

HOPATCONG BOARD OF EDUCATION

The Chalkboard

Regular Meeting
September 24, 2018
7:00 P.M.

The Hopatcong Borough Schools Board of Education at its public meeting on September 24, 2018 approved the resolutions as follows:

I. Finance

- The Board approved the transfer of funds from 2018-2019 Capital Reserve Account to General Fund in the amount of \$103,358.04 for the purpose of mold remediation expenses.
- The Board approved the payment of mold remediation by Servpro in the amount of \$103,358.04.
- The Board approved to utilize the Title I Basic Skills Grant and the Title II A Grant for portions of teacher salaries as indicated below:

Title I Basic Skills Full Year Teacher Salaries (Benefits Included)						
Staff member	18-19 Salary	% Grant	\$ Grant	% Local	\$ Local	Salary Total
Gambuzza, Jaime	\$ 69,915.00	25%	\$ 17,478.00	75%	\$ 52,437.00	\$ 69,915.45
Christiano, Stacey	\$ 93,385.00	25%	\$ 23,346.00	75%	\$ 70,039.00	\$ 93,385.10
Wolf, Hilary	\$ 74,215.00	75%	\$ 55,661.00	25%	\$ 18,554.00	\$ 74,215.10
Brennan, Kathleen	\$ 83,835.00	75%	\$ 62,876.00	25%	\$ 20,959.00	\$ 83,835.00
Sub Total	\$ 321,350.00		\$ 159,361.00		\$ 161,989.00	\$ 321,350.65
Benefits Required			\$ 49,600.00			
Grant Total			\$ 208,961.00			
Title II A Full Year Teacher Salary (Benefits Included)						
Staff member	18-19 Salary	% Grant	\$ Grant	% Local	\$ Local	Salary Total
McConnell, Allyson	\$ 67,365.00	45%	\$ 30,281.00	55%	\$ 37,084.00	\$ 67,365.00
Benefits Required			\$ 9,387.00			
Grant Total			\$ 39,668.00			

II. Personnel

- The Board approved the employment contract, previously approved by the Executive County Superintendent of Schools for Sussex County, with Mr. DiBenedetto setting forth an initial annual salary of \$174,689.00.
- The Board approved the employment of Melissa Gordon Sant as part time 0.5 Facilities Secretary, effective September 25, 2018, at the prorated salary of \$20,913.
- The Board approved the resignation of Karin Guard from her position as a Paraprofessional at Tulsa Trail School, effective September 20, 2018.
- The Board approved the employment of Adrienne Bliebdry as a paraprofessional in the Hopatcong School District, at a rate of \$11.00 per hour, plus \$1.00 differential for toileting if applicable, effective September 25, 2018.
- The Board approved the employment of Manal Kanaa as a paraprofessional in the Hopatcong School District, at a rate of \$11.00 per hour, plus \$1.00 differential for toileting if applicable, effective September 25, 2018.
- The Board approved the employment of Margaret Davenport as a paraprofessional in the Hopatcong School District, at a rate of \$11.00 per hour, plus \$1.00 differential for toileting if applicable, effective September 25, 2018.
- The Board approved the employment of Jennifer Fox as a paraprofessional in the Hopatcong School District, at a rate of \$11.00 per hour, plus \$1.00 differential for toileting if applicable, effective September 25, 2018.
- The Board approved the employment of Kathryn Gallagher as Middle School Mathematics Teacher at a pro-rated salary of \$63,033, salary guide level MA/Step 5, effective October 29, 2018 or sooner. This salary is based upon the 2017-2018 HEA Salary Guide and may change based upon the outcome of negotiations.
- The Board approved the employment of George Kately as Safety/Attendance Officer for the Hopatcong School District for the 2018-2019 school year, at a pro-rated salary of \$32,000 per year, effective July 1, 2018 until such time that his employment begins with the Hopatcong Police Department.
- The Board approved the following transfer recommendation effective August 27, 2018:

