



HAMILTON-WENHAM REGIONAL SCHOOL DISTRICT

SCHOOL COMMITTEE MEETING

PUBLIC HEARING ON SCHOOL CHOICE

Buker Elementary School
Multi-Purpose Room

Thursday, December 3, 2015

6:30 PM

REGULAR SCHOOL COMMITTEE MEETING

Buker Elementary School
Multi-Purpose Room

Thursday, December 3, 2015

7:15 PM

1. Call to Order 7:15
2. Pledge of Allegiance
3. Citizens' Comments 7:20
4. Chair's Report 7:30
5. Superintendent's Report 7:45
 - a. PARCC or MCAS 2016 Decision Exhibit A
6. Consent Agenda 7:55
 - a. SC & Joint FinCom Meeting Minutes November 18, 2015 Exhibit B
 - b. Minutes of November 19, 2015 Exhibit C
7. New Business 8:15
 - a. Fall Athletic Teams Recognition Exhibit D
 - b. Athletic Hall of Fame
 - c. Grant from Cell Signaling \$3,385. Exhibit E
 - d. Donation: Exhibit F
 - Friends of the Arts \$1,000
 - e. Special Education Programs Overview Exhibit G
 - f. Second Reading & Adoption of Physical Restraint Policy Exhibit H
 - g. Vote to participate in the School Choice Program for the 2016-2017 School Year.
8. Vote to Adjourn to Executive Session to conduct strategy sessions in preparation for negotiations with nonunion personnel (Assistant Superintendent for Administration and Finance) and not to return to open session (Executive Session Purpose #2). 9:30

Knowledge • Responsibility • Respect • Excellence

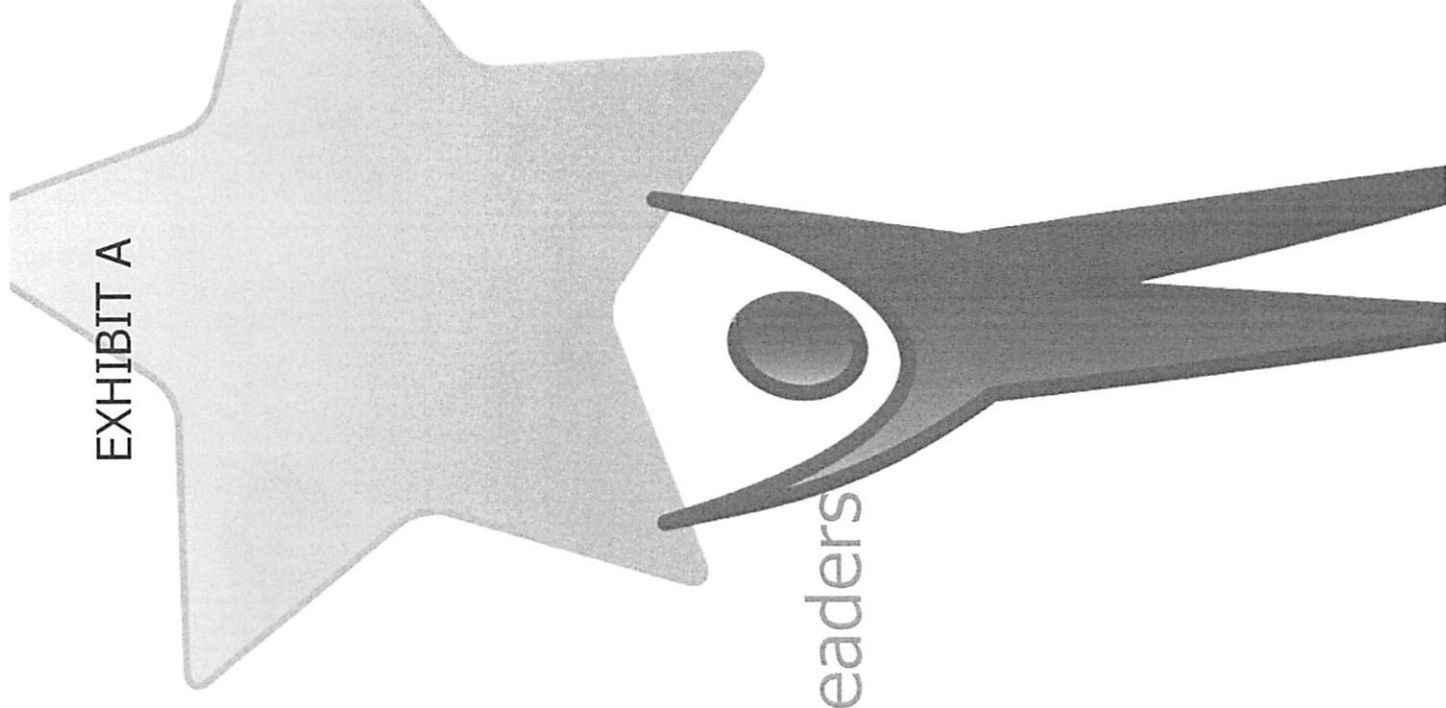
The District does not discriminate in its programs, activities or employment practices based on race, color, national origin, religion, gender, gender identity, sexual orientation, age or disability.

Student Assessment: Next Steps

Guidance for school and district leaders
November 23 and 24, 2015

MASSACHUSETTS DEPARTMENT OF
ELEMENTARY AND SECONDARY
EDUCATION

EXHIBIT A



Agenda

- ★ Transition plan for student assessment
 - ★ 2016 Test Administration
 - ★ 2016 options for districts
 - ★ Timeline for decision-making
 - ★ Survey for registering your decision
- ★ Accessibility and accommodations for 2016
- ★ Technology considerations
- ★ Reporting and accountability
- ★ Planning for 2017 and beyond
- ★ Resources



Transition plan for student assessment

★ 2016 transition year

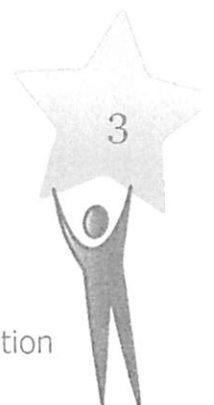
- ★ Districts default to test administered in 2015 unless a change is registered:

- ★ MCAS districts in 2015 can choose to switch to PARCC in 2016 and select their mode of administration (CBT or PBT)
- ★ PARCC districts in 2015 can choose to change their mode of administration (CBT or PBT)

★ 2017 and beyond

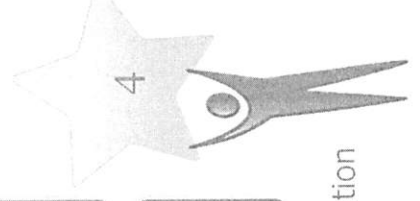
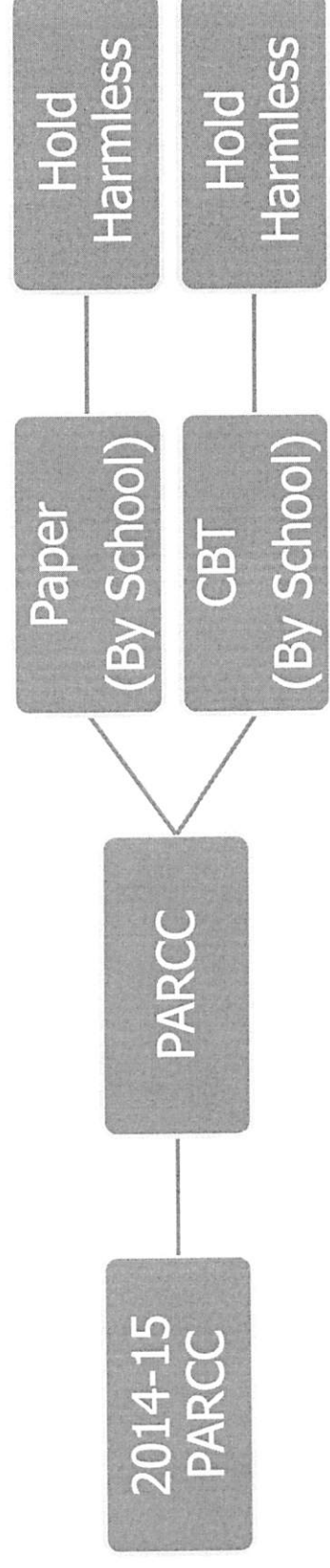
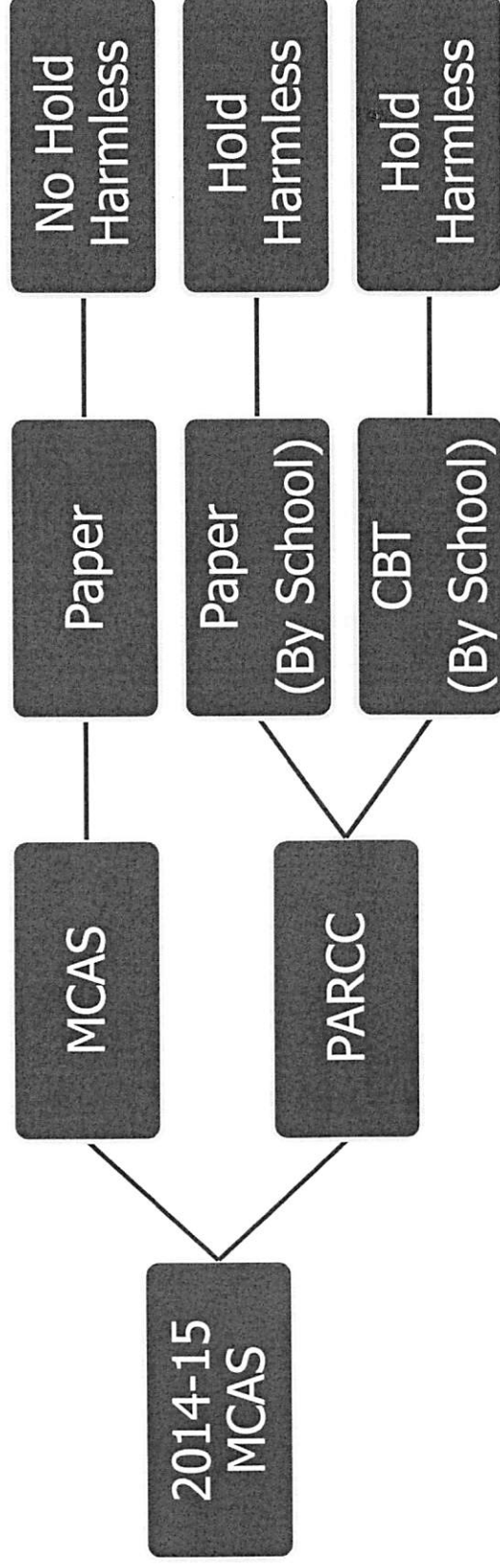
- ★ Next-generation MCAS

The Commissioner's recommendation, as approved by the Board of Elementary and Secondary Education, is available through [here](#).



