 625	7,375	708	0	708	6,667	90.4%	1,962	5,413
209 General Admin Supplies	626	16,310	5,055	238	5,292	11,018	67.6%	13,558	2,752
210 School Admin Supplies	627	12,455	3,568	234	3,802	8,653	69.5%	13,083	(628)
211 Professional Materials	690	14,252	3,866	396	4,262	9,990	70.1%	14,301	(49)
212		71,892	21,796	2,160	23,956	47,936	66.7%	61,020	10,872
213 Total Supplies		2,810,065	1,329,341	144,480	1,473,821	1,336,244	47.6%	2,996,188	(186,123)
Equipment									
Instructional Equipment									
214 Replace Instr Equip	730	13,750	778	0	778	12,972	94.3%	12,650	1,100
215 Add Instr Equipment	735	6,085	2,992	5,348	8,340	(2,255)	(37.1%)	12,163	(6,078)
216		19,835	3,770	5,348	9,118	10,717	54.0%	24,813	(4,978)
Non-Instructional Equipment									
217 Replace Non-Instr Equipment	731	24,098	9,660	808	10,467	13,631	56.6%	10,467	13,631
218 Add Non-Instr Equipment	736	250	0	892	892	(642)	(256.8%)	892	(642)
219		24,348	9,660	1,700	11,359	12,989	53.3%	11,359	12,989
220 Total Equipment		44,183	13,430	7,047	20,477	23,706	53.7%	36,172	8,011
Dues - Fees									
Dues/Fees									
221 Dues BoE	810	0	0	0	0	0	-	-	-
222 General Admin Dues	811	16,100	14,703	1,085	15,788	312	1.9%	19,918	(3,818)
223 School Admin Dues	812	21,296	33,355	280	33,635	(12,339)	(57.9%)	33,811	(12,515)
224 Other Dues	819	2,600	3,391	0	3,391	(791)	(30.4%)	3,391	(791)
225 Total Dues/Fees		39,996	51,449	1,365	52,814	(12,818)	(32.0%)	57,120	(17,124)
226 Grand Total		76,468,239	28,557,251	29,383,798	57,941,049	18,527,190	24.2%	76,436,846	31,393

