



Board of Education

5 Minortown Road ~ Woodbury, CT 06798

www.ctreg14.org

Mission: The mission of Connecticut Region 14 Schools is to educate all students to their highest level of academic potential and to teach them the skills and knowledge to become capable, creative, collaborative lifelong learners and responsible members of the world community.

Board of Education Goals:

Academic Performance - The district will strive to improve academic performance for all students on multiple assessment indicators and the staff will be committed to continuous improvement.

Communication - Region 14 will develop partnerships with all stakeholders in the school community to highlight the exemplary programs the district offers

Safety - Region 14 will provide safe and secure facilities equipped with technology, enabling a 21st century learning environment that supports the values of the district

Budget - Region 14 will prepare a budget that meets the needs of every student and communicates the needs and priorities of Region 14 in a clear and concise manner.

A G E N D A

Regular Meeting of the Region 14 Board of Education

Monday, October 2, 2023; 7:00 p.m.

Mitchell Elementary School

Flanders Room

- I. Call to Order.....James Crocker
- II. Pledge of Allegiance.....James Crocker
- III. Introductions.....James Crocker
- IV. Approval of Minutes (Action Anticipated).....James Crocker
 - A. Regular Meeting, Monday, September 18, 2023
- V. Superintendent's Report.....Brian Murphy
 - A. Positive Behavioral Interventions and Supports (PBIS) Presentation/Woodbury Middle School

VI. Committee Reports

A. Curriculum Committee Update

On a recommendation by the Curriculum Committee to approve the following curricula:
(Action Anticipated)

- i. 6th Grade English Language Arts
- ii. 7th Grade English Language Arts
- iii. 8th Grade English Language Arts

B. Finance Committee Update

C. Horse Barn Committee Update

D. Policy Committee Update

On a recommendation by the Policy Committee to approve the following policies:
(First Read, No Action Anticipated)

- i. Policy 4113.12 Minimum Duty-Free Lunch Periods for Teachers
- ii. Policy 5131.7 Weapons and Dangerous Instruments
- iii. Policy 5144.2 Use of Exclusionary Time Out Settings

VII. Board Chair's Comments

VIII. Privilege of the floor

The Board of Education will recognize citizens of Bethlehem and Woodbury, who are asked to state their name and town of residence and to please limit comments to three (3) minutes. Up to 21 minutes of statements per topic are allowed. All comments should be addressed to the Board of Education Chair. Decorum will be enforced.

IX. Old Business

X. New Business

XI. Other Business

XII. Adjournment



Minutes
Regular Meeting of the Region 14 Board of Education
Monday, September 18, 2023; 7:00 p.m.
Flanders Room
Mitchell Elementary School

Present:

Jim Crocker, Chair
Chris Matta
Chris Griffin
Caren Lipinski
Alice Jones
Michael Carbonneau

Absent:

Tikva Rose
Carol Ann Brown

Also Present:

Brian Murphy, Superintendent

Presenters:

Taryn Fernandez, Director of Teaching and Learning

I. Call to Order

Mr. Crocker called the meeting to order at 7:00 p.m.

II. Pledge of Allegiance/Introductions

The Pledge of Allegiance was recited and members of the Board of Education and Central Office staff introduced themselves.

III. Approval of Minutes

A. Special Meeting, Monday, August 21, 2023

A motion was made by Chris Matta and seconded by Chris Griffin to accept/approve the minutes as presented; Caren Lipinski abstained; motion carried.

B. Regular Meeting, Tuesday, September 5, 2023

A motion was made by Michael Carbonneau and seconded by Chris Matta to accept/approve the minutes as presented; Alice Jones abstained; motion carried.

IV. Superintendent's Report

A. Agriscience Director

Superintendent Murphy presented Lee McMillian as the new Director of Agriscience at Nonnewaug High School. Dr. Kuslis, the principal at Nonnewaug High School, said a few words on her behalf. Ms. McMillian comes to the Region 14 School District from the Bloomfield Public Schools where she recently served as a horticulture teacher. She has worked in education for 20 years and is involved in many professional associations including the Connecticut Association of Agriculture Educators (CAAE) and National Association of Agriculture Educators (NAAE).

Ms. McMillian was given an opportunity to speak; she provided a brief summary of her background, which led her to where she is today and thanked the board for the opportunity to join the district.