District Choice for Grades 3-8 in

2015-16



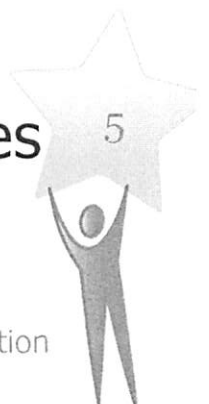
Additional 2016 Administration Details

★ PARCC

- ★ Districts can assign students to either the grade 8 math test or Algebra I test.
- ★ Voluntary high school testing in grades 9 and 11 will **not** be offered.

★ MCAS (augmented with a small number of PARCC items)

- ★ As part of the PARCC portion of the ELA test, students will likely write in response to text in all grades.
- ★ Possible elimination of the ELA Composition (grades 4 and 7); to be confirmed in the next few weeks.



6

All districts will continue to administer:

- ★ Grade 5 and 8 MCAS Science and Technology/Engineering tests
- ★ Grade 10 MCAS ELA and Mathematics tests
- ★ High school MCAS Science and Technology/Engineering tests
- ★ High school MCAS retests
- ★ MCAS-Alt
- ★ ACCESS for ELLs 2.0



Spring 2016 testing windows

★ MCAS

- ★ Grades 3-8 ELA: March 21-April 12

- ★ **New** - ELA window will be one week later for grades 3-8

- ★ Grade 10 dates will remain the same.

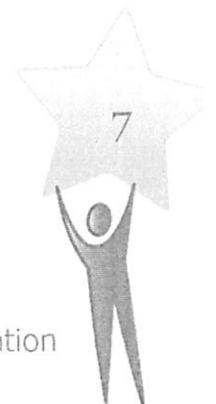
- ★ Grades 3-8 Math: May 9-24

★ PARCC

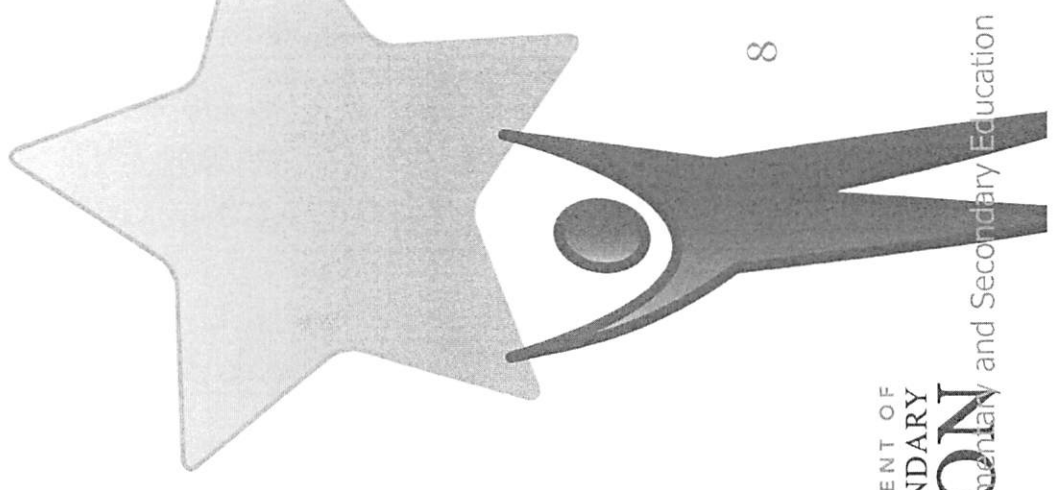
- ★ **New** - Consolidated schedule (PBA and EOY from 2015 combined into one window for 2016)

- ★ CBT: April 25-June 6

- ★ PBT: April 25-May 27



2016 District Decisions



8

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EDUCATION
Massachusetts Department of Elementary and Secondary Education

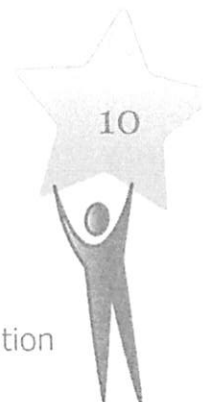
Timeline for making decisions

Date	Event
November 23	District superintendents and directors of outplacements receive instructions and passwords via email to register the district's choice via an online tool
By December 18	Districts register decisions using the online tool, or request an extension from ESE via assessment@doe.mass.edu
Mid-January 2016	Decisions published on ESE website; Districts that did not make a decision will default to 2015 decisions



How to register your district's spring 2016 assessment decision

1. Check email for your district's unique password.
 - ★ To be sent by assessment@doe.mass.edu to superintendents and directors on 11/23
2. Access survey link included in email.
3. You will receive a confirmation after you submit the survey.
4. Choices can be re-submitted online until the Dec. 18 deadline.



The survey

All responses should be submitted by 12:00 p.m., Friday, December 18.

To complete this form:

- Enter your unique four-digit password that was included in your email. Passwords are unique for each for each district, collaborative or outplacement.
 - Note: Superintendents or directors responsible for multiple districts, collaboratives or outplacements, need to use the unique password provided for each one. (This is different then last year when a single password was provided).
- Enter your name and email address.
- Confirm that you see the correct organization name.
- Follow other instructions on-screen.

You may return to the form and change your submission until the December 18 deadline. You will receive an email confirmation with your selections after you review and submit your form.

If you have any questions, please contact Student Assessment Services at 781-338-3625 or assessment@doe.mass.edu. Thank you.

Enter password sent Nov. 23
from assessment@doe.mass.edu

Password

1808

Please provide your name and email address.

 This question is required

Name (First and Last) *

Bob

 This question is required

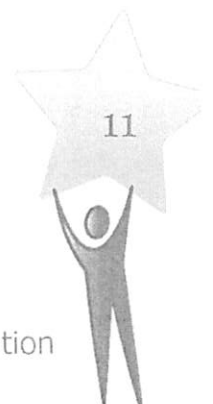
Email Address *

Lee

Next

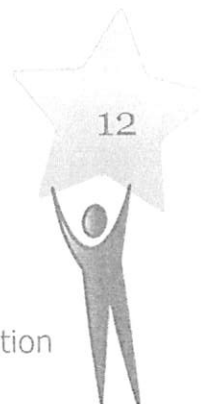
Your confirmation will
be sent to this address.

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Districts that did PARCC in 2015

- ★ Will be asked first if they want to do everything the same as they did in 2015
 - ★ The survey will not show your choices from 2015
 - ★ Then choose grade 8 math test and/or Algebra I test for grade 8 students.
 - ★ Enter the number of grade 8 students taking Algebra I.
- ★ Or some schools will be changing test mode from paper to CBT or vice-versa



PARCC District's prompt

Choose yes to choose the same mode for all grade 3-8 schools

1. Do you plan to administer the same PARCC testing formats (paper-based and/or computer-based testing) in the same schools in your district as 2015?

*For example, if you would like to change from paper-based testing to computer-based testing at one of the schools in your district, select "No" and you will be able to change the testing format for your schools on the next screen. **

☒ Yes

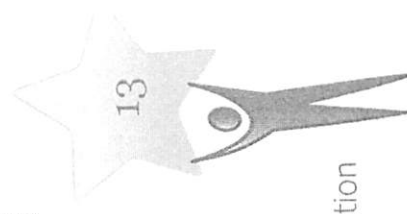
☐ No

If you are unsure of the testing formats used in 2015, either contact Student Assessment Services at assessment@doe.mass.edu or 781-338-3625 or select "No" and simply enter the testing formats you wish to use in the schools in your district for 2016.

Back

Next

Choose "No" if you want to change the mode for some of your grade 3-8 schools



Districts that did MCAS in 2015

★ Choose MCAS

OR

★ Choose PARCC

★ Choose mode of administration for each school (CBT or PBT).

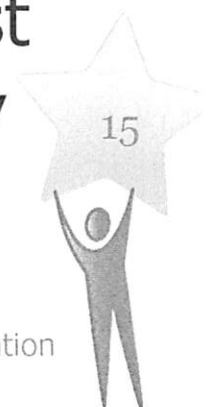
★ Choose grade 8 math test and/or Algebra I test for grade 8 students.

★ Enter the number of grade 8 students taking Algebra I.

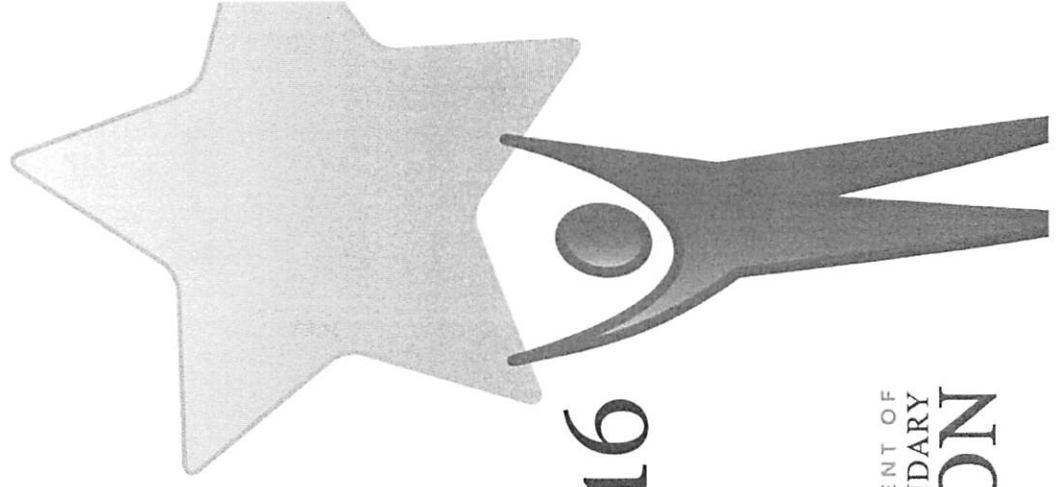


December 18 Deadline for Decisions

- ★ Districts that do not register their decision by December 18 will default to 2015 assessments
 - ★ MCAS will be default for MCAS schools
 - ★ PARCC mode of administration (CBT or PBT)
 - ★ PARCC Algebra I or grade 8 math test orders
- ★ Districts with extenuating circumstances must contact assessment@doe.mass.edu to request a short extension and receive confirmation by the December 18 deadline.



Accessibility and Accommodations for 2016



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Accessibility and Accommodations Overview

MCAS:

- ★ 2015-2016 Participation Requirements remain in effect: www.doe.mass.edu/mcas/participation/?section=all

PARCC:

- ★ Many “accommodations” for MCAS are built into computer-based PARCC tests as **accessibility features** for *all students*.
- ★ Many **test administration considerations** are available to *any student*, at discretion of principal.
- ★ **Accommodations** are available only to students with disabilities and English language learners.

MCAS-Alt:

- ★ For all students designated for alternate assessment.