Groton Public Schools

FY19 Budget Review

Summary at Program Level III

Function No. Description		FY19 Budget			FY19 Total	Remaining		FY19 Estimated	Increase
		2018-2019	2018-2019	2018-2019	2018-2019	Balance		2018-2019	(Decrease)
Regular Instruction									
1101	FUNCTION-1101 ELEMENTARY	12,739,680	4,412,633	7,000,826	11,413,459	1,326,221	10.4%	13,000,034	(260,354)
1102	FUNCTION-1102 ART	620,846	222,963	355,789	578,753	42,093	6.8%	649,829	(28,983)
1104	FUNCTION-1104 LANGUAGE ARTS	2,674,275	851,107	1,393,596	2,244,702	429,573	16.1%	2,562,737	111,538
1105	FUNCTION-1105 WORLD LANGUAGES	1,085,669	416,212	653,007	1,069,219	16,450	1.5%	1,178,315	(92,646)
1106	FUNCTION-1106 CONSUMER SCIENCE	162,436	47,110	69,726	116,836	45,600	28.1%	160,588	1,848
1107	FUNCTION-1107 TECHNOLOGY EDUCATION	592,576	238,074	378,633	616,707	(24,131)	(4.1%)	636,604	(44,028)
1108	FUNCTION-1108 MATHEMATICS	2,438,214	749,567	1,273,907	2,023,474	414,740	17.0%	2,206,570	231,645
1109	FUNCTION-1109 MUSIC	737,518	237,883	381,146	619,029	118,489	16.1%	683,848	53,670
1110	FUNCTION-1110 PHYSICAL EDUCATION	780,099	353,290	553,034	906,324	(126,225)	(16.2%)	1,033,418	(253,319)
1111	FUNCTION-1111 SCIENCE	2,705,550	846,863	1,246,934	2,093,797	611,753	22.6%	2,411,609	293,941
1112	FUNCTION-1112 SOCIAL STUDIES	2,116,237	662,810	1,162,064	1,824,874	291,363	13.8%	2,133,377	(17,140)
1113	FUNCTION-1113 MYP	0	0	0	0	0	0.0%	-	-
1114	FUNCTION-1114 HEALTH EDUCATION	483,503	94,431	186,606	281,037	202,466	41.9%	290,997	192,506
1115	FUNCTION-1115 MAGNET SCHOOL SUPPORT	30,000	3,206	2,309	5,515	24,485	81.6%	30,000	-
1116	FUNCTION-1116 CO-OPERATIVE WORK EXPER	375	0	0	0	375	100.0%	-	375
1117	FUNCTION-1117 INTERN. BACCALAUREATE	524,546	203,154	292,582	495,736	28,810	5.5%	513,539	11,007
1119	FUNCTION-1119 UNCLASSIFIED	800,500	818,167	280	818,447	(17,947)	(2.2%)	745,825	54,675
1121	FUNCTION-1121 BUSINESS EDUCATION	305,559	103,848	153,110	256,958	48,601	15.9%	302,715	2,844
1124	FUNCTION-1124 HEALTH OCCUPATIONS	116,675	38,888	64,573	103,461	13,214	11.3%	116,841	(166)
1126	FUNCTION-1126 FOOD SERVICES ED	0	0	0	0	0	0.0%	-	-
1260	FUNCTION-1260 ENRICHMENT	39,046	7,111	0	7,111	31,935	81.8%	38,895	151
1270	FUNCTION-1270 REMEDIAL INSTRUCTION	2,523,927	903,680	1,583,227	2,486,908	37,019	1.5%	2,722,093	(198,166)
1412	FUNCTION-1412 SUMMER SCH HIGH SC CREDI	5,091	8,528	0	8,528	(3,437)	(67.5%)	8,528	(3,437)
2220	FUNCTION-2220 EDUCATIONAL MEDIA SERVH	1,142,615	390,174	538,960	929,134	213,480	18.7%	1,134,801	7,814
Total Regular Instruction		32,624,936	11,609,699	17,290,312	28,900,011	3,724,925	11.4%	32,561,162	63,774
Special Instruction									
1205	FUNCTION-1205 PRESCHOOL 3-5	987,057	395,498	518,668	914,166	72,891	7.4%	987,624	(567)
1210	FUNCTION-1210 SPED Summer School	20,551	20,551	0	20,551	0	0.0%	20,551	-
1220	FUNCTION-1220 OTHER SPECIAL INSTRUCTIO	778,992	274,802	113,085	387,887	391,105	50.2%	782,889	(3,897)
1230	FUNCTION-1230 SPECIAL EDUCATION	8,346,058	2,227,335	2,862,026	5,089,361	3,256,697	39.0%	8,337,982	8,076
1250	FUNCTION-1250 BLIND	114,050	34,530	62,695	97,225	16,825	14.8%	114,960	(910)
1280	FUNCTION-1280 HEARING IMPAIRED	141,472	39,199	67,085	106,284	35,188	24.9%	144,322	(2,850)
Total Special Instruction		10,388,180	2,991,916	3,623,559	6,615,475	3,772,705	36.3%	10,388,328	(148)
Continuing Education									
1310	FUNCTION-1310 HIGH SCHOOL COMPLETION	77,161	21,759	8,039	29,798	47,363	61.4%	78,220	(1,059)
1320	FUNCTION-1320 ADULT EDUCATION	210,000	207,000	0	207,000	3,000	1.4%	207,000	3,000
Total Continuing Education		287,161	228,759	8,039	236,798	50,363	17.5%	285,220	1,941
Other Instructional Programs									
15**	STUDENT ACTIVITIES 6-12	764,336	272,153	63,729	335,882	428,454	56.1%	770,410	(6,074)
TOTAL INSTRUCTION		44,064,613	15,102,527	20,985,639	36,088,166	7,976,447	18.1%	44,005,120	59,493
Support Services - Pupils									
2101	FUNCTION-2101 SUPPORT SERVICES - SPED CC	849,892	372,935	333,739	706,674	143,218	16.9%	852,073	(2,181)
2110	FUNCTION-2110 SOCIAL WORK SERVICES	440,594	119,330	177,303	296,633	143,961	32.7%	403,824	36,770
2120	FUNCTION-2120 GUIDANCE SERVICES	1,561,491	536,632	658,585	1,195,217	366,274	23.5%	1,458,019	103,472
2130	FUNCTION-2130 HEALTH SERVICES	1,178,808	137,163	591,297	728,460	450,348	38.2%	1,178,957	(149)
2140	FUNCTION-2140 PSYCHOLOGICAL SERVICES	1,326,320	401,721	681,998	1,083,719	242,601	18.3%	1,324,204	2,116
2150	FUNCTION-2150 SPEECH & HEARING SERVICE	1,183,914	365,573	628,730	994,303	189,611	16.0%	1,061,643	122,271
Total Support Services - Pupils		6,541,019	1,933,354	3,071,652	5,005,006	1,536,013	23.5%	6,278,721	262,298
Support Services - Staff									
2201	FUNCTION-2201 SUPPORTING SERVICES - CO 1	90,799	38,876	33,955	72,831	17,968	19.8%	95,398	(4,598)
2210	FUNCTION-2210 IMPROVEMENT OF INSTRUCT	352,030	199,925	10,230	210,155	141,875	40.3%	309,008	43,022
Total Support Services - Staff		442,829	238,801	44,185	282,985	159,844	36.1%	404,406	38,423
General Support Services									
2311	FUNCTION-2311 BOARD OF EDUCATION SERVI	4,700	0	2,175	2,175	2,525	53.7%	4,700	-
2312	FUNCTION-2312 SUPERINTENDENT OFFICE SE	1,571,988	775,232	455,987	1,231,218	340,770	21.7%	1,567,697	4,291
2313	FUNCTION-2313 BUSINESS OFFICE	835,143	472,677	249,476	722,153	112,989	13.5%	842,717	(7,574)
2410	FUNCTION-2410 SCHOOL ADMINISTRATION	4,011,259	1,925,319	1,499,782	3,425,101	586,158	14.6%	4,184,461	(173,203)
Total General Support Services		6,423,089	3,173,228	2,207,419	5,380,647	1,042,442	16.2%	6,599,576	(176,486)
Operational Services									
2510	FUNCTION-2510 OPERATION AND MAINTENAN	6,847,906	2,880,883	295,642	3,176,525	3,671,380	53.6%	6,909,674	(61,768)
2520	FUNCTION-2520 PUPIL TRANSPORTATION	5,463,820	1,558,879	60,668	1,619,548	3,844,272	70.4%	5,511,990	(48,170)
2540	FUNCTION-2540 COMPUTER SUPPORT SERVIC	1,455,639	827,089	289,671	1,116,760	338,879	23.3%	1,498,036	(42,397)
2560	FUNCTION-2560 HEALTH SERVICES STAFF	8,500	769	0	769	7,731	91.0%	8,500	-
9999	FUNCTION-9999 EXPENDITURE TRANSFER AC	0	652,845	0	652,845	(652,845)	0.0%	-	-
Total Operational Services		13,775,865	5,920,466	645,981	6,566,447	7,209,418	52.3%	13,928,200	(152,336)
TOTAL SUPPORT SERVICES		27,182,802	11,265,848	5,969,236	17,235,085	9,947,717	36.6%	27,210,902	(28,100)
4100	TUITION PAYMENTS	5,220,824	2,188,876	2,428,923	4,617,798	603,026	11.6%	5,220,824	0
GRAND TOTAL		76,468,239	28,557,251	29,383,798	57,941,049	18,527,190	24.2%	76,436,846	31,393
									0.04%