B. The Woodbury Republican Town Committee/Young American Essay Contest Winners

Dr. Tayrn Fernandez introduced Sadie Nichols, a 7th grader at Woodbury Middle School and Chloe Weaver, an 11th grade student at Nonnewaug High School as two of the Young American Essay Contest winners. Each read their winning essay; Chloe wrote on behalf of her uncle serving in the Coast Guard under the essay title, "My American Hero" and Sadie, for her passion for reading, "American History is a Favorite Subject."

Concluding the Superintendent's report, Mr. Murphy reported that Nonnewaug High School earned a prestigious athletic award, the CIAC - Fred Balsamo Award for Sportsmanship.

V. Committee Reports

There were no committee reports

VI. Board Chair Comments

Chairman Crocker thanked the Board for their contribution and expertise, the Region 14 staff for their dedication and efforts, and the communities for their continued support. The Board of Education remains focused on academic performance, budget, communication and safety as well as three major projects, NHS building completion, policy audit, and horse barn.

VII. Privilege of the Floor

There were no spokespersons

VIII. Old Business

There was none

IX. New Business

There was none

X. Other Business

There was none

XI. Adjournment

MOTION by Chris Griffin; seconded by Chris Matta, to adjourn the meeting; all in favor; none opposed. *Meeting adjourned at 7:21 p.m.*

Respectfully Submitted,



Patricia Paige
Board Clerk

Recorded and filed subject to Board of Education approval by: Patricia Paige, Board Clerk

DRAFT

6th GRADE ENGLISH LANGUAGE ARTS CURRICULUM



Grade Level(s): 6th Grade

Curriculum Author(s): Taryn Fernandez, Caroline South
Content of the curriculum comes from OpenUp Resources - EL
Education

Course Description: The 6th grade English Language Arts (ELA) curriculum integrates reading, writing, and speaking standards with the skills of researching, analyzing, interpreting, and evaluating texts through the study of historical and scientific topics. The course is divided into four modules with each module containing three units. A truly interdisciplinary approach to ELA, the four module topics are Greek mythology, critical problems and design solutions in science, Native American boarding schools, and accomplishments in space and science. Fiction and non-fiction texts as well as audio and video components ensure that students further their understanding of how different genres require distinct reading and interpreting skills. The curriculum includes the following essential aspects to the development of literacy skills: frequent use of grade-level texts for all students; intentional vocabulary building; teacher-led close reading of content-based texts; carefully developed text dependent questions; multiple reads for deepening comprehension; accountable independent reading at individual students' level; reading to deepen and expand content knowledge and vocabulary; writing skills (e.g., use of introductions, transitions) and approaches (e.g., gathering evidence to support a statement) scaffolded specifically for particular writing types in each module; collaborative protocols; small group discussion; Socratic seminars; frequent opportunities for students to orally rehearse ideas and thinking before writing, including structured conversations and Language Dives; Short and fully developed writing; and embedded grammar and usage instruction within tasks.

Year At A Glance			
Unit Title	Overarching Essential Question	Overarching Enduring Understanding	Vision of A Learner "I Can" Statements
<u>Greek Mythology</u>	What is mythology and what is the value of studying the mythology of other cultures?	Mythology is a collection of stories featuring traditional figures that explain natural phenomena and convey the values of the culture.	CCE1(6-8); CCE2(6-8); CCE3(6-8); CCE4(6-8); P3(6-8); DE1(6-8)
<u>Critical Problems and Design Solutions</u>	How can design thinking help solve a critical problem?	Design thinking is a scientific and systematic practice of inquiry that allows for creativity and innovation.	TCC1(6-8); TCC2(6-8); TCC3(6-8); CCE1(6-8); CCE3(6-8); CCE4(6-8); DE1(6-8); TI2(6-8); TI3(6-8); P3(6-8); AA4(6-8)
<u>American Indian Boarding Schools</u>	What kind of experiences did students have at American Indian boarding schools? How did these experiences impact students?	Students may have experienced forced aesthetic changes (e.g., their hair was cut and their clothes were changed), linguistic changes (e.g., they were not allowed to use their Native American languages), and identity changes (e.g., their names were changed).	TCC1(6-8); CCE2(6-8); CCE4(3-5); DE1(6-8); DE2(6-8); TI1(6-8); TI2(6-8)
<u>Remarkable Accomplishments in Space Science</u>	Why is it important to study the accomplishments of the "hidden figures" and of others whose stories have gone unrecognized?	Our study of history is most accurate when we celebrate the contributions of all involved. The accomplishments of hidden figures are remarkable, especially because they are achieved in the face of adversity.	CCE1(6-8); CCE3(6-8); CCE4(6-8)