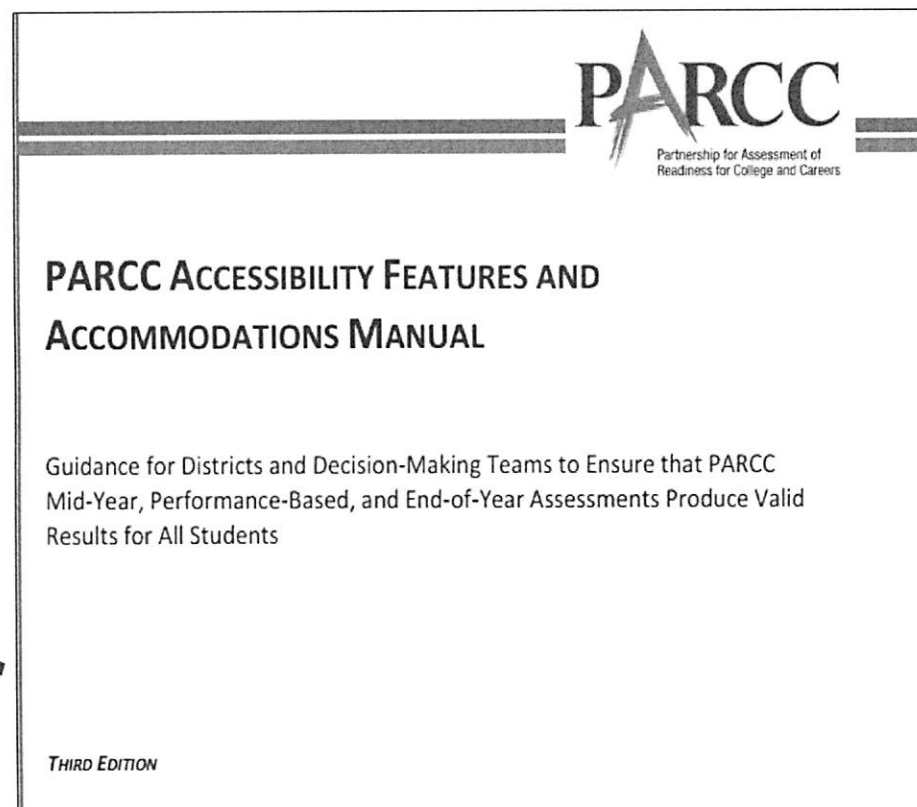
PARCC Accessibility and Accommodations Resources

- ***PARCC Accessibility Features and Accommodations Manual***

www.parcconline.org/parcc-accessibility-features-and-accommodations-manual

- ***MA Overview of PARCC Accommodations and Accessibility***

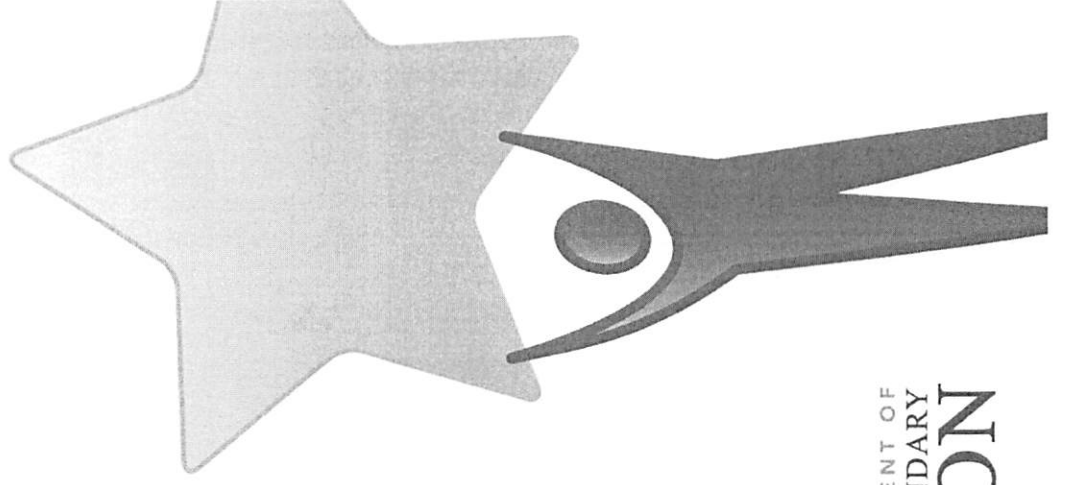
<http://www.doe.mass.edu/news/news.aspx?id=21217>



Comparison of PARCC and MCAS Accessibility Policies

PARCC	MCAS
CBT schools can use paper-based testing as an accommodation	Paper-based
Timed tests, with <i>extended time</i> for students with disabilities and ELLs	Untimed tests for all students.
Individualized graphic organizers and reference sheets may not be used	Individualized graphic organizers and reference sheets allowed with ESE approval
Expanded accessibility for <i>all</i> students; more accommodations available for ELLs	Accommodations only available to students with disabilities; limited accommodations available for ELLs
PARCC Emergency Accommodation Form for students with temporary or recently-occurring disability (i.e., fracture).	504 Plan developed for student with temporary or recently-occurring disability.

Technology Considerations



What did 127,000 MA students say after taking the PARCC online tests in 2015?

- ★ 92% said they had enough time to finish, 6% “rushed” and 2% did not finish in time
- ★ 38% (ELA) and 47% (Math) said the test was harder than their normal school work
- ★ 27% experienced problems logging into the test; 25% experienced technical problems during the test; 23% reported the computer “worked slowly”
- ★ 65% said they prefer taking the test online to paper

Source: Online surveys compiled by HumRRO, Sept. 2015

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How well-prepared were MA students who took the 2015 PARCC online tests?

- ★ 25% reported that they “never practiced” for the online test; 28% reported that they practiced once before taking the online test
- ★ 86% use a computer or tablet at home at least a few times per week; 62% use a computer or tablet at least a few times per week at school
- ★ 48% report that they usually write stories or essays using a tablet or computer



What devices did Massachusetts students use for online testing?

Device	%
Desktops	30%
Laptops	55%
Tablets w/ Keyboards	12%
Tablets no Keyboard	3%

Source: Online surveys compiled by
HumRRo, Sept. 2015

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Device specifications

Technology Guidelines for PARCC Assessments

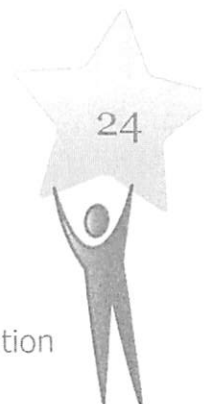
Version **5.1** <http://www.parcconline.org/technology>

Specifications for:

- ★ Windows (desktops, laptops, tablets)
- ★ MAC (desktops, laptops)
- ★ Chromebooks
- ★ Linux machines
- ★ iPads
- ★ Android tablets

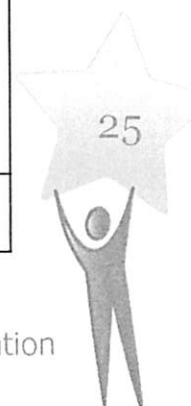
Devices meeting *minimum specs* can be used in **2015-16**

Devices meeting *recommended specs* can be used through **2018-19**



How many devices are needed to give the test?

Steps	Notes	Example
1. Determine total # of testing sessions available during the 20-day window	<ul style="list-style-type: none"> If a school can provide 3 sessions/day, the total number of sessions is 60 If a school can provide 2 sessions/day, the total number of sessions is 40 	<i>60 sessions</i>
2. Determine total # of students to be assessed	<ul style="list-style-type: none"> This is the enrollment count across tested grades 	<i>125 students</i>
3. Determine max # of sessions per tested student	<ul style="list-style-type: none"> At most, each student needs 7 sessions to take the test across ELA and math 	<i>7 sessions</i>
4. Determine total # of "seats"	<ul style="list-style-type: none"> Multiply total # of students to be assessed by the total # of sessions per tested student 	<i>875 seats</i>
5. Determine total # of devices needed	<ul style="list-style-type: none"> Divide total # of seats by total # of sessions available <ul style="list-style-type: none"> Divide by 60 if the school can provide 3 sessions/day Divide by 40 if the school can provide 2 sessions/day 	<i>15 devices</i>
<i>This school needs 15 devices to give 7 sessions of the test to 125 students within the window</i>		



Infrastructure recommendations

Technology Guidelines for PARCC Assessments

Version **5.1** <http://www.parcconline.org/technology>

- | | |
|-----------------------------------|-----------------|
| ★ Minimum with caching: | 5kbps/student |
| ★ Minimum without caching: | 50kbps/student |
| ★ Recommended: | 100kbps/student |
| ★ SETDA standard: | 1mbps/user |

Regardless of a school's infrastructure, **proctor caching is strongly recommended** in all situations.

- ★ Ensures uninterrupted testing experience
- ★ Minimizes data loss
- ★ Maximizes # of simultaneous test-takers
- ★ Less burden on tech support staff



Operating systems, browsers, and Java versions *no longer supported* by TestNav 8.4*

*TestNav **8.5** is scheduled for release in January 2016

- ★ **Operating systems:**
 - Windows Vista
 - Windows XP
 - MacOS 10.6
 - iOS 7

- ★ **Browser versions:**
 - Internet Explorer 9
 - Internet Explorer 10
 - Safari 5.x
 - Google Chrome (all versions)

- ★ **Java versions:**
 - 1.6
 - 1.7



New in TestNav for Spring 2016

- ★ **TestNav app** for desktops and laptops replaces all Google Chrome and older Java-based browsers
- ★ **Headphones** *required* for all ELA/L units
- ★ **Larger screen size** for ELA/L constructed response
- ★ **Spell check** available for ELA/L responses
- ★ **Flag items for review** before exiting session

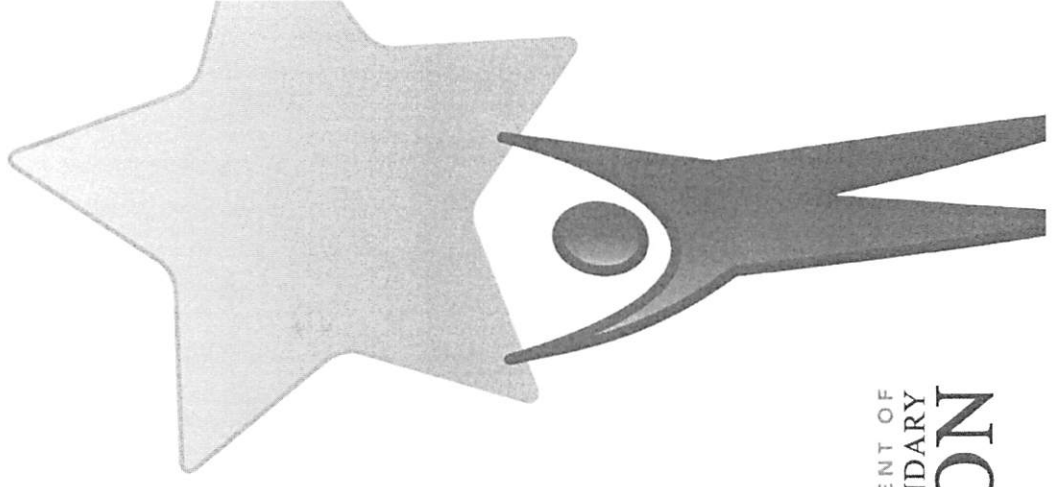


Preparing students for computer-based testing

- ★ Provide plenty of opportunities across the curriculum for students to gain fluency with computers and digital tools
 - ★ **Basic computer skills** such as the correct use of a computer, using a mouse, starting and exiting a program, switching between two open programs, working with windows (dialogue boxes) in a program, scrolling, etc.
 - ★ **Keyboarding skills** such as identifying, locating, and using letter, number, and punctuation keys to enter characters; using special keys (e.g., enter/return, spacebar, delete, backspace, tab, number pad, etc.)
 - ★ **Word processing skills** such as using keyboards to type words/sentences/stories; locate and enter punctuation marks; insert or replace letters/words; using shift key for capitalization; checking spelling, etc.
 - ★ **Text-reader or screen reader skills** such as highlighting text, reading highlighted text, using speech options, reading selected text, reading specific words/paragraphs, start/stop/pause reading, navigate tables, etc.
- ★ Take practice tests to become familiar with the NestNav environment
 - ★ PARCC sample sets and tutorials: <http://practice.parcc.testnav.com/#>