Town of Groton

Cost vs Budget Dashboard - data through October 2018

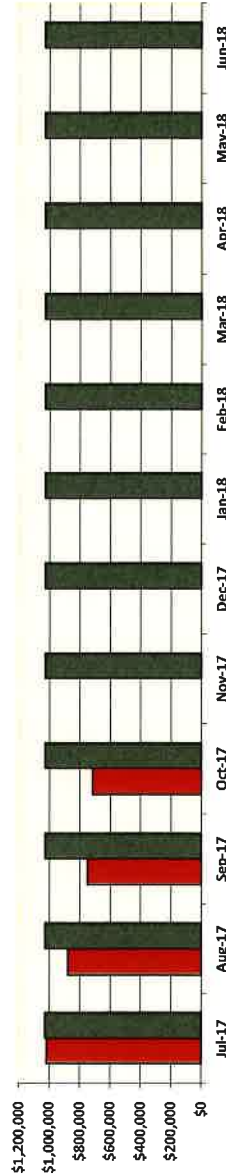
BOE Groups Active & Retired

Self Insured - All Coverages All Enrollees										Claim/Admin. Cost			
Date	Lives	Net Medical Paid		Dental Paid		Total Net Paid		Total Cost		BOE Monthly Budget*	Variance - Total Cost vs BOE Budget		Actual/Estimated BOE Budget
		Claims		Claims		Claims		Claims			Budget		
Jul-18	734	\$729,980	\$138,554	\$42,359	\$910,892	\$108,271	\$1,019,163	\$1,030,783	\$1,030,783	\$1,030,783	(\$11,620)	\$85.3%	98.9%
Aug-18	730	\$573,961	\$148,212	\$49,678	\$771,851	\$107,681	\$879,532	\$1,030,783	\$879,532	\$1,030,783	(\$151,251)	85.3%	
Sep-18	731	\$476,773	\$138,817	\$29,068	\$644,657	\$107,828	\$752,486	\$1,030,783	\$752,486	\$1,030,783	(\$278,298)	73.0%	
Oct-18	728	\$391,525	\$188,079	\$30,326	\$609,930	\$107,386	\$717,316	\$1,030,783	\$717,316	\$1,030,783	(\$313,467)	69.6%	
Nov-18					\$0	\$0	\$0	\$1,030,783	\$0	\$1,030,783	(\$1,030,783)	0.0%	
Dec-18					\$0	\$0	\$0	\$1,030,783	\$0	\$1,030,783	(\$1,030,783)	0.0%	
Jan-19					\$0	\$0	\$0	\$1,030,783	\$0	\$1,030,783	(\$1,030,783)	0.0%	
Feb-19					\$0	\$0	\$0	\$1,030,783	\$0	\$1,030,783	(\$1,030,783)	0.0%	
Mar-19					\$0	\$0	\$0	\$1,030,783	\$0	\$1,030,783	(\$1,030,783)	0.0%	
Apr-19					\$0	\$0	\$0	\$1,030,783	\$0	\$1,030,783	(\$1,030,783)	0.0%	
May-19					\$0	\$0	\$0	\$1,030,783	\$0	\$1,030,783	(\$1,030,783)	0.0%	
Jun-19					\$0	\$0	\$0	\$1,030,783	\$0	\$1,030,783	(\$1,030,783)	0.0%	
YTD	2923	\$2,172,240	\$613,661	\$151,431	\$2,937,331	\$431,166	\$3,368,497	\$4,123,133	\$3,368,497	\$4,123,133	(\$754,636)	81.7%	

Budget vs. Actual Cost

Actual vs Budget

Actual Cost Budgeted Cost



BOE monthly budget based on amount provided by Laurie LePine at Groton on 5/16/18.

Students

Physical Restraint/Seclusion/Exclusionary Time Out

Persons at Risk:

~~It is the policy of the Groton Board of Education that no district staff member shall use involuntary physical restraint on a person at risk or involuntarily place a person at risk in seclusion, unless such restraint or seclusion conforms with Connecticut state law and regulations.~~

The Board of Education (Board) 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 prevent immediate or imminent injury to the student or others.

“A student ~~person at risk~~,” for the purposes of this policy, means a child (A) enrolled in grades preschool/prekindergarten 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 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. ~~includes a child requiring special education, pursuant to the Individuals with Disability Education Act and related state laws, as well as a child who is being evaluated for eligibility and is awaiting a determination regarding eligibility.~~

In addition, no district staff member shall use a life-threatening physical restraint, as defined by state law, on a ~~person at risk~~ student.

Each ~~incident~~ ~~act~~ of ~~involuntary~~ physical restraint, or ~~involuntary~~ seclusion will be documented in the ~~person at risk~~ students's educational record. The information included in the documentation of the use of physical restraint, or seclusion in the student's record will be recorded in compliance with state law and will include a detailed description of the nature of the restraint or the seclusion, and its duration. ~~, and its effect on the person's established medical or behavioral or educational plan. In the case of emergency use,~~ The documentation will include the nature of the emergency and what other steps, including attempts at verbal de-escalation, were taken to prevent the emergency from arising if there were indications that such an emergency was likely to arise.

The Board shall notify the parent or guardian of each incident in which a ~~person of risk~~ student is placed in seclusion or physically restrained. Parental notice will be provided in accordance with Connecticut state law and regulations and will be provided within twenty-four hours after the physical restraint or seclusion is used on the student.

Any ~~person at risk~~ student that is physically restrained or is ~~involuntarily~~ placed in seclusion will be monitored by an appropriate staff member as required by state law and regulations.

The Board has developed regulations that establish the monitoring and the internal reporting of the use of physical restraint and seclusion ~~on persons at risk~~ of a student. The Board shall record each instance of the use of physical restraint or seclusion and the nature of the emergency that necessitated its use and include such information in an annual compilation on its use of restraint and seclusion as required by state law and its correlating regulations.

Students

The Board requires training of staff members responsible for the care, education or supervision of ~~person-of-risk students~~ in the use of physical restraint, or seclusion ~~on persons-at-risk~~ of students. Only staff members who have received training in physical management, physical restraint and seclusion procedures, in accordance with state law and regulations, may physically restrain or ~~remove-a persons-at-risk~~ monitor a student in ~~to~~ seclusion.

The most restrictive type of time out, “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 de-escalating such student’s behavior. Exclusionary time out is characterized by the removal of the student from all probable reinforces by being placed in a different location where the student is under the constant supervision of a qualified staff or may be engaged in de-escalation exercises or restitution procedures with a staff member. However, in such a situation the student cannot be prevented from leaving the space, room, or area. Should the student NOT BE PERMITTED to leave the space by the adult, the procedure no longer meets the criteria of a “time out”, rather the incident becomes a “seclusion” as defined in Connecticut state statute and staff must follow the required documentation, notification, and protocol procedures.

Regular Education Students:

A regular education student who is neither a student eligible for special education nor is being evaluated for special education eligibility is not covered under the Board of Education’s seclusion, ~~and~~ restraint, and exclusionary time out policy or regulations pursuant to the IDEA and related State laws. ~~as the regular education student is not a person-at-risk.~~

In accordance with state law, a teacher or other staff member entrusted with the care and supervision of a minor for school purposes may use reasonable physical force upon such minor when and to the extent the staff member reasonably believes such to be necessary to protect himself or others from immediate physical injury. ~~;-obtain possession of a dangerous instrument or controlled substance, protect property from physical damage or restrain such minor, or remove such minor to another area, to maintain order.~~

The Board shall maintain a safe school setting in accordance with state law and nothing in this policy shall be construed to interfere with the Board of Education’s responsibilities under Connecticut General Statutes §10-220 or to supersede the provisions of subdivision (g) of section 53a-18 of the Connecticut General Statutes concerning the use of reasonable physical force.

Legal References:

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.

Students

PA 15-141 An Act Concerning Seclusion and Restraint in Schools.
State Board of Education Regulations Sections 10-76b-5 through 10-76b-11.
State Board of Education Regulations Sections 10-76b-5 through 10-76b-11.