7th GRADE ENGLISH LANGUAGE ARTS CURRICULUM



Grade Level(s): 7th Grade

Curriculum Author(s): Taryn Fernandez, Caroline South
Content of the curriculum comes from OpenUp Resources - EL Education

Course Description: The 7th grade English Language Arts (ELA) curriculum integrates reading, writing, and speaking standards with the skills of researching, analyzing, interpreting, and evaluating texts through the study of historical and scientific topics. The course is divided into four modules with each module containing three units. A truly interdisciplinary approach to ELA, the four module topics are the lost children of The Sudan, epidemics, The Harlem Renaissance, and plastic pollution. Fiction and non-fiction texts as well as audio and video components ensure that students further their understanding of how different genres require distinct reading and interpreting skills. The curriculum includes the following essential aspects to the development of literacy skills: frequent use of grade-level texts for all students; intentional vocabulary building; teacher-led close reading of content-based texts; carefully developed text dependent questions; multiple reads for deepening comprehension; accountable independent reading at individual students' level; reading to deepen and expand content knowledge and vocabulary; writing skills (e.g., use of introductions, transitions) and approaches (e.g., gathering evidence to support a statement) scaffolded specifically for particular writing types in each module; collaborative protocols; small group discussion; Socratic seminars; frequent opportunities for students to orally rehearse ideas and thinking before writing, including structured conversations and Language Dives; Short and fully developed writing; and embedded grammar and usage instruction within tasks.

Year At A Glance			
Unit Title	Overarching Essential Question	Overarching Enduring Understanding	Vision of A Learner "I Can" Statements
<u>The Lost Children of The Sudan</u>	Who are the Lost Children of Sudan, and what is their story?	The second Sudanese civil war displaced millions of people, including hundreds of thousands of Lost Boys and thousands of Lost Girls who walked through Southern Sudan, Ethiopia, and Kenya in search of a safe haven.	CCE2(6-8); CCE3(6-8); CCE4(6-8); DE1(6-8); TI2(6-8); P3(6-8)
<u>Epidemics</u>	How do human responses help or hinder during trying times?	People's response to epidemics affects their overall impact. When people respond with positive character traits and logic, epidemics can be contained. When people respond with fear and selfishness, epidemics often spread.	TCC1(6-8); TCC2(6-8); TCC3(6-8); CCE2(6-8); CCE4(6-8); DE1(6-8); TI2(6-8); TI4(6-8)
<u>The Harlem Renaissance</u>	How does collaboration influence an artistic renaissance?	Innovation occurs through collaboration and community. The academic mindset of belonging is a critical aspect to creating a common identity and strong community during the Harlem Renaissance.	TI4(6-8); P2(6-8); DE1(6-8); CCE4(6-8); CCE2(6-8); TCC2(6-8); TCC1(6-8)
<u>Plastic Pollution</u>	Where and how does plastic pollute?	Plastic that is not properly disposed of ends up in the environment, with much of it polluting oceans and even ending up in the food chain via animals who consume it	TCC1(6-8); TCC2(6-8); TCC3(6-8); TCC4(6-8); CCE2(6-8); CCE3(6-8); CCE4(6-8); DE1(6-8); DE4(6-8); TI1(6-8); TI3(6-8); TI4(6-8); P3(6-8)

8th GRADE ENGLISH LANGUAGE ARTS CURRICULUM



Grade Level(s): 8th Grade

Curriculum Author(s): Taryn Fernandez, Caroline South, Adam Brutting
(Content of the curriculum for units 1-3 comes from OpenUp Resources - EL Education)