Reporting and Accountability



2016 Reporting on PARCC

★ As in 2015, ESE plans to:

★ Link PARCC and MCAS results

★ Based on 2016 or 2015 representative samples and resulting concordance tables

★ Report achievement and growth results (where available) for students, schools, districts, and state

★ PARCC and MCAS achievement levels

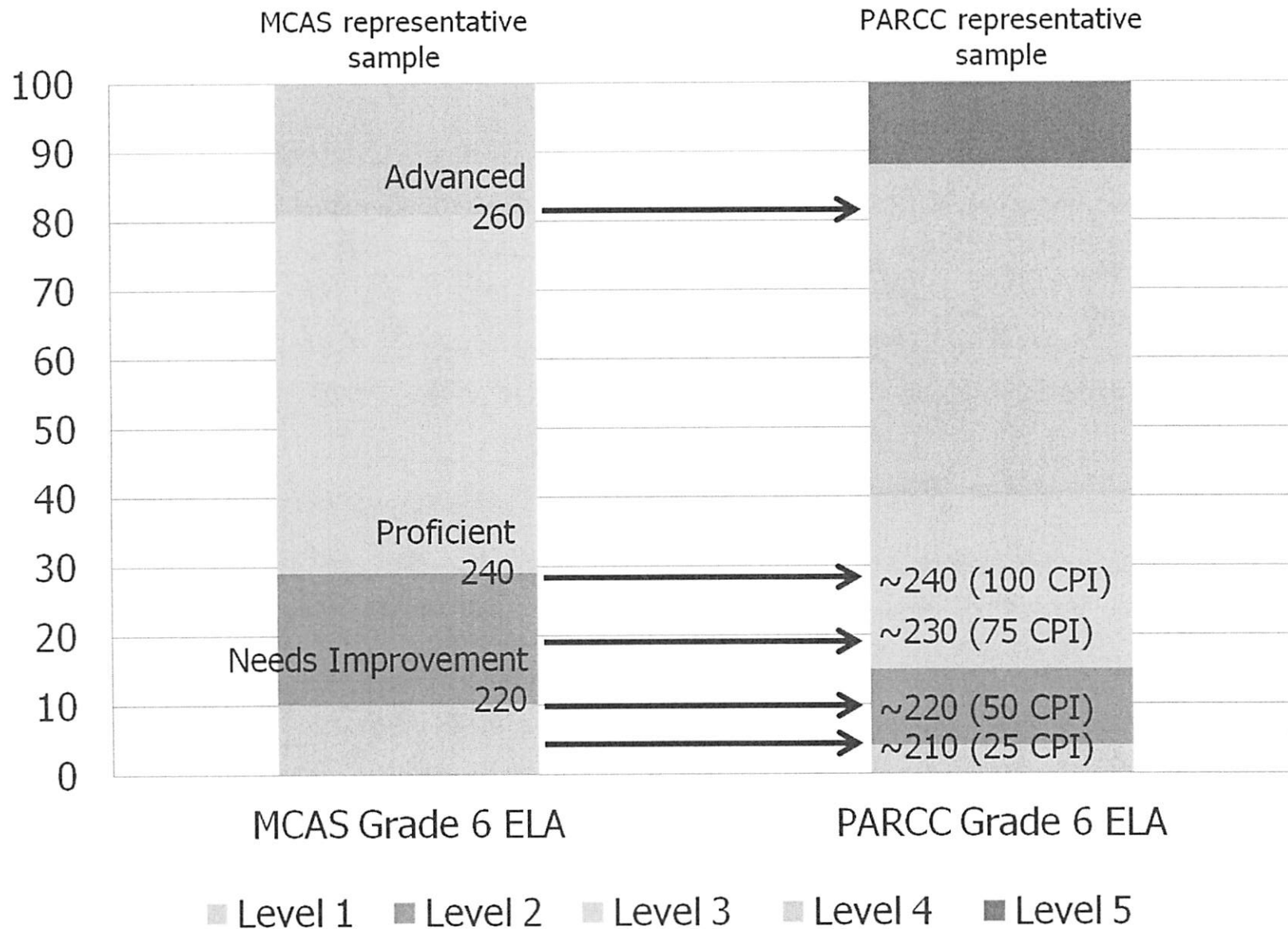
★ PARCC and MCAS scaled scores

★ Composite Performance Index (CPI) scores

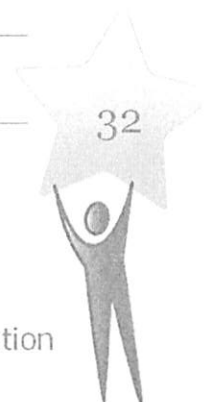
★ Student Growth Percentiles (SGPs)



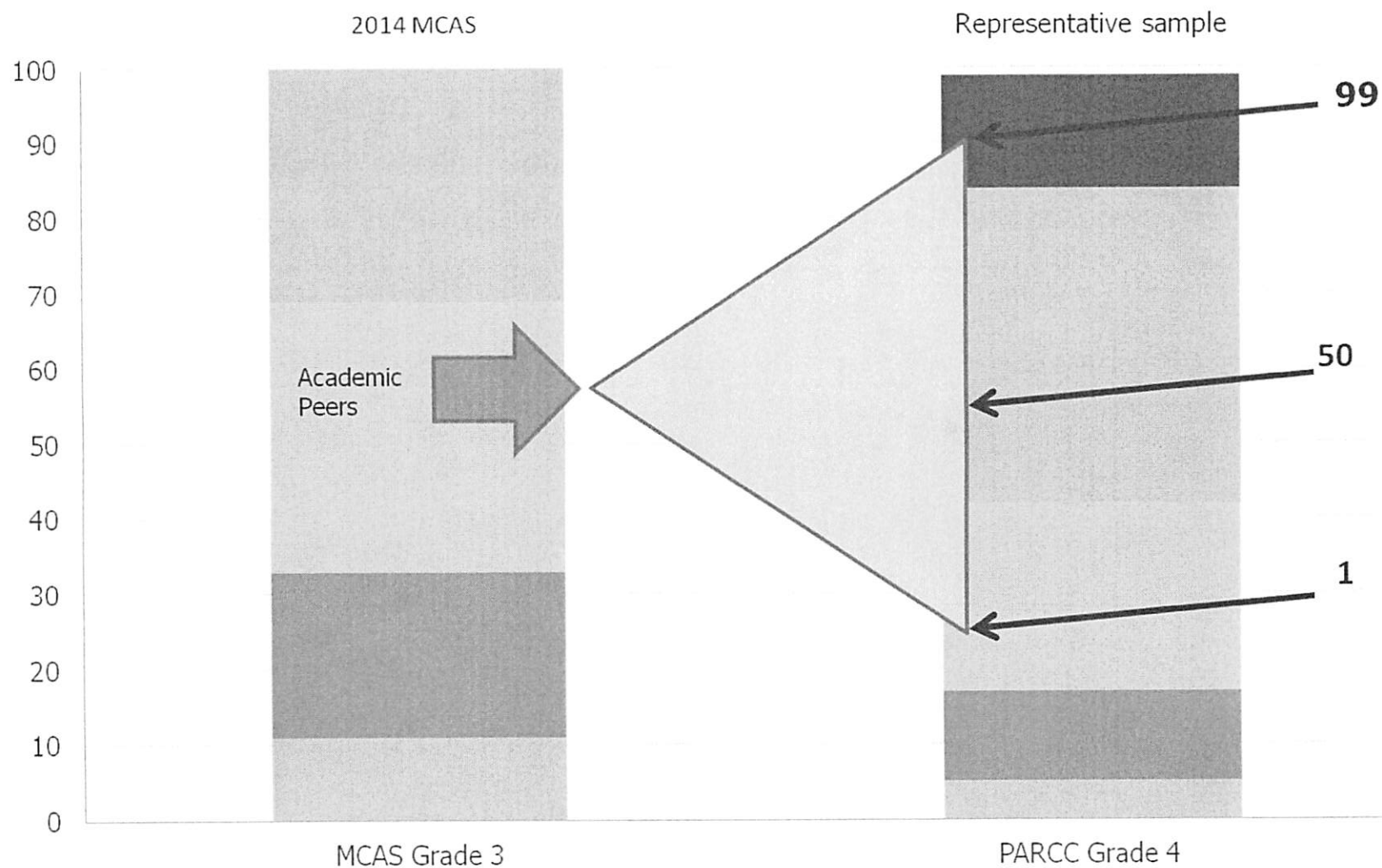
Comparing Results: 2015 PARCC Transitional CPIs



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Comparing Results: 2015 PARCC Transitional Student Growth Percentiles



■ Level 1 ■ Level 2 ■ Level 3 ■ Level 4 ■ Level 5

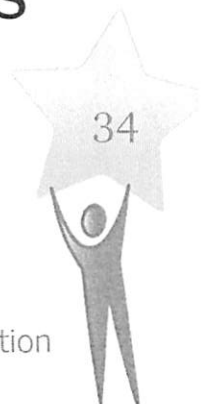
Massachusetts Department of Elementary and Secondary Education



2016 Accountability

- ★ Schools & districts administering PARCC will have their 2016 accountability and assistance level “held harmless” (i.e., the level will stay the same or improve from 2015, but cannot decline)*
- ★ Applies to all districts & schools that administer PARCC—even if they took PARCC in 2015
- ★ Schools administering MCAS will be classified into a level as usual, and will not be “held harmless”

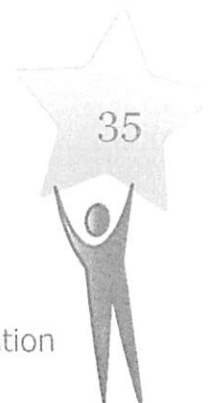
* Exception for Level 5 classifications



2016 Accountability Determination for a School Participating in PARCC

Sample School A

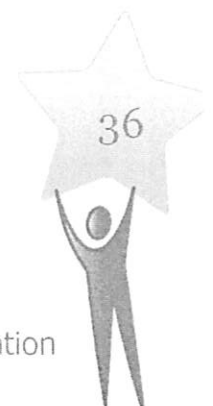
2015				2016				
Cumulative PPI				Cumulative PPI				
All Students	High Needs	School Percentile	Level	All Students	High Needs	School Percentile	Level – Effect without “Hold Harmless”	Level – Effect <u>with</u> “Hold Harmless”
78	76	45	Level 1	76	70	43	Level 2 (declines)	Level 1 (remains the same)