Policy Adopted: December 10, 2012
Revised:

Groton Public Schools
Groton Connecticut

Physical Restraint/Seclusion/Exclusionary Time Out

It is the intent of the Groton Public Schools to comply fully with all relevant laws and regulations pertaining to the use of seclusion and restraint of ~~persons with disabilities who are~~ **“persons-at-risk-students”** as defined by state law. The following sets forth the regulations of the Groton Public Schools with respect to the use of seclusion, ~~and~~ restraint ~~and exclusionary time out of students~~ **persons-at-risk**. Any personnel charged with implementation of these regulations must complete training in Physical Management Techniques (PMT) approved by the Groton Public Schools and must comply with these regulations at all times. Failure to comply with these regulations may result in disciplinary action up to and including termination of employment or contracts with the Groton Public Schools.

I. Definitions

- (a) **“Students Person-at-risk”**: For the purposes of this regulations, a 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 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. ~~a “person at risk” is a child requiring special education pursuant to the Individuals with Disabilities Education Act and related state laws, or a child who is being evaluated for eligibility for special education services and is awaiting a determination regarding eligibility (referenced herein also as “student”).~~
- (b) **“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. ~~“Provider”: A “provider” is a staff person, either certified or non-certified, who provides direct care, education or supervision of a person at risk.~~
- (c) ~~“Assistant provider”: An “assistant provider” is a staff person, either certified or non-certified, who is assigned to provide, or who may be called upon in an emergency to provide, assistance or security to a provider of care, education or supervision of a person at risk.~~
- (d) **“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 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. Chest compressions provided in an emergency for the purpose of cardio-pulmonary resuscitation are not life threatening physical restraint.

- (e) **“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.** The term does not include (1) Briefly holding a person in order to calm or comfort the person; (2) restraint involving the minimum contact necessary to safely escort a person from one area to another; (3) medical devices, including but not limited to supports prescribed by a health care provider to achieve proper body position or balance; (4) helmets or other protective gear used to protect a person from injuries due to a fall; or (5) helmets, mitts, and similar devices used to prevent self injury when the device is part of a documented individualized education program (IEP) and is the least restrictive means available to prevent such self-injury **or an exclusionary timeout.**

- (f) **“Psychopharmacological agent”**: Means any medication that affects the central nervous system, influencing thinking, emotion, or behavior.

- (g) **“Seclusion”**: Means the **involuntary** confinement of a person in a room, ~~whether alone or with staff supervision, in a manner that prevents the person from leaving from which the student is physically prevented from leaving.~~ Seclusion does not include ~~disciplinary detention or in-school suspension.~~ **an exclusionary time out.**

~~“Time-out”: Means the assignment of a person at risk to a specific location for a legitimate pedagogical and/or disciplinary purpose, in compliance with a Behavior Intervention Plan (BIP) or Individualized Education Plan (IEP), if applicable, or when the student's behavior impedes his/her own learning or the learning of others. Time-out may also be a removal pursuant to definition (i) below.~~

~~“Exclusion”: Means any denial of public school privileges to a student for disciplinary purposes, including but not limited to time-out, removal, in-school and out of school suspension and expulsion.~~

- (h) **“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.

- (i) **“Removal”**: Pursuant to state law. Refer to Policy 5114 Suspension/Expulsion. ~~“removal” means an exclusion from a classroom for all or part of a single class period, provided such exclusion shall not extend beyond ninety minutes or a single class period, whichever comes first. Exclusions lasting longer than the prescribed time allowed for a removal may be considered an in-school suspension, and should follow the policies and procedures prescribed by the Board for in-school suspension of students, subject to modification by the student's BIP or IEP, as applicable.~~

- (j) **“Behavior Intervention”:** Supports and other strategies developed by the Planning and Placement Team (PPT) to address the behavior of a student that impedes the learning of the person at risk or the learning of others.

H. ~~Removal and Time-out~~

~~Removal and time-out are not procedures subject to the rules and requirements applicable to seclusion and restraint, but are dealt with in these regulations for purposes of making the distinction and providing guidance to staff.~~

Removal

~~Teachers are authorized to remove a student from class when such student deliberately causes a serious disruption of the educational process within the classroom. No student may be removed from class more than six (6) times in any school year nor more than two (2) times in any one week unless such student is referred to the building principal or designee and is granted an informal disciplinary hearing. As a matter of course, all students removed from class shall be sent to the office of the building principal or designee for purposes of this informal hearing, except as may be otherwise specified in the student’s BIP or IEP. Whenever a teacher removes a student from the classroom, the teacher shall send the student to a designated area and shall immediately inform the building principal or designee as to the name of the student against whom disciplinary action was taken and the reason for the disciplinary action.~~

Time-out

~~Time-out is a behavior management strategy that provides a student with quiet time, thinking time, or cooling off time so that s/he can calm down and regain control of his/her behavior. A time-out space is a designated space within the school that is generally quieter and less stimulating than the space previously assigned to the student. The student is not physically prevented from leaving, although disciplinary consequences may follow from the student’s failure to remain in the space for the designated period of time (typically 5 to 10 minutes).~~

~~The following procedures apply unless superseded by a student’s Behavior Intervention Plan (BIP) and/or IEP:~~

- ~~(1) Before issuing a time-out the staff member will provide the student with any appropriate warnings and cues, which may include: (a) a verbal warning, (b) redirection, or (c) an offer to take a short break from instruction or instructional activities. If the student voluntarily removes him/herself from the activity and takes a break, this will be recorded as a “voluntary time-out”.~~
- ~~(2) If the behavior persists despite any cues or warnings as appropriate, or if the behavior seriously disrupts the educational process, the staff member may designate a time-out by temporarily removing a student to a designated chair or~~

~~space within the classroom or an adjacent office. The student must remain within the line of sight of a supervising staff member.~~

- ~~(3) Upon completing the required time out, the student will return to his/her regularly scheduled activities.~~
- ~~(4) A staff member will record each use of time out (voluntary or involuntary) using the appropriate district form.~~

II. Procedures for Exclusionary Time Out for students

1. Exclusionary time outs are not to be used as a form of discipline.
2. Exclusionary time outs are the most restrictive level of time out.
3. Exclusionary time outs remove the student from all probable reinforce.
4. During an Exclusionary time out, student cannot observe the ongoing activities.
5. During an Exclusionary time out, at least one school employee remain with the student, or be immediately available to the student such that the student and school employee are able to communicate verbally, throughout the exclusionary time out.
6. The space used for an exclusionary time out will be clean, safe, sanitary and appropriate for the purpose of calming such student or deescalating such student's behavior.
7. The exclusionary time out period will terminate as soon as possible.
8. If such student is a child requiring special education, as defined in C.G.S. 10-76a, or is a child being evaluated for special education, pursuant to C.G.S. 10-76d, and awaiting a determination, and the interventions or strategies are unsuccessful in addressing such student's problematic behavior, such student's planning and placement team shall convene as soon as is practicable to determine alternative interventions or strategies.
9. During an exclusionary time out, the student will be engaged in de-escalation exercises or restitution procedures.