Course Description: The 8th grade English Language Arts (ELA) curriculum integrates reading, writing, and speaking standards with the skills of researching, analyzing, interpreting, and evaluating texts through the study of historical and scientific topics. The course is divided into four modules with each module containing three units. A truly interdisciplinary approach to ELA, the four module topics are the folklore of Latin America, food choice, lessons from Japanese internment and Journalism. Fiction and non-fiction texts as well as audio and video components ensure that students further their understanding of how different genres require distinct reading and interpreting skills. The curriculum includes the following essential aspects to the development of literacy skills: frequent use of grade-level texts for all students; intentional vocabulary building; teacher-led close reading of content-based texts; carefully developed text dependent questions; multiple reads for deepening comprehension; accountable independent reading at individual students' level; reading to deepen and expand content knowledge and vocabulary; writing skills (e.g., use of introductions, transitions) and approaches (e.g., gathering evidence to support a statement) scaffolded specifically for particular writing types in each module; collaborative protocols; small group discussion; Socratic seminars; frequent opportunities for students to orally rehearse ideas and thinking before writing, including structured conversations and Language Dives; Short and fully developed writing; and embedded grammar and usage instruction within tasks.

Year At A Glance			
Unit Title	Overarching Essential Question	Overarching Enduring Understanding	Vision of A Learner "I Can" Statements
<u>Folklore of Latin America</u>	Why do we see evidence of myths and traditional stories in modern narratives?	Modern authors use myths and traditional stories as a basis for stories because the cultural and moral messages have stood the test of time.	CCE1(6-8); CCE3(6-8); CCE4(6-8); DE1(6-8); TI2(6-8)
<u>Food Choices</u>	What factors influence our access to healthy food? How do we research this?	Consumers have many choices when it comes to eating healthy food. These choices relate to how the food is grown and raised, processed, or transported. The choices are complicated and varied—from processed or industrially produced food; to industrial organic food; to local, sustainable food.	TCC2(6-8); TCC4(6-8); CCE1(6-8); CCE3(6-8); CCE4(6-8); DE1(6-8); DE2(6-8); TI2(6-8); TI3(6-8); P4(6-8); AA4(6-8)
<u>Lessons from Japanese American Internment</u>	What were the causes and impacts of Japanese American internment camps?	Internment camps uprooted people from their homes and communities, stripped them of their rights, confiscated their personal property, and forced them to live and work as prisoners.	TCC4(6-8); CCE4(6-8); TI3(6-8); TI2(6-8); AA4(6-8); CCE1(6-8); CCE3(6-8); DE2(6-8); P4(6-8)
<u>Journalism</u>	What importance does journalism have in today's society?	Many people rely on journalists to provide them with information about current events that is factual and corroborated by multiple sources.	TCC2(6-8); CCE1(6-8); CCE2(6-8); CCE3(6-8); CCE4(6-8); DE1(6-8); DE4(6-8); TI1(6-8); TI2(6-8); TI3(6-8); P2(6-8); P3(6-8); AA4(6-8)



A new mandated policy to consider.

Personnel -- Certified

Minimum Duty-Free Lunch Periods for Teachers

The Board of Education, in compliance with P.A. 22-80, shall provide a minimum 30-minute uninterrupted lunch period for teachers and other certified staff.

Legal Reference: Connecticut General Statutes

PA 22-80 An Act Concerning Childhood Mental and Physical Health Services in School.

Policy adopted:

cps 7/22

A mandated policy to consider.

Students

Weapons and Dangerous Instruments

The Board of Education determines that possession, concealment, and/or use of a weapon by a student is detrimental to the welfare and safety of the students and school personnel within the district. Possession and/or use of any dangerous or deadly weapon, firearm, or destructive device in any school building on school grounds, in any school vehicle, or at any school-sponsored activity is prohibited.

Such weapons include but are not limited to any pistol, revolver, rifle, shotgun, air gun or spring gun; slingshot; bludgeon; brass knuckles or artificial knuckles of any kind; knives having a blade of greater than two inches, any knife the blades of which can be opened by a flick of a button or pressure on the handle, or any pocketknife where the blade is carried in a partially opened position; martial arts weapon; destructive device.

Alternate language: A “dangerous weapon” is any weapon, device, instrument, material or substance, which under the circumstances in which it is used, attempted to be used or threatened to be used is readily capable of causing death or serious injury. A “deadly weapon” is any instrument, article or substance specifically designed for and presently capable of causing death or serious injury.