2016 Accountability Determination for a School Participating in PARCC

Sample School B

2015				2016				
Cumulative PPI				Cumulative PPI				
All Students	High Needs	School Percentile	Level	All Students	High Needs	School Percentile	Level – Effect without “Hold Harmless”	Level – Effect with “Hold Harmless”
85	68	24	Level 2	74	73	17	Level 3 (declines)	Level 2 (remains the same)



2016 Accountability Determination for a School Participating in PARCC

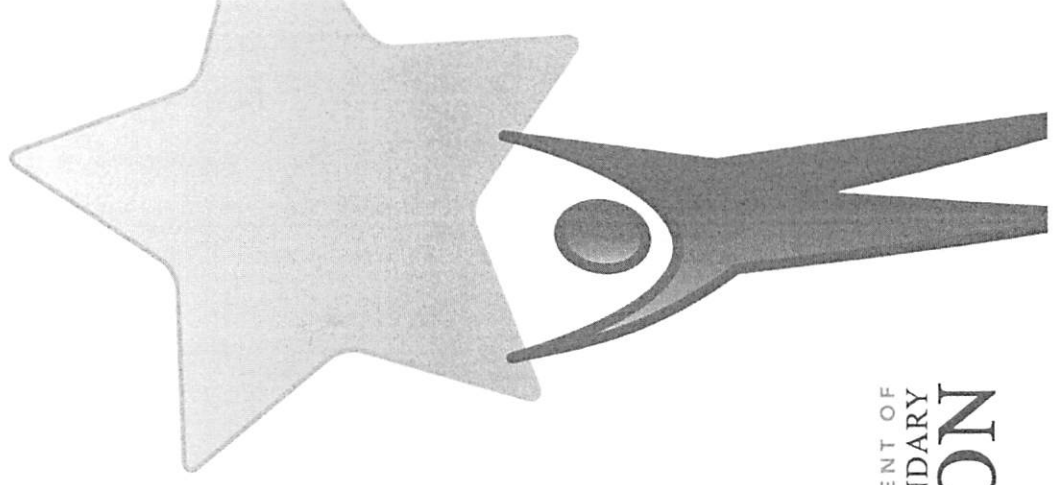
Sample School C

2015				2016				
Cumulative PPI				Cumulative PPI				
All Students	High Needs	School Percentile	Level	All Students	High Needs	School Percentile	Level – Effect without “Hold Harmless”	Level – Effect <u>with</u> “Hold Harmless”
73	70	19	Level 3	77	71	24	Level 2 <i>(improves)</i>	Level 2 <i>(improves)</i>



Looking Ahead

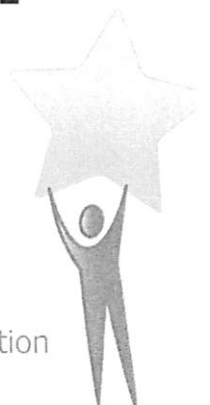
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Planning for 2017

In the coming months, the Department will:

- ★ Issue a Request for Proposals and award a contract to develop a next-generation test for the spring 2017 administration.
- ★ Work with districts to prepare them for computer-based testing by 2019.
- ★ Convene new committees to advise the Department on technical quality, policy, content, and accessibility.
- ★ Work within PARCC to ensure development of high-quality test items, while sharing costs with other member states.
- ★ Consider development of a new CD requirement



Resources

PARCC

★ Released Items from Spring 2015

★ <https://prc.parcconline.org/assessments/parcc-released-items>

★ Technology System Check and Requirements

★ <http://parcc.pearson.com/technology-setup/>

★ Test Administration Resources

★ <http://www.doe.mass.edu/parcc/testadmin/>

★ Practice Tests

★ <http://parcc.pearson.com/practice-tests/>

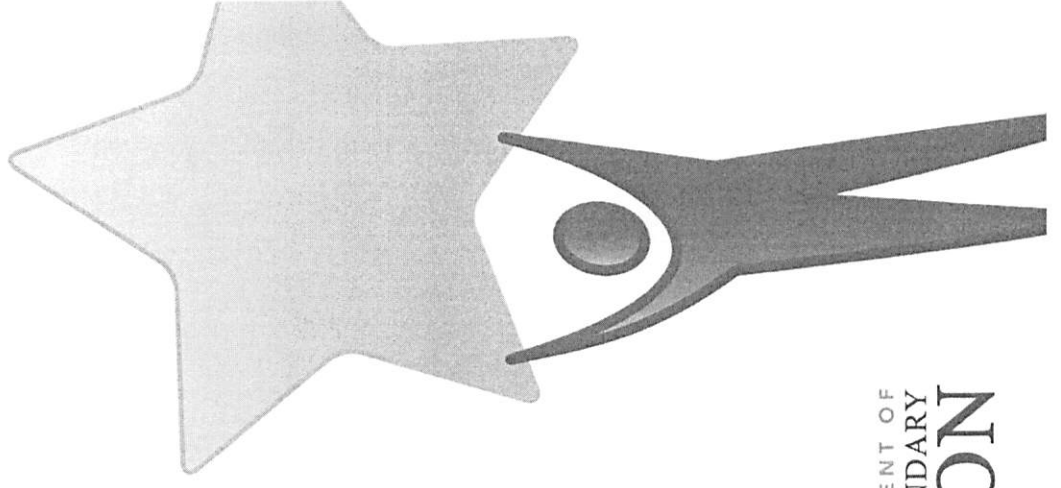
Contact us:
assessment@doe.mass.edu
(781) 338-3625

Massachusetts Department of Elementary and Secondary Education

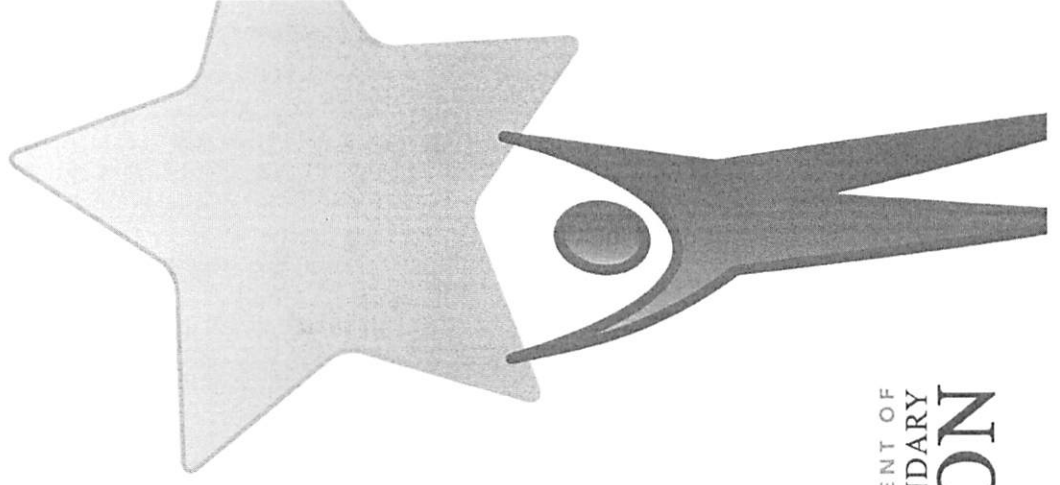


Questions & Answers

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Thank you for participating.



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EDUCATION

EXHIBIT B
Hamilton-Wenham Regional School District
Office of the Superintendent
Wenham, Massachusetts 01984

MEETING MINUTES
FROM A JOINT MEETING OF
THE HAMILTON-WENHAM REGIONAL SCHOOL COMMITTEE
AND THE HAMILTON-WENHAM FINANCIAL COMMITTEE

Date: November 18, 2015
To: School Committee Members
From: Michael Harvey, Superintendent of Schools
Re: Joint meeting of the FinComs of Hamilton and Wenham, along with the
Hamilton-Wenham Regional School Committee

CALL TO ORDER: Mike Lucy and Larry Swartz called the joint meeting of the Financial Committees of the Towns of Hamilton and Wenham, along with the Hamilton-Wenham Regional School Committee to order at 6:40 pm at the Buker School.

Present from the Hamilton-Wenham School Committee:

Deborah Evans
Dennis Hurley
Hannah Fraley
Stacey Metternick
Larry Swartz
Jeff Sands
Michael Harvey

Present from the Financial Committees of Hamilton and Wenham

Angel Wills
Alexander Begin
Ned Flynn
Richard Quinn
Mike Therrien
Peter Lombardi
Mike Lucy
Rick Sprenkle
Nicholas Tensen
E. David Wanger

John Kain
Brian Connolly

Also Present:

Nancy Bergner, secretary for Hamilton-Wenham School Committee
Catherine Tinsley, secretary for Town of Wenham

Welcome and Introductions

Purpose of the Session

Collaborative dialogue: an ongoing conversation as to how we collectively manage our twin goals—a great school system, at an affordable price.

1. Overview from Wenham FinCom: Perspectives regarding FY 17 Budget parameters, pressing issues, opportunities (Peter Lombardi)
2. Overview from Hamilton FinCom: Perspectives regarding FY 17 Budget parameters, pressing issues, opportunities (Rick Sprenkle)
3. Overview from Hamilton-Wenham Regional school Committee and Leadership: Perspectives regarding FY 17 Budget parameters, pressing issues, opportunities (Larry Swartz, Jeff Sands, Mike Harvey)
4. Next steps: budget development schedule, etc.

Discussion

MOTION: I MOVE THAT THE WENHAM FINCOM VOTE TO RECESS.

Motion by MIKE LUCY; seconded by RICH QUINN

UNANIMOUSLY APPROVED

MOTION: I MOVE THAT THE HAMILTON FINCOM VOTE TO RECESS.

Motion by RICK SPRENKLE; seconded by E. DAVID WANGER

UNANIMOUSLY APPROVED

MOTION: I MOVE THAT THE HAMILTON-WENHAM REGIONAL SCHOOL COMMITTEE VOTE TO ADJOURN.

Motion by STACEY METTERNICK seconded by HANNAH FRALEY

UNANIMOUSLY APPROVED AT 7:51 PM

Respectfully Submitted,

Nancy R. Bergner
Secretary, H-WRSC Meeting

HAMILTON-WENHAM REGIONAL SCHOOL COMMITTEE MEETING MINUTES

November 19, 2015

CALL TO ORDER: *Larry Swartz* called the meeting to order at 7:18 pm in the Buker Elementary School Multi-Purpose Room.

Present: Jeanise Bertrand, Deborah Evans, Hannah Fraley, Dennis Hurley, Stacey Metternick, Larry Swartz, Emily Madden

Also present: Celeste Bowler, Michael Harvey, Jeff Sands
Nancy Bergner, (Secretary)

PLEDGE OF ALLEGIANCE

All rose for the pledge of allegiance.

CITIZENS CONCERNS

Rob Reiner, H-WRHS Assistant Volleyball Coach expressed concern over user fees.