III. Seclusion

Seclusion shall not be utilized as a planned intervention in a student's behavioral intervention plan, individualized education program, or plan pursuant to Section 504 of the Rehabilitation Act of 1973, as amended from time to time.

No school employee ~~provider or assistant provider~~ may ~~involuntarily~~ place a student ~~person-at risk~~ in seclusion except ~~(1)~~ as an emergency intervention to prevent immediate or imminent injury to the ~~person~~ student or others, provided the seclusion is not used for discipline or

convenience and is not used as a substitute for a less restrictive alternative, ~~or (2) as specifically provided for in the student's IEP.~~

~~Examples of behaviors that may lead to seclusion may include, but are not limited to the following: (1) physical aggression, (2) damaging property, (3) possession of dangerous items or substances, (4) serious verbal or physical threats, (5) unauthorized departure from the classroom or building. Except in the case of an emergency situation where prevention of immediate or imminent injury to the person or others must take priority, less restrictive alternatives must be considered prior to use of the seclusion procedure, and seclusion would be appropriate only if the student is non-compliant with less restrictive alternatives such as voluntary removal and compliance with disciplinary consequences.~~

Examples of emergency versus non-emergency situations are reviewed in the annual PMT training.

A child may not be placed in seclusion if the child has any known medical condition that a licensed health care provider has indicated will be directly and adversely impacted by the use of seclusion. The health care provider must submit to the district a written statement which shall be included in the child's educational record.

~~Any room used for seclusion must be sized for the chronological and developmental age, size and behavior of the child, with a ceiling height comparable to the ceiling height of other rooms in the building in which it is located and shall be equipped with heating, cooling, ventilation and lighting systems that are comparable to the systems in use in the other rooms of the building in which it is located. The room shall be free of any object that poses a danger to the child. Any lock used on the door must be equipped with a device that automatically disengages the lock in case of emergency. Any latching or securing of the door, whether by mechanical means or by a provider or assistant holding the door in place to prevent the child from leaving the room, must be able to be removed in the case of any emergency. An emergency for these purposes includes but is not limited to the need to provide direct and immediate medical attention to the child, fire, the need to remove the child to a safe location during a building lockdown and other critical situations that may require immediate removal of the child to a safe location. An unbreakable observation window shall be location in a wall or door to permit frequent visual monitoring of the child in the room.~~

Seclusion may be accomplished with either an "open door" or "closed door", but in either case, the student is physically prevented from leaving the assigned area until behavioral control is restored. ~~If a student's behavior warrants seclusion, the student is either directed or escorted to the seclusion area. If the student refuses to comply with the direction to proceed to the seclusion area, the provider or assistant provider will provide a verbal warning of the consequences of non-compliance. If the student continues to be non-compliant, the student may be physically escorted by a provider or assistant provider.~~

The following Procedures for Seclusion apply ~~unless superseded by the student's BIP or IEP:~~

(1) ~~Upon the student's arrival in the seclusion area, the door should be left open and a timer is placed outside the door designating the number of minutes that the student must exhibit acceptable behavior in seclusion before being allowed to return to regularly scheduled activities (usually 5 to 10 minutes). The door to the seclusion area will remain open unless the student exhibits behavior that presents a danger to him/herself on the way to the seclusion area, or upon arrival or once in the seclusion space, or the student's behaviors become loud and disruptive such that they interfere with nearby instruction.~~

(2) A ~~provider or assistant provider~~ school employee will remain with the student ~~outside the open door~~ and refrain from conversation with the student. In the event that the student attempts to leave the area prior to the completion of the seclusion period, the school employee ~~provider or assistant provider~~ will attempt to issue a verbal warning to remind the student of the consequences of non-compliance. If this is not possible, the school employee ~~provider or assistant provider~~ will physically block the student's departure from the ~~seclusion area~~ room using appropriate PMT strategies. If physical restraint is applied to the student to prevent the student from leaving the area ~~seclusion area~~, procedures applicable to physical restraint must be applied.

~~If the door must be closed, the supervising staff member must remain outside the door, holding the latch in the lock position (if applicable) and watching the student. Line of sight supervision must be maintained at all times. In no event may seclusion be extended for more than a total of sixty (60) minutes, unless emergency personnel have been summoned and the student is awaiting transport to an emergency facility and continuing to present dangerous behaviors, or upon written authorization of the building principal or designee.~~

~~While in the room seclusion area, the student must refrain from any inappropriate behavior, including but not limited to (a) cursing, (b) yelling, (c) banging on the floor, walls or door of the seclusion space, or (d) threatening.~~

~~In the event that the student engages in any inappropriate behavior during the seclusion period, the timer is stopped and is restarted only when the student has ceased to engage in the target behaviors. If the student does not cease to engage in the target behaviors upon verbal redirection, and if the student's behavior is potentially harmful to self or others or to property, the provider or assistant provider may use appropriate PMT techniques to assist the student in regaining control. If physical restraints are applied, procedures applicable to the use of physical restraint must be followed.~~

(3) The school employee ~~provider or assistant provider~~ will remain in line of sight of the student at all times and will maintain data on the student's behavior while in seclusion. An administrator, as defined in Section 10-144e of the general statutes, or such administrator's designee, 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 seclusion is necessary to prevent immediate or imminent injury to the student or to others. In the event that the student is secluded for a period exceeding 15 minutes, and upon a determination that such continued seclusion is necessary, such individual shall make a new determination every 30 minutes thereafter regarding whether such physical restraint or seclusion is necessary to prevent immediate or imminent injury to the student or to others.