Pursuant to federal law, the term firearm includes, but is not limited to, any weapon designed to or may readily be converted to expel a projectile by the action of an explosive, the frame or receiver of any such weapon, a muffler or silencer for such a weapon, or destructive device. A student who violates this policy will be reported to law enforcement authorities.

A “destructive device” is considered any device with an explosive, incendiary or poison gas component or any combination of parts either designed or intended for use in converting any device into any destructive device or from which a destructive device may be readily assembled. A destructive device does not include any device which is designed primarily for use as a signaling, pyrotechnic, line-throwing, safety or similar device.

The possession or use of any such weapon or devices will require that the proceedings for the suspension and/or expulsion of the student involved will be initiated immediately by the principal. If the student is found to have possessed a firearm or other dangerous weapon as defined in Connecticut General Statutes 53a-3 in violation of 29-35 or 53-206, in or on the real property of a school or at any school activity as defined in Connecticut General Statutes 10-233a, he/she must be expelled for one calendar year. The Board of Education or hearing board may modify the period of expulsion on a case by case basis. To comply with federal law, any finding of an exception shall be reduced to writing. All legal restrictions and requirements will be adhered to pertaining to special education students.

The Board shall consider a student's conduct off school grounds that is seriously disruptive of the educational process and is violative of publicized policies of the Board as grounds for expulsion.

Students

Weapons and Dangerous Instruments (continued)

Additional optional language to consider:

Weapons under the control of law enforcement personnel are permitted. The Superintendent may authorize other persons to possess weapons for courses, programs and activities approved by the District and conducted on District property.

In accordance with the federal Gun-Free School Zone Act, possession or discharge of a firearm in a school zone is prohibited. A “school zone” is defined by federal law, means in/on school grounds or within 1,000 feet of school grounds.

“Gun-Free School Zone” signs will/may be posted in cooperation with city/town officials as appropriate. Violations, unless otherwise excepted by law or this policy, shall be reported to the appropriate law enforcement agency.

(cf. 5114 - Suspension/Expulsion)

(cf. 5145.12 - Search and Seizure)

Legal Reference: Connecticut General Statutes
 10-221 Boards of education to prescribe rules.
 10-233a through 10-233f - Expulsion as amended by PA 95-304
 53a-3 Definitions.
 53a-217b - Possession of firearms and deadly weapons on school grounds
 53-206 Carrying and sale of dangerous weapons.
 PA 94-221 An Act Concerning School Discipline and Safety.
 Gun-Free School Zones Act of 1990, 18 U.S.C. §§ 921(a)(25)-(26), 922(q)
 (2006)
 GOALS 2000: Educate America Act
 18 U.S.C. 921 Definitions.
 20 U.S.C. §7961, The Gun-Free School Act, 8561 of the Every Student
 Succeeds Act.
 Youth Handgun Safety Act, 18 U.S.C. §§ 922(x), 924(a)(6) (2006)
 Safe and Drug-Free Schools and Communities Act, 20 U.S.C. §§ 7101-
 7117

Policy adopted:

rev 5/03

rev 2/13

rev 7/18

A new and mandated policy to consider. This can also be covered in policy #5144.1, but with less specificity.

Students

Use of Exclusionary Time Out Settings

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

OR

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

Definitions

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

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

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

Students

Use of Exclusionary Time Out Settings (continued)

Types of Time Out

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

There are two kinds of time-out:

- **Inclusionary** – when a student is removed from positive reinforcement or full participation in the class while remaining in the class. The use of inclusionary time-out functions as a behavior support strategy while allowing the student to remain fully aware of the learning activities in the classroom.
- **Exclusionary** – when a student is separated from the rest of the class through complete visual separation or actual physical separation.

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

Use of Exclusionary Time Out Setting/Space

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

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

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

1. The Board prohibits placing a student in a locked room or space or in a setting where the student cannot be continuously observed and supervised. The time out space shall be unlocked and the door must be able to be opened from the inside. The use of locked rooms or spaces for purposes of time out or emergency interventions is prohibited.

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

Students

Use of Exclusionary Time Out Settings (continued)

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

2. Factors which may precipitate the use of the time out setting/space:
 - a. Student fails to respond to less severe interventions (behavior that cannot be controlled through interventions short of isolation in the designated time out space or room)
 - b. Behavior that is severely disruptive
 - c. Dangerous behavior that presents a risk of injury or harm to that student or to others
 - d. Behavior that is dangerous or presents a risk of significant property damage.