I. CHAIR'S REPORT

- A. Re: League of Women Voters meeting. Mike Harvey's presentation to them on the Master Plan was very well received.
- B. FinCom meeting (11/18) was a good start to the budget process.
- C. Welcome to new SC member Emily Madden
- D. Mass Association Conference report on proceedings by Jeanise Bertrand

II. SUPERINTENDENT'S REPORT

- A. Presentation of Superintendent's Goals for 2015-2016 Exhibit H

III. CONSENT AGENDA

- A. SC & Joint Board Minutes October 28, 2015 Exhibit A
- B. Minutes – October 29, 2015 Exhibit B

MOTION: I MOVE THAT THE HAMILTON-WENHAM REGIONAL SCHOOL COMMITTEE APPROVE ITEMS A AND B (MINUTES OF OCTOBER 28 AND 29) OF THE CONSENT AGENDA. THERE CAN BE NO FURTHER DISCUSSION OR AMENDMENT OF THIS MOTION.

Motion by STACEY METTERNICK; seconded by DEBORAH EVANS
UNANIMOUSLY APPROVED

- C. Approval for Grade 8 Girls @ MRMS to participate in JV Basketball @ H-WRHS Exhibit C

Discussion

MOTION: I MOVE THAT THE HAMILTON-WENHAM REGIONAL SCHOOL COMMITTEE APPROVE THE WAIVER REQUEST FOR THE GRADE 8 GIRLS AT MRMS TO PARTICIPATE IN JV BASKETBALL AT H-WRHS.

Motion by STACEY METTERNICK; seconded by HANNAH FRALEY

In favor: 5; Opposed 2

THE MOTION PASSED.

IV. NEW BUSINESS

A. Turf Field Committee (Phil Tocci of the Joint Recreation Board)

discussion

B. Discussion of Budget Meeting with Hamilton and Wenham Finance Committees

discussion

C. Committee Reports

1. Communications (Deb Evans)

MOTION: I MOVE THAT THE HAMILTON-WENHAM REGIONAL SCHOOL COMMITTEE APPROVE THE CHARGE OF THE COMMUNICATIONS COMMITTEE: *The charge of the Hamilton-Wenham Regional School Committee (HWRSC) Communications Committee is to continue implementing and improving the system for communications so that the HWRSC may reach all district stakeholders.*

Motion by DEB EVANS; seconded by STACEY METTERNICK

UNANIMOUSLY APPROVED

MOTION: I MOVE THAT THE HAMILTON-WENHAM REGIONAL SCHOOL COMMITTEE APPROVE THE MOVEMENT OF EMILY MADDEN AND HANNAH FRALEY TO THE POLICY COMMITTEE, WHILE LARRY SWARTZ WILL MIGRATE TO THE PLANNING COMMITTEE.

Motion by DEB EVANS; seconded by JEANISE BERTRAND

UNANIMOUSLY APPROVED

Note: Planning Committee is now comprised of Deb Evans, Jeanise Bertrand and Larry Swartz; Policy Committee includes Chair Dennis Hurley, Emily Madden, and Hannah Fraley; Communications Committee is made up of Chair Deb Evans, Stacey Metternick, and community member Tracy Mayor.

2. Planning (Deb Evans):

MOTION: I MOVE THAT THE HAMILTON-WENHAM REGIONAL SCHOOL COMMITTEE APPROVE THE CHARGE OF THE PLANNING COMMITTEE: *The charge of the Hamilton-Wenham Regional School Committee Planning Subcommittee is to support and review the capital planning initiatives of the Hamilton-Wenham Regional School District. Efforts shall include, but not be limited to, analysis of enrollment projections, capital planning including the turf field, and preventative maintenance.*

Motion by DEB EVANS; seconded by HANNAH FRALEY

UNANIMOUSLY APPROVED

3. Policy (Dennis Hurley):

MOTION: I MOVE THAT THE HAMILTON-WENHAM REGIONAL SCHOOL COMMITTEE APPROVE THE CHARGE OF THE POLICY COMMITTEE: *The Policy Committee will review, update, and/or add any policies as deemed necessary.*
Motion by DENNIS HURLEY; seconded by LARRY SWARTZ

Discussion: The Policy Committee will begin by examining policies which have not been reviewed in the last three years in order to determine what updates and revisions should be presented to the entire School Committee.

UNANIMOUSLY APPROVED

D. Acceptance of Donations Exhibit D

1. EdFund Grant-First Steps & Conversational Solfege \$982.78 Exhibit D1

MOTION: I MOVE THAT THE HAMILTON-WENHAM REGIONAL SCHOOL COMMITTEE VOTE TO APPROVE THE DONATION FROM THE ED FUND IN THE AMOUNT OF \$982.78.

Motion by STACEY METTERNICK; seconded by DEB EVANS

Discussion

UNANIMOUSLY APPROVED

2. Town of Hamilton Conservation Commission-Mass Audubon \$3,634.75 Exhibit D2

MOTION: I MOVE THAT THE HAMILTON-WENHAM REGIONAL SCHOOL COMMITTEE VOTE TO APPROVE THE DONATION FROM THE TOWN OF HAMILTON CONSERVATION COMMISSION IN THE AMOUNT OF \$3,634.75.

Motion by STACEY METTERNICK; seconded by DEB EVANS

UNANIMOUSLY APPROVED

E. October 1, 2015 Enrollment Exhibit E (Celeste Bowler)

F. YTD Financial Report Exhibit F (Jeff Sands)

G. Second Reading & Adoption of Physical Restraint Policy Exhibit G

MOTION: I MOVE THAT THE HAMILTON-WENHAM REGIONAL SCHOOL COMMITTEE TABLE THE READING AND ADOPTION OF PHYSICAL RESTRAINT POLICY.

Motion by DEB EVANS; seconded by HANNAH FRALEY

UNANIMOUSLY APPROVED

V. VOTE TO ADJOURN

**MOTION: I MOVE THAT THE HAMILTON-WENHAM REGIONAL SCHOOL
COMMITTEE VOTE TO ADJOURN.**

Motion by STACEY METTERNICK; seconded by LARRY SWARTZ

UNANIMOUSLY APPROVED AT 9:55

Respectfully Submitted,

Nancy R. Bergner

Secretary, H-WRSC Meeting

EXHIBIT D

Fall Athletic Team Recognition

- Boys' Soccer - CAL Champs
- Girls' Soccer - CAL Champs
- Girls' XC - CAL Champs
- Boys' XC - Division V EMASS Champs
- Golf - CAL Sportsmanship Award

EXHIBIT E

From: Elisabeth Antanavich [elisabeth.antanavich@cellsignal.com]

Sent: Monday, November 23, 2015 8:38 AM

To: Kotch, John

Cc: Dave Comb

Subject: EIS Grant Application

November 23, 2015

John Kotch
Hamilton-Wenham Regional High School
755 Bay Road
So. Hamilton MA 01982

Dear John Kotch,

Congratulations! Cell Signaling Technology's Education in Science Committee is delighted to announce that CST will assist your efforts to enrich the science program at Hamilton-Wenham Regional High School by presenting the school with an award totaling \$3385. Your request for funding conformed to CST's preferred emphasis on life science education and programs which involve as many students as possible. Education in Science Committee members have decided to fund the requested 5-unit bundle of mini-PCR machines with learning kits.

It is our hope that all recipients of CST's Education in Science awards will attend an Education in Science award assembly, generally held in the spring. The assembly offers an opportunity for recipients to present a short summary of their experiences and to describe the impact of the CST grant on student learning. A follow-up letter will be sent with further details.

Thank you for your participation and congratulations on your award. We encourage your continuing participation in CST's Education in Science grant program as we strive to partner with you to enhance science education in local schools.

Sincerely,

Elisabeth Antanavich
Education in Science Committee Chair
Cell Signaling Technology
32 Tozer Road

Beverly MA 01915

elisabeth.antanavich@cellsignal.com

This message contains information which may be confidential and/or protected by attorney-client privilege. Unless you are the addressee, you may not use, copy or disclose to anyone this message or any information contained in this message. If you have received this message in error, please send me an email and delete this message. Thank You.

EXHIBIT F

Donations-SC Meeting 12.03.15

Hamilton-Wenham Friends of the Arts	\$1,000
• Towards Pit orchestra for High School Musical	

Hamilton Wenham Regional School District
Office of Student Services
5 School Street
Wenham, MA 01984

Katherine V. Harris, M.Ed., CAGS
Director of Student Services

Special Education Annual Report December 3, 2015

Introduction

The Hamilton Wenham Regional School District provides individualized educational programming that is accessible and meaningful to students requiring special education services. The district's core belief is that all students can learn and that the purpose for special education is to minimize the impact of the disability and maximize opportunities for students with disabilities to participate in all aspects of our school community.

HW Regional School District is responsible for educating 282 (October 1 enrollment report) students with disabilities both in the district and in out of district placements. This number represents 15.2% of the district. The educational placements for these students consist of services, supports and programs within our public schools, in public and private day schools and residential schools. These numbers include students who have recently turned 3 and are eligible for services and students who have moved into the district.

State Reporting Based on October 1 Enrollment			
	October 1, 2013	October 1, 2014	October 1, 2015
# Special education students	253	263	282
District % students in special education	13.3%	13.9%	15.2%
State % of students in special education	17.0%	17.1%	—

Referrals for Special Education Services					
2013-2014		2014-2015		2015-2016 (to 11/23/15)	
#	Eligible	#	Eligible	#	Eligible
80	60	96	50	6	2

The current year's referral numbers are through November 23, 2015. Of this total to date, 2 have been found eligible, some will be found not eligible for services and the remaining are in the evaluation process. There are 24 referrals in process as of the above date.

Process for Referral for Special Education Eligibility

Referral:

- Either a parent or a staff member makes a referral.
- Consent to evaluate is sent to parent.
- Parents have thirty days to respond to the consent.
- If they give consent, the Team has thirty days to complete the assigned evaluations.
- A meeting to review and consider the evaluation results must be scheduled within forty-five school days of the evaluation consent date.

Types of Evaluations:

- Achievement/Academic-typically completed by the special education teacher and/or school psychologist
- Psychological with projective testing (social-emotional functioning)
- Assessments in all areas related to the suspected disability such as
 - Speech and Language
 - Occupational Therapy
 - Physical Therapy
 - Specialized evaluations (Vision, Orientation and Mobility, Augmentative Communication, etc.)
 - An assessment/reporting by a general education teacher

Determination of Eligibility

- Upon completion of the evaluation, the Team convenes to identify whether the child has a disability and if so, whether that disability impacts the child's ability to make effective progress in school.
- If deemed eligible the Team develops an IEP outlining the services and supports necessary for the child to make progress.
 - Per regulations, the special education Team consists of:
 - Parent(s)
 - At least one general education teacher
 - At least one special education teacher or service provider
 - A representative of the district with the authority to commit resources
 - A professional who is qualified to interpret and explain evaluation results
 - A representative of any agencies that may be responsible for transition services
 - The student, if age 14 or older
 - Any other person(s) the parent or school district wishes to invite

HW Disability Demographics (as of Oct 1, 2015 reporting)

Disability Category	Percent of Special Education Population
Intellectual	2%
Communication	8%
Emotional	4%
Physical	<1%
Health	32%
Specific Learning Disability	22%
Multiple Disabilities	5%
Autism	13%
Neurological	4%
Developmental Delay	10%

District Services and Specialized Programs

The majority of students with special needs in the HW Regional School District (87%) are educated in the district. Services are delivered as identified in individual student IEPs and in compliance with state and federal regulations. Services are typically provided within the general education classroom, in learning centers and academic support classrooms.