~~The provider or assistant provider shall record an evaluation taken at a minimum of five (5) minute increments, of any indications of physical distress on the part of the student placed in seclusion. A record of the seclusion and behavior during seclusion shall be maintained on the appropriate district form, which shall include the nature of the emergency or provision of the student's IEP that necessitated the use of seclusion. In the case of emergency, the record shall include the nature of the emergency and what other steps, including attempts at verbal de-escalation, were taken to prevent the emergency from arising (if there were any indications that the emergency was likely to arise), and a detailed description of the nature of the restraint or seclusion, its duration and effect on the student's established medical or behavioral support or educational plan.~~

- (4) The student will be permitted to leave the ~~seclusion~~ area upon completion of the seclusion period, which will be determined by ~~(a) the student's IEP, or (b) five (5) to ten (10) minutes of quiet and appropriate~~ safe behavior, during which the school employee ~~provider or assistant provider~~ judges determines that the student is no longer in imminent risk of injury to himself/herself or others. ~~has regained sufficient behavioral control to be released.~~
- (5) Upon completion of the seclusion period, the student will be given a brief explanation of why the seclusion period has ended (e.g., you have been sitting quietly for 5 minutes) and permitted to return to regularly scheduled activities or assigned to another designated space for further disciplinary action as appropriate.
- (6) If the student has engaged in any behavior during seclusion that was dangerous to his/her physical safety or the safety of others, the student shall be examined by the school nurse or other qualified medical personnel before proceeding to the next activity or location. If the use of seclusion results in physical injury to the student, such instance of physical injury must be reported to the State Department of Education.
- (7) Each instance of seclusion shall be reported to the Director of Special Education and to the parent or legal guardian of the student within twenty-four (24) hours following the incident resulting in seclusion. The parent shall be sent a copy of the incident report no later than two business days after the incident. The incident report must specify whether the use of seclusion was an emergency or was in accordance with an individualized education program;

the number and nature of each instance of seclusion shall be included in an annual compilation of data. The incident report must also include 1) in the case of emergency use, the nature of the emergency and what other steps, including attempts at verbal de-escalation, were taken to prevent the emergency from arising if there were indications that such an emergency was likely to arise, and (2) a detailed description of the nature of the restraint or seclusion, its duration and its effect on the person's established medical or behavioral support or educational plan.

IV. Physical Restraint

No provider of care, education or supervision of a ~~student person-at-risk~~ and no assistant provider may use a life-threatening physical restraint on a ~~student person-at-risk~~. No ~~school employee provider or assistant provider~~ may use ~~involuntary~~ physical restraint on a ~~student person-at-risk~~ except as an emergency intervention to prevent immediate or imminent injury to the ~~student person-at-risk~~ or others, provided the restraint is not used for discipline or convenience and is not used as a substitute for a less restrictive alternative. All less restrictive alternatives will be considered and/or explored as appropriate prior to the application of physical restraint. Only providers or assistant providers who have been trained in PMT techniques at a course of training approved by the Groton Public Schools are permitted to use physical restraint.

The following Procedures for Physical Restraint shall apply ~~unless superseded by individualized procedures applicable to an individual student:~~

- (1) A ~~provider or assistant provider~~ school employee will be called to respond to the situation requiring PMT intervention.
- (2) **An administrator, as defined in Section 10-144e of the general statutes, or such administrator's designee, 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 30 minutes thereafter regarding whether such physical restraint is necessary to prevent immediate or imminent injury to the student or to others.
~~The school nurse will be called to the site to monitor the physical condition of the student being restrained.~~
- (3) Physical restraint will be applied in the least restrictive manner appropriate to ~~gain behavioral control~~ maintain the safety of the student, using the least amount of force needed, and for the least amount of time necessary.
- (4) Physical restraint shall be terminated when the ~~provider or assistant provider~~ school employee determines that the student has regained physical and/or

emotional control and no longer poses ~~a threat~~ an immediate risk to him/herself and/or others.

~~The student who is being physically restrained shall be continuously monitored by a provider or assistant provider, and shall be regularly evaluated for indications of physical distress. Line of sight supervision must be maintained at all times while the student is being physically restrained. The provider or assistant provider shall enter observations, recorded at intervals of no less than five (5) minutes, on (or to be transferred to) the appropriate district form, to be retained in the student's educational record. The record shall also include, in the case of emergency use, the nature of the emergency and what other steps, including attempts at verbal de-escalation, were taken to prevent the emergency from arising (if there were indications that the emergency was likely to arise), and a detailed description of the nature of the restraint, its duration and effect on the student's established medical or behavioral support or education plan.~~

~~Physical restraint is not permitted to last more than twenty (20) minutes without review and approval by the building principal or designee. Approval by the building principal or designee for continuation of physical restraint must be provided for every ten (10) minute increment thereafter. At each such interval, consideration must be given to moving to a less restrictive alternative, such as seclusion or time out. In no event may physical restraint be extended for more than a total of sixty (60) minutes, unless emergency personnel have been summoned and the student is awaiting transport to an emergency facility and continues to exhibit dangerous behaviors.~~

- (5) Each instance of physical restraint shall be reported to the Director of Special Education and to the parent or legal guardian of the student within twenty-four (24) hours following the incident resulting in physical restraint. The parent shall be sent a copy of the incident report no later than two business days after the incident. The incident report must include 1) the nature of the emergency and what other steps, including attempts at verbal de-escalation, were taken to prevent the emergency from arising if there were indications that such an emergency was likely to arise, and (2) a detailed description of the nature of the restraint or seclusion, its duration, and its effect on the person's established medical or behavioral support or educational plan. The District shall annually compile the instances of the use of restraint, including the nature of the emergency.
- (6) Once the physical restraint has been terminated, the student shall be examined by the school nurse or other qualified medical personnel for signs of any physical injury. If the use of physical restraint results in physical injury to the student, such instance of physical injury must be reported to the State Department of Education.

V. Use of Psychopharmacologic Agents

No school employee ~~provider or assistant provider~~ may use a psychopharmacologic agent on a ~~person-at-risk~~ student without the ~~person-students~~'s consent of over 18 and the consent of the student's parent/guardian if under 18 except (1) as an emergency intervention to prevent immediate or imminent injury to the person or to others, or (2) as an integral part of the ~~person-students~~'s established medical or behavioral support or educational plan or as part of a licensed practitioner's 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.

Only a school nurse is permitted to administer psychopharmacologic medication to students, and only in compliance with the prescription orders of a licensed physician. Records of all medication administration shall be maintained by the school nurse in accordance with the usual requirements for same.

VI. Parent Notification

Each instance of emergency use of physical restraint or seclusion to prevent immediate or imminent injury to the ~~person~~ student or others must be reported to the parent or legal guardian of the student within twenty-four (24) hours following the incident. A provider should place a telephone call to the parent or guardian at the numbers provided on the emergency contact form for the student. If the parent or guardian is not available, the information relating to the incident should not be left in a message but a message should be left for the parent or guardian to call to obtain further information. E-mail correspondence may be sent to the parent or guardian if a secure e-mail address has been provided to the school for this purpose. The school shall send a copy of the incident report to the parent no later than two (2) school days after the emergency use of physical restraint or seclusion.