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

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

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

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

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

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

Students

Use of Exclusionary Time Out Settings (continued)

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

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

4. Staff training on the policies and procedures related to the use of time out setting/space shall include, but not be limited to, the following measures:
 - a. The Director of Special Education (or _____) shall be responsible to the Superintendent for establishing administrative practices and procedures for training all District personnel responsible for use of time out.
 - b. Specific Training Activities and Programs:

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

- Receive full training in the policy and procedures for the use of a time out setting.
- Participate in work sessions to review each student's Behavior Intervention Plan and receive specific instruction in the implementation of the plan. The work sessions will include teachers, teaching assistants, monitors, building administrators and the Director of Pupil Personnel Services.

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

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

Students

Use of Exclusionary Time Out Settings (continued)

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

- a. A record for each student showing the date and time of each use of the time out setting;
- b. A detailed account of the antecedent conditions/specific behavior that led to the use of the time out setting;
- c. The amount of time that the student was in the time out setting; and
- d. Information to monitor the effectiveness of the use of the time out setting to decrease specified behaviors which resulted in the student being placed in the setting.

6. Information to be provided to parents:

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

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

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

Physical Space Used as a Time Out Setting/Space

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

- a. The area shall provide a means for continuous visual and auditory monitoring of the student. (Staff assigned to monitor the time out area must be able to see and hear the student at all times and be able to communicate verbally with the student throughout the time out.)
- b. The space or setting used for an exclusionary time out must be appropriate for calming or deescalating the student's behavior.
- c. The area shall be of adequate width, length and height to allow the student to move about and recline comfortably.

Students

Use of Exclusionary Time Out Settings

Physical Space Used as a Time Out Setting/Space (continued)

- d. Wall and floor coverings should be designed to prevent injury to the student, and there shall be adequate lighting and ventilation.
- e. The temperature of the area shall be within the normal comfort range and consistent with the rest of the building.
- f. The area shall be clean and free of objects and fixtures that could be potentially dangerous to a student and shall meet all local fire and safety codes.
- g. The setting must be unlocked and the door must be able to be opened from the inside at all times. The use of locked rooms or spaces for the purpose of time out is strictly prohibited.

(cf. 4148/4248 – Employee Protection)

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

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

Legal Reference: Connecticut General Statutes
 10-76b State supervision of special education programs and services.
 10-76d Duties and powers of boards of education to provide special
 education programs and services.
 10-236b Physical restraint and seclusion of students by school employees.
 (as amended by PA 17-220 and PA 18-51)
 46a-150 Definitions. (as amended by PA 07-147 and PA 15-141)
 46a-152 Physical restraint, seclusion and use of psychopharmacologic
 agents restricted. Monitoring and documentation required.
 46a-153 Recording of use of restraint and seclusion required. Review of
 records by state agencies. Reviewing state agency to report serious injury
 or death to Office of Protection and Advocacy for Persons with
 Disabilities and to Office of Child Advocate. (as amended by PA 12-88)
 53a-18 Use of reasonable physical force or deadly physical force
 generally.
 53a-19 Use of physical force in defense of person
 53a-20 Use of physical force in defense of premises.
 53a-21 Use of physical force in defense of property.
 PA 15-141 An Act Concerning Seclusion and Restraint in Schools.
 State Board of Education Regulations Sections 10-76b-5 through 10-76b-
 11.
 State Board of Education Regulations Sections 10-76b-5 through 10-76b-
 11.

Policy adopted:

cps 6/18

**Sample Designated Time-Out Setting
Data Collection Form**

Name of Student:
Date of designated time-out room use:
Time of designated time-out room use:
Duration of designated time-out room use:
Name of professional staff supervising student while in designated time-out room:

Describe:
a) Antecedent events leading up to use of designated time-out room
b) Behavior that resulted in use of designated time-out room
c) Behavior observed in the designated time-out room

If used, describe the physical assistance required:

On this occasion, was the student able to self-regulate and/or control behavior in order to return to the classroom or were further interventions required? Specify.

NOTE: *This data must be placed in the student's confidential record.*