The district has a number of specialized programs developed to meet the needs of a range of students with disabilities. These programs range from service provision in a substantially separate setting the majority of the school day to varied levels of inclusion opportunities in the general education setting.

- **Integrated Pre School**: Our integrated Pre School program is located at Winthrop Elementary School. It is a high quality preschool for children who are typically developing and those identified with a variety of special needs and requiring special education services often beginning at age 3. We currently have 29 students enrolled in our Pre School: 14 identified as students with disabilities and 15 as typically developing peers. There are also 4 Preschool students who receive special education related services only.
- **Intensive Learning Program (ILP)**: Winthrop Elementary School houses this program for students with significant and intensive special needs. These students range from Kindergarten to Grade 5. These students require 1:1 support and instruction in all areas, intensive related service therapies and extended school year services in order to make effective progress in all aspects of school life. The program currently serves a total of 8 students. 7 are from the Hamilton-Wenham community and 1 student is tuitioned into the district by a local, small school district unable to provide a peer group and thus unable to provide appropriate programming.
- **Learning Skills**: Miles River Middle School and HW Regional High School both house the district's Learning Skills Programs, which are a continuum of the Elementary ILP program. While individual student needs are determined and addressed through the IEP process, these programs focus on functional academics, pre-vocational and vocational skills, social skills and meaningful inclusion opportunities throughout and beyond the school day. The MS-HS programs currently educate a total of 5 students. 1 student is tuitioned into the district by another local public school district.
- **Language Based Learning Disabilities (LBLD)**: The elementary LBLD program is located at Cutler School and currently has 7 students enrolled. This program is in its third year and has become a model program on the North Shore. We receive frequent requests for program observation as other districts work to build their own similar program. The Miles River Middle School LBLD program currently serves 8 students and is in the early stages of intensive work with Landmark School Outreach to ensure the program is a continuum of the Elementary LBLD program.
 - The LBLD program is for students with average to above-average intelligence, strong reasoning and comprehension skills but have difficulty with decoding, fluency, spelling, and oral and written language. Landmark School continues to work with the district to provide consultation and professional development for both special and general education staff as we strive to provide common instructional language and practices to not only meet the needs of our learning disabled students but also to our general education students.

- **Academic Skills:** This program is located at Miles River Middle School and currently services the unique needs of 8 students. This program provides specialized services and supports to students who have been primarily diagnosed with a non-verbal learning disability, communication disability or neurological disability. These students receive some or all instruction in a small group setting where the pace and presentation of information is modified.
- **Student Support Center:** This program is housed at the Miles River Middle School and serves students identified with Autism Spectrum Disorder and Social Emotional Disabilities. There are currently 7 students enrolled in this program. It provides students with opportunities in both the classroom and small group setting to develop (a) perspective taking and empathy, (b) the use of nonverbal communication, (c) conversation skills, and (d) handling frustrations and anxiety. Counseling support is an essential component of this program.
- **STRIDES:** This program is housed at the HW Regional High School and provides services and supports for students identified with Autism Spectrum Disorders and Social Emotional disabilities. There are currently 13 students enrolled in this program. It provides students with opportunities in both the classroom and small group setting to develop (a) perspective taking and empathy, (b) the use of nonverbal communication, (c) conversation skills, and (d) handling frustrations and anxiety. The goal of this program is to enable each student to successfully move on to post-secondary activities like college, vocational training, independent living and participation in the community. Counseling support is an essential component of this program.

Out of District Placements

The majority of students with disabilities are educated in the Hamilton Wenham Regional School District (87%). There are a small percentage of students who need significantly more specialized programming for a wide range of needs. These programs may include very small classes, high teacher to student ratios and access to mental health supports and services. These students are educated in either collaborative or private special education programs.

Students attend out of district programs as day or residential students depending on the severity of their disabilities. In addition, these students may attend for a longer year in order to prevent regression of learned skills. A residential placement provides the student with learning opportunities 24 hours/day, full assistance with all functional life skills and specialized and intensive services in all realms.

The cost of out of district programming varies greatly. The State of Massachusetts Operational Services Division annually sets the tuition rates for these approved private school programs and, on occasion, approves rate increases. This rate increase is typically between 2-4%. The state also has approved "restructuring" or "extraordinary relief" increases for these approved private schools.

Out of District Placement	2013-14	2014-15	2015-16
Elementary	1	4	4
Middle School	10	6	9
High School	18	22	19
Post-Graduate/Transition Program	5	4	5
Total	34	36	37

HW Out of District Tuitions (as of October 1, 2015)

Program Type	Tuition Range
Public/Collaborative	\$38,152-\$112,128
Private Day/Residential	\$42,757-\$247,255

It is projected that there will be 32 students in ODPs during the 2016-17 school year. *It should be duly noted that late November projections are based on information at this relatively early stage in the school year and may increase later into the school year.*

Out of District Transportation

In addition to tuition costs, transportation for students attending out of district placements is a significant budget cost. Currently, the state does not provide reimbursement through circuit breaker for these costs although there continue to be lobbying efforts to do so. This effort continues to be a focus of many professional organizations including the Massachusetts Administrators of Special Education, the Massachusetts Association of School Committees and the Massachusetts Association of School Superintendents.

Extended Year Services (Summer)

There are two standards for determining extended year services (summer programming) for students with disabilities. One is the severity of the child's disability and the other is "substantial regression." This means that the team considers whether a child is likely to lose critical skills or will fail to recover previously learned skills within a reasonable amount of time as compared to typical peers. (All students require a period of time to recover learned skills following summer break. This consideration is as to whether a student with disabilities requires a period of time longer than the average child.) The decision to provide extended year services is made by the Team at the students annual IEP review meeting or in the spring when enough data has been collected to make the determination.

The district provides extended year services during the summer through five or six week sessions and can range from 4 hours per day/4 days per week to a few hours of instruction per week. This program is fully staffed with teachers, related service providers (Speech and Language, Occupational Therapy, Physical Therapy), and teaching assistants in order to provide all services identified in students' IEPs. Some students attend specialized summer programs outside of the district.

During the Summer 2015, a total of 52 students received special education services and programming in the Hamilton Wenham Regional School District Extended School Year program.

Contracted Services

Given the variety of special education services needed to meet the needs of students, the district contracts with outside contractors who have specialized licenses and/or expertise. Many of these contractors address low incidence disability needs that require specialized support and service for a small number of students. Some of the areas for which the district currently contracts include Speech and Language, Orientation and Mobility, Behavior and Audiology services. The district also utilizes contracted service providers to provide consultation and professional development to our specialized programs. These include: Landmark School for our Language Based Learning Disabilities program at Cutler School and Miles River Middle School, a Board Certified Behavior Analyst (BCBA) for our Academic Skills Program at Miles River Middle School and occasionally for our Intensive Learning Program at Winthrop Elementary School and Therapeutic special education staff in each school.

Additional Special Education Focus Areas/Cost Drivers

Legal Fees: The state and federal laws governing special education are extensive. To ensure compliance, the district may seek legal counsel for complicated or unusual situations. While all efforts are made to resolve disputes regarding a child's services or placement through the Team meeting process, the district may need to go to hearings through the Bureau of Special Education Appeals and this requires full legal representation.

Home/Hospital Tutoring: When a student is absent for more than 14 consecutive school days or cumulative days due to illness and has a physician statement indicating the student is unable to attend school due to illness, the district must provide tutorial services for the child. The Department of Elementary and Secondary Education has developed the Physician Statement requirements and form.

Testing Materials: These include all of the assessment tools that are used by all special education staff for initial and three-year evaluations for students with disabilities. Testing batteries can become obsolete and there is only a two-year window when it must be replaced with the updated/revised assessment tool. The district has begun to utilize more "on-line" assessment tools (scoring and reporting mechanisms), which will reduce costs over the long term by not needing to replace entire and expensive testing kits.

Assistive Technology: During the past two school years, the district has brought significantly increased technology and related opportunities to help meet the needs of all students with special education needs. This technology varies from highly specialized speech applications for non-verbal students to reading, writing and mathematics programming that not only provides reinforcement for learning but also collects data on student growth. Our assistive technology specialist, also a special education teacher, provides consistent consultation and support to all special educators, all specialized programs as well as to our general education educators. The implementation of increased and supported technology has been of significant benefit to both our students and our professional staff.

Special Education Program Evaluation

We continue to evaluate our programs for students with disabilities annually in compliance with state requirements. This evaluation consists of analysis of various data points regarding special education population movement and related evolving program needs. This analysis has led to the creation of our Academic Skills Program at the Miles River Middle School, the refinement of our LBLD program at the MRMS and the creation of improved therapeutic programming at each elementary school. This data analysis also includes examination of the needs of students attending out of district placements (ODP) in order to determine if any of those students could return to in-district programs as well as to guide our planning for new district programs or services.

Additionally, we continually review data to monitor our compliance with hundreds of special education standards reviewed by the Department of Elementary and Secondary Education (DESE) for our three year Coordinated Program Reviews. Effective utilization of our student information system data through Aspen we are able to accurately monitor our compliance with mandated timelines within the IEP Team process.

We also reviewed our provision of related services (Speech and Language, Occupational Therapy, Physical Therapy) to ensure the HWRSD follows state and federal regulations as well as best practices. This review has resulted in improved monitoring of the provision of these services, effective and efficient staffing levels and assurance of equity in the determination of services across the district.

The district is in process of the DESE's Mid-Cycle Review. This review monitors the district's compliance with state and federal special education regulations and is completed through the DESE's review of student records and processes and procedures. The Mid Cycle Review follows up on findings from the district's Coordinated Review Report which is an extensive review performed by the DESE every 6 years. HW Regional School District's most recent Coordinated Review Report (2013) is published on the DESE website and can be found at this link: <http://www.doe.mass.edu/pqa/review/cpr/reports/2013/0675.pdf>

North Shore Education Consortium (NEC)

NEC is a public educational collaborative of which HWRSD is a member. The mission of NEC is to support member districts by offering high quality, cost effective school programs, consultation, professional development, support services and resources. Its aim is to ensure that districts can provide successful learning experiences for all students, including those with complex or low-incidence special needs. HWRSD has a positive and active relationship with NEC. We provide a range of programming at NEC for a number of our students ranging from intensive programming for students with significant disabilities, alternative school programming, participation at Recovery High School, the provision of home services and parent training and professional development for our staff. Dr. Harvey serves on the Board of Directors and I actively participate in the Special Education Directors' monthly meetings.

HW Special Education Parent Advisory Council

The SEPAC continues to be an active group of parents representing all of our special education population. This group plans and provides annual presentations on topics of relevant to parenting children with special needs. The SEPAC recently held its annual Annual Parents' Rights Training presented by the Massachusetts' Federation of Children with Special Needs. Members of the SEPAC board meet regularly with the Director of Student Services to advise and inform of concerns or issues brought to them by members of the community. SEPAC provides informal gathering opportunities through daytime coffees, meets monthly to discuss SEPAC business and works diligently to increase parent participation. This group is an important resource for the Director of Student Services as department goals are established for services and programming. The district acknowledges the time and efforts of Mary DeLorenzo and Laurie Erhard in leading the 2015-16 SEPAC.