~~Where seclusion is included in the child's IEP, the PPT and the parents must determine a mutually agreeable timeframe and manner of notification of each incident of seclusion.~~

At the initial planning and placement team (PPT) meeting for a student ~~who is a "person-at-risk"~~, the school shall inform the parent, guardian, surrogate parent or student (if over the age of 18 years and guardianship has not been transferred) of the laws relating to physical restraint and seclusion and the rights of such parent, guardian, surrogate parent or student under the laws and regulations adopted by the State Board of Education relating to physical restraint and seclusion.

VII. Required Meetings

A. Students not Eligible for Special Education (and not being evaluated for eligibility for special education)

1. In the event that physical restraint or seclusion is used on a student four (4) or more times within twenty (20) school days, a team composed of an administrator, one or more of the student's teachers, a parent or guardian of the student, and, if any, a school mental health professional, shall convene to:

- a. conduct or revise a behavioral assessment of the student;
- b. create or revise any applicable behavior intervention plan; and
- c. determine whether such student may require a referral for consideration for special education.

B. Students not Eligible for Special Education

1. The requirement to convene this meeting shall not supersede the District's obligation to refer a student to a planning and placement team (PPT) as may be required in accordance with federal and state law.

C. Students Eligible for Special Education (and students being evaluated for eligibility for special education)

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

1. conduct or revise a functional behavioral assessment (FBA);
2. create or revise any applicable behavior intervention plan (BIP), including but not limited to, such student's individualized education program (IEP); and
3. review or revise the student's IEP, as appropriate.

- D.** A District and/or school administrator(s) shall determine the school employee(s) responsible for reviewing the number of occurrences of the use of physical restraint or seclusion on a monthly basis to ensure that the appropriate meeting(s) has been convened following the fourth occurrence of physical restraint or seclusion in a twenty (20) day period.

VIII Training of School Employees

The Board will provide training to the members of the crisis intervention team for each school in the district. The Board may provide such training to any teacher, administrator, school paraprofessional and other school employees designated by the school principal and who has direct contact with students. The training shall be provided during the school year commencing July 1, 2017 and annually thereafter.

The training will 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 and the proper uses of physical restraint and seclusion. Such overview shall be in a manner and form as prescribed by the State Department of Education.
2. The creation of a plan by which the Board will provide training and professional development regarding the prevention of incidents requiring physical restraint or seclusion of students.
3. The Board will create a plan, to be implemented not later than July 1, 2018, requiring training regarding the proper means of physical restraint or seclusion of a student, including, but not limited to:

- a. Verbal defusing or de-escalating;
- b. Prevention strategies;
- c. Various types of physical restraint and seclusion;
- d. The differences between life-threatening physical restraint and other varying levels of physical restraint;
- e. The differences between permissible physical restraint and pain compliance techniques;
- f. Monitoring 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; and
- g. Recording and reporting procedures on the use of physical restraint and seclusion.

IX. Crisis Intervention Teams

- 1. Annually, each school shall identify a crisis intervention team. Such team shall consist of any teacher, administrator, school paraprofessional or other school employee designated by the school principal and who has direct contact with students and trained in the use of physical restraint and seclusion.
- 2. The Crisis Intervention Team will 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.
- 3. Each member of the crisis intervention team shall be recertified in the use of physical restraint and seclusion annually. The Board shall maintain a list of the members of the crisis intervention team for each school.
- 4. The policy and procedures are available on the District's website and in the Board's procedural manual.

X. Retention of Records and Notification to the State Department of Education

As indicated above, detailed records shall be maintained of each instance of physical restraint or seclusion of a student ~~who is a "person at risk"~~ and such records shall be maintained in the student's educational record for future reference. At such time as the State Department of Education provides a form for the use of school districts in collecting this information, such form shall be used for this purpose. Such reports shall be completed no later than the school day following the incident. Parents and legal guardians and eligible students are entitled to examine and/or obtain copies of such records upon request, in accordance with Board policies concerning retention and destruction of educational records.

Records of instances of physical restraint and seclusion for all students in the district shall be compiled in a format designated by the State Department of Education for future review and

examination on an annual basis, should the State Department of Education choose to review such records.

In the event that any instance of seclusion or physical restraint results in physical injury to a student ~~who is a "person at risk"~~, such instance shall be reported to the State Department of Education. Staff should be aware that the State Department of Education will report any instance of serious physical injury or death resulting from physical restraint or seclusion to the Office of Protection and Advocacy for Persons with Disabilities and to the Office of the Child Advocate.

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 07-147 An Act Concerning Restraints and Seclusion in Public Schools.
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 Adopted: December 10, 2012

GROTON PUBLIC SCHOOLS
Groton, Connecticut

Groton Public Schools
Incident Report of Emergency Physical Restraint (revised July 2018)

Note: Any use of emergency physical restraint is to be documented in the child's educational record and, if appropriate, in the child's school health record. Recording of the information contained in the Connecticut State Department of Education Incident Report of Emergency Physical Restraint is required and should be completed soon after the incident as possible or within 24 hours of the incident.

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

Physical Restraint does not include: (1) briefly holding a child in order to calm or comfort the child; (2) restraint involving the minimum contact necessary to safely escort a child from one area to another; (3) medication devices, including supports prescribed by a health care provider to achieve proper body position or balance; (4) helmets or other protective gear used to protect a child from injuries due to a fall; or (5) helmets, mitts, and similar devices used to prevent self-injury when the device is part of a documented treatment plan or IEP and is the least restrictive means available to prevent self-injury.

District Information

School District: _____ Address: _____ Phone: _____

School: _____ Address: _____ Phone: _____

Date of Restraint: _____ Date of Report: _____

Person preparing the report: _____

Time restraint initiated _____ Time restraint ended _____ Total time of restraint _____

**If the total length of the restraint exceeds 15 minutes, attach the documentation of the required Administrator's (or designee) determination of the need for continuation of the restraint to prevent immediate or imminent injury to the student or to others.*

Student Information

Student's Name: _____ SASID #: _____ Date of Birth: _____

Age: _____ Gender (M /F): _____ Grade: _____ Race: _____ Disability: _____

_____ The student is a general education student.

_____ The student currently receives special education services.

_____ The student is being evaluated or considered for eligibility for special education services.

Staff Information

Name of staff administering restraint: _____ Title _____

Name of staff monitoring/witnessing restraint: _____ Title _____

Student activity/behavior precipitating use of restraint

Describe the location and activity in which the student was engaged just prior to the restraint:

Describe the risk of immediate or imminent injury to the student restrained or to others that required the use of restraint: _____

Staff activity/response

Describe other steps, including de-escalation strategies implemented to prevent the emergency, which necessitated the use of restraint: _____

Describe the nature of the physical restraint: (include the type of hold/restraint and the number of persons required): _____

Did the student demonstrate physical distress during the restraint? _____ Yes _____ No
Indicate times student was monitored for physical distress and if any signs of physical distress were noted: _____

Describe the disposition of the student following the restraint: _____

Was the student injured during the emergency use of restraint? _____ Yes _____ No
*If "yes," complete and attach a **Report of Injury**.*

Parent/Guardian Notification

Was parent/guardian notified within 24 hours of the incident?