Name	Transfer From	Transfer To
Donna Annett	Facilities Secretary	Child Study Team Secretary

- The Board approved the employment of Josh Aiello as a Custodian in the Hopatcong Borough School District, at an annual salary of \$39,937 based upon Step 1 of the Custodial Salary Guide, effective September 25, 2018.
- The Board approved the following 2018-2019 Advisors for the Hopatcong Middle School:

Name	Nature of Action	Position	Class	Level	Salary	Date Effective	Date Terminated
Mike Sickles	Rescinded	MS Drama Club	E	3	\$1224.00	9/1/18	6/30/19

- The Board approved the following as Athletic Event Staff Members for 2018-2019 athletic events, to be paid at the Board Approved rate of pay per position:

Linda Tappen	Marilyn Volpe	Rocco Passerini
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- The Board approved Lana Robertson to provide clerical assistance at Durban Avenue School for the period of August 27, 2018 to September 13, 2018, at her regular negotiated hourly rate of pay.
- The Board approved Approval of the following Guidance Counselors for emergency hours on September 11 and 12, 2018 at a rate of \$35.00 per hour for no more than 6 hours per day:

Danielle Manisa
Jacqueline Tillson
- The Board approved the following for the Extra Duty/Extra Pay positions for the 2018-2019 school year at the Hopatcong High School, on an as needed basis:

Central Detention \$20.00 per hour	Long Detention per day	Central Detention \$100.00	Saturday Detention \$100.00 per day	Homework Club \$28.00 per hour
Kathy LaRosa	Stephanie Martinez		Stephanie Martinez	Kathy LaRosa
Stephanie Martinez	Sharon Haggerty		Lisa Kenny	Stephanie Martinez
Sharon Haggerty	Ken Olsen		Ken Olsen	Sharon Haggerty
Lisa Kenny	Linda Padula		Dominick Spuckes	Lisa Kenny
Ken Olsen	James Marino		James Marino	Ken Olsen
Linda Padula	James McDonald		James McDonald	Linda Padula
Dominick Spuckes	Heather DelBagno		Heather DelBagno	James Marino
James Marino	Michael Juskus			James McDonald
James McDonald				Heather DelBagno
Heather				Julie Wilson

DelBag no			
Julie Wilson			

- The Board Approved the following for the Extra Duty/Extra Pay positions for the 2018-2019 school year at the Hopatcong Middle School, on an as needed basis:

Detention \$20.00 per hour	Homework Club \$28.00 per hour
Eric Shramko	Eric Shramko
Jacqueline Tillson	Jacqueline Tillson
Craig Vallaro	Craig Vallaro
	Joanne Canizaro

- The Board amended all previously approved Facilitator positions to reflect the stipend amount of \$6,367. This salary is based upon the 2017-2018 HEA Salary Guide and may change based upon the outcome of negotiations.
- The Board approved the following Education students to conduct a field experience in the Hopatcong School District:

Student Name	School Year	University	Experience	School	Cooperating Staff Member
Eryn Ammiano	2018-2019	Centenary University	Practicum	District Wide	Mrs. Walker and Mrs. Takacs

- The Board approved substitute teachers, paraprofessionals, custodians and van drivers. (Attachment 1)

III. Students & Services

- The Board approved to continue to use all Hopatcong Certificated Staff as home instruction tutors for the 2018/2019 school year at the Board approved rate of \$35.00 per hour on an as needed basis.
- The Board approved field trip requests, as required by the New Jersey Department of Education. (Attachment 2)

IV. Curriculum

- The Board approved to submit to the Sussex County Office of the New Jersey Department of Education for a group size waiver for a pull-out resource center language arts class – grade 8.
- The Board approved to submit to the Sussex County Office of the New Jersey Department of Education for a group size waiver for a pull-out resource center math class – grade 8.