It is important to recognize and thank the Student Services' Office administrative support staff, Elaine Rogal and Betty Minton, for their assistance in gathering information for this report as well as for their efforts to establish and assist with compliance monitoring procedures. I would like to acknowledge the work of our two Special Education Coordinators, Maureen Smith and Kristin Flaherty, as we continue our work to develop and implement a compliant, equitable, high quality special education system.

Respectfully submitted,

Katherine V. Harris, M.Ed., CAGS
Director of Student Services

Prepared for and reviewed at the School Committee meeting: 12.3.2015

HAMILTON-WENHAM REGIONAL SCHOOL DISTRICT
WENHAM, MA

EXHIBIT H
H8011

Physical Restraint of Students

The Hamilton-Wenham Regional School District complies with the DESE restraint regulations, 603 CMR 46.00 et seq. ("Regulations"), to the extent required by law. According to their terms, the Regulations apply not only at school but also at school-sponsored events and activities, whether or not on school property. A brief overview of the Regulations is provided below.

I. *Methods and Conditions for Implementation*

School staff may only use physical restraint, including prone restraint where permitted under 603 CMR 46.03, as an emergency procedure of last resort. Any physical restraint is prohibited except when a student's behavior poses a threat of assault, or imminent, serious, physical harm to themselves and/or others and the student is not responsive to verbal directives or other lawful and less intrusive behavior interventions, or such interventions are deemed to be inappropriate under the circumstances.

Physical restraint is prohibited as a means of discipline, punishment, as a response to property destruction, disruption of school order, a student's refusal to comply with a school rule or staff directive, or verbal threats that do not constitute a threat of imminent, serious, physical harm to the student or others. Physical restraint will not be used as a standard response for any individual student. No written individual behavior plan or individualized education program (IEP) may include the use of physical restraint as a standard response to any behavior. Physical restraint is an emergency procedure of last resort. The use of "time out" procedures during which a staff member remains accessible to the student shall not be considered "seclusion restraint."

When an emergency situation arises, and physical restraint is the only option deemed appropriate to prevent a student from injuring himself or herself, another student or school community member, a teacher or employee or agent of the school district may use such reasonable force needed as is necessary to protect students, other persons or themselves from assault or imminent, serious, physical harm.

The definitions of forms of restraint shall be as defined in 603 CMR 46.02

The use of mechanical restraint, medication restraint, and seclusion is prohibited.

Physical restraint is prohibited when it is medically contraindicated for reasons including, but not limited to, asthma, seizures, a cardiac condition, obesity, bronchitis, communication-related disabilities, or risk of vomiting. During the administration of a restraint, a staff member shall continuously monitor the physical status of the student, including skin temperature and color, and respiration. A nurse will examine the student as soon as possible after a restraint, recognizing that time is of the essence.

Prone restraint shall be prohibited in public education programs except on an individual student basis, and only under the following circumstances:

1. The student has a documented history of repeatedly causing serious self-injuries and/or injuries

Originally Adopted: February 13, 2003

Policy Review: First Reading - October 29, 2015

Approved:

Vote:

Chairperson, HWRSD School Committee:

882654v1

HAMILTON-WENHAM REGIONAL SCHOOL DISTRICT
WENHAM, MA

to other students or staff;

2. All other forms of physical restraints have failed to ensure the safety of the student and/or the safety of others;
3. There are no medical contraindications as documented by a licensed physician;
4. There is psychological or behavioral justification for the use of prone restraint and there are no psychological or behavioral contraindications, as documented by a licensed mental health professional;
5. The program has obtained consent to use prone restraint in an emergency as set out in CMR 46.03(1)(b), and such use has been approved in writing by the principal; and,
6. The program has documented 603 CMR 46.03(1)(b) 1-5 in advance of the use of prone restraint and maintains the documentation.

As Per DESE Regulation:

Floor restraints, including prone restraints otherwise permitted, shall be prohibited unless the staff members administering the restraint have received in-depth training and, in the judgment of the trained staff members, such method is required to provide safety for the student or others present.

The training requirements contained in 603 CMR 46.00 shall not preclude a teacher, employee or agent of a public education program from using reasonable force to protect students, other persons or themselves from assault or imminent, serious physical harm. Physical restraint shall be limited to the use of such reasonable force as is necessary to protect a student or another member of the school community from assault or imminent, serious, physical harm and staff administering the restraint shall use the safest method available. Restraint shall be administered in such a way so as to prevent or minimize physical harm.

Only public education program personnel who have received in-depth training shall administer physical restraint on students. Whenever possible, the administration of a restraint shall be witnessed by at least one adult who does not participate in the restraint

All physical restraint must be terminated as soon as the student is no longer an immediate danger to himself or others, or the student indicates that he or she cannot breathe, or if the student is observed to be in severe distress, such as having difficulty breathing, or sustained or prolonged crying or coughing.

If a student is restrained for a period longer than 20 minutes, program staff shall obtain the approval of the principal. The approval shall be based upon the student's continued agitation during the restraint justifying the need for continued restraint.

The Superintendent shall develop procedures identifying:

- Appropriate responses to student behavior that may require immediate intervention
- Methods of preventing student violence, self-injurious behavior, and suicide including crisis planning and de-escalation of potentially dangerous behaviors among groups of students or individuals
- Descriptions and explanations of alternatives to physical restraint as well as method of physical restraint for use in emergency situations;

Originally Adopted: February 13, 2003

Policy Review: First Reading - October 29, 2015

Approved:

Vote:

Chairperson, HWRSD School Committee:

882654v1

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HAMILTON-WENHAM REGIONAL SCHOOL DISTRICT
WENHAM, MA

- Descriptions of the training and procedures to comply with reporting requirements including, but not limited to making reasonable efforts to orally notify a parent of the use of restraint within 24 hours of its imposition;
- Procedures for receiving and investigating complaints;
- Methods for engaging parents in discussions about restraint prevention and use of restraint solely as an emergency procedure;
- A statement prohibiting: medication restraint, mechanical restraint, prone restraint unless permitted by 603 CMR 46.03(1)(b), seclusion, and the use of physical restraint in a manner inconsistent with 603 CMR 46.00;
- A procedure for implementing the reporting requirements as described in 603 CMR 46.06;
- A procedure for conducting periodic review of data and documentation on the use of physical restraints as described in 603 CMR 46.06(5) and (6);
- A procedure for sending written notification to the parent within three school working days following the use of restraint to an email address provided by the parent for the purpose of communicating about the student, or by regular mail to the parent postmarked within three school working days of the restraint; and,
- A procedure for the use of time-out that includes a process for obtaining Principal approval for a time out exceeding 30 minutes based on the individual student's continuing agitation.

The Superintendent will review these procedures annually and they shall be provided to staff, and made available to parents of enrolled students.

II. *Staff Training*

All school staff must receive training with respect to the DESE Regulations and the district's restraint policy (i.e., following the Regulations), including receiving information about interventions that may preclude the need for restraint, types of restraint and related safety considerations, and administering physical restraint in accordance with known medical or psychological limitations and/or behavioral intervention plans applicable to an individual student. The Principal will arrange training to occur in the first month of each school year, or for staff hired after the beginning of the school year, within a month of their employment. This policy and its accompanying procedures shall be reviewed and disseminated to staff annually and made available to parents of enrolled students. The training shall include the following information:

- (a) The role of the student, family, and staff in preventing restraint;
- (b) The district's restraint prevention and behavior support policy and procedures, including use of time-out as a behavior support strategy distinct from seclusion;
- (c) Interventions that may preclude the need for restraint, including de-escalation of problematic behaviors and other alternatives to restraint in emergency circumstances;
- (d) When behavior presents an emergency that requires physical restraint, the types of permitted physical restraints and related safety considerations, including information regarding the increased risk of injury to a student when any restraint is used, in particular a restraint of extended duration;

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(e) Administering physical restraint in accordance with medical or psychological limitations, known or suspected trauma history, and/or behavioral intervention plans applicable to an individual student; and

(f) Identification of program staff who have received in-depth training pursuant to 603 CMR 46.03(3) in the use of physical restraint.

Additionally, each school principal must identify specific staff to serve as a school-wide resource to assist in ensuring proper administration of physical restraint. These individuals must participate in in-depth training with respect to restraint and implementation of the Regulations. The training requirements contained in 603 CMR 46.00 shall not preclude a teacher, employee, or agent of a public education program from using reasonable force to protect students, other persons or themselves from assault or imminent, serious, physical harm.

III. *Reporting Requirements and Follow-Up*

School staff who administer the restraint shall verbally inform the principal or a designee as soon as possible, and by written report no later than the next school working day. If the principal administered the restraint, he or she shall prepare the report and submit it to an individual or team designated by the superintendent. The principal/designee must maintain an ongoing record of all such reported instances, which will be made available in accordance with state and federal law and regulations. The principal/designee must also verbally inform the student's parent or guardian of the restraint within 24 hours of the event, and by written report postmarked no later than three school working days following the use of the restraint. The written restraint report must be provided to the parent or guardian in the language in which report cards and other necessary school-related information are customarily provided. The principal shall provide the student and the parent an opportunity to comment orally and in writing on the use of the restraint and on the information in the written report.

In the event that a physical restraint results in injury to the student or staff member, the school must, within three school working days of the reported restraint, provide a copy of the written report to DESE along with a copy of the school's record of physical restraints covering the thirty-day period prior to the date of the restraint.

Follow-up procedures for restraint include not only the reporting requirements set forth above, but also reviewing the incident with the student, staff and consideration of whether follow-up is appropriate for students who witnessed the incident.

The principal shall conduct a weekly review of restraint data to identify students who have been restrained multiple times during the week. If such students are identified, the principal shall convene one or more review teams as the principal deems appropriate to assess each student's progress and needs. The assessment shall include at least the following:

(a) review and discussion of the written reports submitted and any comments provided by the student and parent about such reports and the use of the restraints;

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(b) analysis of the circumstances leading up to each restraint, including factors such as time of day, day of the week, antecedent events, and individuals involved;

(c) consideration of factors that may have contributed to escalation of behaviors, consideration of alternatives to restraint, including de-escalation techniques and possible interventions, and such other strategies and decisions as appropriate, with the goal of reducing or eliminating the use of restraint in the future;

(d) agreement on a written plan of action by the program.

The principal shall conduct a monthly review of school-wide restraint data. This review shall consider patterns of use of restraints by similarities in the time of day, day of the week, or individuals involved; the number and duration of physical restraints school-wide and for individual students; the duration of restraints; and the number and type of injuries, if any, resulting from the use of restraint. The principal shall determine whether it is necessary or appropriate to modify the school's restraint prevention and management policy, conduct additional staff training on restraint reduction/prevention strategies, such as training on positive behavioral interventions and supports, or take such other action as necessary or appropriate to reduce or eliminate restraints.

IV. Additional information

Additional information, including a copy of the regulations, can be obtained from the Director of Special Education who can be reached at (978) 626-0850. A copy of the regulations may also be obtained at www.doe.edu/lawsregs/603cmr46.html.

Legal References: *603 CMR 46.00 and Massachusetts General Law (M.G.L.) 71:37G*