_____ Yes (indicate manner) _____
_____ No

Was a copy of the Incident Report sent to parent/guardian within two business days?

_____ Yes _____ No

Is a ***PPT required** to review/revise the IEP or discuss additional evaluation or the development/revision of a FBA and or BIP?

_____ Yes _____ No

Is a PPT recommended to modify the IEP? _____ Yes _____ No *If "yes," indicate date* _____

Is a ***meeting required for this general education student?** _____ Yes _____ No _____
If "yes," indicate date _____

***A PPT or a meeting is required if this incident marks the 4th incident of restraint or seclusion within a twenty school day period**

To be completed in the event that a student is restrained or secluded for a period exceeding 15 minutes.

Public Act 18-51 **continues to require that an administrator**, as defined in Section 10-144e of the general statutes, **or such administrator's designee, 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 30 minutes thereafter regarding whether such physical restraint or seclusion is necessary to prevent immediate or imminent injury to the student or to others.

Time restraint or seclusion was initiated: _____ a.m. /p.m.

Time restraint or seclusion was terminated: _____ a.m./p.m.

15 minute determination of the necessity of continued restraint or seclusion: _____ a.m./p.m.

Signature of *qualified administrator, designee, school health or mental health professional

30 minute determination of the necessity of continued restraint or seclusion: _____ a.m./p.m.

Signature of *qualified administrator, designee, school health or mental health professional

30 minute determination of the necessity of continued restraint or seclusion: _____ a.m./p.m.

Signature of *qualified administrator, designee, school health or mental health professional

30 minute determination of the necessity of continued restraint or seclusion: _____ a.m./p.m.

Signature of *qualified administrator, designee, school health or mental health professional

****NOTE: "Qualified" is defined as having received required training in the use of physical restraint and seclusion.***

**Groton Public Schools
Incident Report of Emergency Seclusion (revised July 2018)**

Note: Any use of emergency seclusion is to be documented in the child's educational record and, if appropriate, in the child's school health record. An Incident Report of Emergency Seclusion is required and should be completed as soon after the incident as possible or within 24 hours of the incident. Parents/ guardians must be notified in writing within 24 hours of the incident. Notification should include the information documented on the Incident report.

Seclusion: The involuntary confinement of a student in a room, from which the student is physically prevented from leaving. "Seclusion" does not include an exclusionary time out.

District Information

School District: _____ Address: _____ Phone: _____

School: _____ Address: _____ Phone: _____

Date of Seclusion: _____ Date of Report: _____

Person preparing the report: _____

Time seclusion initiated _____ Time seclusion ended _____ Total time of seclusion _____ *

**If the total length of the emergency seclusion exceeds 15 minutes, attach the documentation of the required Administrator's (or designee) determination of the need for continuation of the seclusion to prevent immediate or imminent injury to the student or to others.*

Student Information

Student's Name: _____ SASID #: _____ Date of Birth: _____

Age: _____ Gender (M /F): _____ Grade: _____ Race: _____ Disability: _____

_____ The student is a general education student.

_____ The student currently receives special education services.

_____ The student is being evaluated or considered for eligibility for special education services.

_____ Seclusion was initiated in response to an "emergency".

Staff Information

Name of staff administering seclusion: _____ Title _____

Name of staff monitoring/witnessing seclusion: _____ Title _____

Student activity/behavior precipitating use of seclusion

Describe the location and activity in which the student was engaged just prior to the seclusion:

Describe the risk of immediate or imminent injury to the student secluded or to others that required the use of seclusion: _____

Staff activity/response

Describe other steps, including de-escalation strategies implemented to prevent the emergency, which necessitated the use of seclusion: _____

Describe the nature of the seclusion: (Was it used as an emergency procedure to prevent immediate or imminent injury to the student or others?:

Did the student demonstrate physical distress while in seclusion? _____ Yes _____ No
Indicate times student was monitored for physical distress and if any signs of physical distress were noted: _____

Describe the disposition of the student following the use of seclusion:

Was the student injured during the emergency use of seclusion? _____ Yes _____ No
If "yes," complete and attach a Report of Injury.

Parent/Guardian Notification

Was parent/guardian notified within 24 hours of the incident?

_____ Yes (indicate manner) _____
_____ No

Was a copy of the Incident Report sent to parent/guardian within two business days?

_____ Yes _____ No

Is a* **PPT required** to review/revise the IEP or discuss additional evaluation or the development/revision of a FBA and or BIP?

_____ Yes _____ No

Is a PPT recommended to modify the IEP? _____ Yes _____ No *if "yes," indicate date* _____

Is a ***meeting required for this general education student?** _____ Yes _____ No _____
If "yes," indicate date _____

***A PPT is required if this incident marks the 4th incident of restraint or seclusion within a twenty school day period.**

To be completed in the event that a student is restrained or secluded for a period exceeding 15 minutes.

Public Act 15-141 requires that an administrator, as defined in section 10-144e of the general statutes, or such administrator's designee, 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.

Time restraint or seclusion was initiated: _____ a.m. /p.m.

Time restraint or seclusion was terminated: _____ a.m. /p.m.

15 minute determination of the necessity of continued restraint or seclusion: _____ a.m./p.m.

Signature of qualified* administrator, designee, school health or mental health professional

30 minute determination of the necessity of continued restraint or seclusion: _____ a.m./p.m.

Signature of qualified* administrator, designee, school health or mental health professional

30 minute determination of the necessity of continued restraint or seclusion: _____ a.m./p.m.

Signature of qualified* administrator, designee, school health or mental health professional

30 minute determination of the necessity of continued restraint or seclusion: _____ a.m./p.m.

Signature of qualified* administrator, designee, school health or mental health professional

*qualified is defined as having received required training in the use of physical restraint and seclusion

P 5223

Students

Physical Restraint/Seclusion/Exclusionary Time Out

Replaced with P 5144.1

Policy Adopted: December 10, 2012

Groton Public Schools
Groton Connecticut