V. Travel

- The Board approved travel costs as related in this resolution, which are educationally necessary and fiscally prudent and are related to and within the scope of the employee's current responsibilities and promotes the delivery of instruction or furthers the efficient operation of the school district. The reimbursements listed in this resolution are in compliance with the state travel reimbursement guidelines as established by the Department of the Treasury and Board of Education policy in accordance with N.J.A.C. 6A:23B-1.1. seq. (Attachment 3)

VI. Policies & Regulations

- The Board approved the modifications and additions to the policies and regulations of the Hopatcong Board of Education in accordance with statutory and regulatory changes for approval, as revised, for **FIRST READING:**

Policy

P 5561

Title

Use of Physical Restraint and Seclusion Techniques for Student with Disabilities (M) (Revised)

Regulation

R 5561

Title

Use of Physical Restraint and Seclusion Techniques for Student with Disabilities (M) (Revised)

- The Board approved the modifications and additions to the policies and regulations of the Hopatcong Board of Education in accordance with statutory and regulatory changes for approval, as revised, for **SECOND READING:**

Policy

P 0155

P 0164

P 0167

P 1613

P 2431

P 2431.8

Title

Board Committees (Revised)

Conduct of Board Meeting (Revised)

Public Participation in Board Meetings (Revised)

Disclosure and Review of Applicant's Employment History (M) (Revised)

Athletic Competition (M) (Revised)

Varsity Letters for Interscholastic Extracurricular Activities (M) (New)

Regulation #

R 1613

R 2431.2

Title

Disclosure and Review of Applicant's Employment History (M) (Revised)

Medical Examination Prior to Participation on a School- Sponsored Interscholastic or Intramural Team or Squad (M) (Revised)

(Attachment 4)

VII. Calendar

- The Board approved the Revised 180 day School Calendar for the 2018/2019 school year (Attachment 5)

LIST OF APPROVED SUBSTITUTES

DISTRICT: Hopatcong

COUNTY: Sussex

Date adopted by Local Board of Education Subject to Criminal Background Check September 24, 2018

NAME	INSTITUTIONS ATTENDED	DATES OF ATTENDANCE	DEGREE RECEIVED	MAJOR	CERTIFICATE(S)
Casey Walsh	CCM	2015-2017	Associates	Liberal Arts	Substitute Teacher Certification
Kristine Lessig	Taylor University	1986-1990	BA	Business	Substitute Teacher Certification
Debra Cardena	Laboratory Institute of Merchandising	1983-1987	BA	Fashion Merchandising	Renew Substitute Teacher Certification
Sharone Lester-Hogan	CCM	1976-1978	AA	Social Sciences	Renew Substitute Teacher Certification
Jake Mayer	Montclair State	2015-now		Physical Education and health	Substitute Teacher Certification
Austin Brown	East Stroudsburg Univ.	2012-2016 2016-2017	BA MA	Exercise Science	Substitute Teacher Certification
SUBSTITUTE PARAPROFESSIONALS Jeanette Porsello	SUBSTITUTE CUSTODIANS/ MECHANIC	SUBSTITUTE VAN/BUS DRIVERS	SUBSTITUTE School Nurse	SUBSTITUTE DAY PLUS	HOME INSTRUCTION

Field Trips

Cost per
Student

	Quest Hike at Van Campens Glen/		
Olsen, Kenneth	Food at Hot Dog Johnnys	10/4/2018	\$0.00
Olsen, Kenneth	Beach Sweeps 2018 Fall	10/20/2018	\$0.00
Martinez, Steph...	FIT Trip to Dorney Park	10/5/2018	\$61.00

Conferences	Submitted by	Activity Title	Date	All Expenses
Sciabica, Doreen		CONQUER MATH	06/06/2018 - 06/21/2018	\$23.84
Benfatti, Lewis		Ginnies House Superintendent's presentation	7/18/2018	\$0.00
Benfatti, Lewis		NY Jets meeting with equipment director.	7/17/2018	\$0.00
Sciabica, Doreen		Conquer Math curriculum writing	7/24/2018	\$21.70
Miller, Tammy		Visitation to Banyan School in Fairfield NJ	7/19/2018	\$16.12
Miller, Tammy		Visitation to Roxbury School District - Potential		
Sciabica, Doreen		Out of District Placement for Student	7/26/2018	\$3.10
		Conquer Math	7/27/2018	\$21.70
		Working with Emerging Bilinguals		
Katona, Ruth		Foundational Skills	10/8/2018	\$90.00
Dinnocenzo, Mary		Observation/Testing	10/2/2017	\$0.62
Dinnocenzo, Mary		Observation/Testing preschooler	10/13/2017	\$2.23
Dinnocenzo, Mary		Testing/Observation @Head Start	12/14/2017	\$1.90
Dinnocenzo, Mary		Testing/Observation @Head Start	12/21/2017	\$1.90
Dinnocenzo, Mary		Testing/Observation	4/18/2018	\$4.83
Buglovsky, Chri...		HWS AD Meeting	09/18/2018 - 06/04/2019	\$124.31
Buglovsky, Chri...		NJAC AD Meeting	08/23/2018 - 06/06/2019	\$86.80
		Working with Emerging Bilinguals : Foundation		
Pietrzak, Patri...		Skills	10/8/2018	\$90.00
Mortello, Yvonne		TC Writing Workshop	07/30/2018 - 08/03/2018	\$1,007.17
		Applied Behavior Analysis and Verbal Behavior		
Strzepek, Erica		Workshop	8/16/2018	\$0.00
		Unlocking Time: Let's Make Every Minute		
Brennan, Pamela		Count	8/7/2018	\$0.00
Brennan, Pamela		Apps to Teach Children with Autism Spectrum		
		Disorder	8/1/2018	\$0.00
Brennan, Pamela		edWeb 24/7 PD: Provide Personalized PD for		
		Your School or District	8/17/2018	\$0.00
Mortello, Yvonne		October Coaching of Reading Institute	10/21/2018 - 10/24/2018	\$925.98

Brennan, Pamela	5 Things to Give Up So Your Struggling Readers Won't	8/17/2018	\$0.00
Brennan, Pamela	Creative Expression as a Social Emotional Learning (SEL) Tool	8/16/2018	\$0.00
Canizaro, Joanne	My Class is Out of Control: What is My First Move?	8/21/2018	\$0.00
Canizaro, Joanne	Critical Role of Phonemic Awareness in Foundational Reading Skills	8/28/2018	\$0.00
Brennan, Pamela	Create Powerful STEM Lessons Through Design Thinking	8/21/2018	\$0.00
Mortello, Yvonne	51st Annual Conference for Reading and Writing Rutgers	10/26/2018, 03/22/2019	\$820.83
Longo, Shawna	FEA/NJPSA Fall LEAD Conference	10/19/2018	\$49.60
Joseph, Carolyn	NJSBA Fall Conference	10/23/2018 - 10/25/2018	\$392.00
Longo, Shawna	NJSBA Workshop 2018	10/23/2018 - 10/24/2018	\$0.00
Edgerton, Olga	FEA / NJPSA/ NJASCD 2018 FALL Conference	10/18/2018 - 10/19/2018	\$46.50
Edgerton, Olga	NJSBA Workshop 2018 \Engaging Every Child\ ""	10/22/2018 - 10/25/2018	\$317.00
Binotto, Emil	NJSBA Workshop 2018 \Engaging Every Child	10/22/2018 - 10/25/2018	\$317.00
Mullane, Joanne	NJSBA Conference	10/22/2018 - 10/25/2018	\$317.00
Longo, Shawna	iSTEAM Army Education Tour	10/5/2018	\$0.00
Miller, Tammy	Sussex/Warren County Directors' Meeting	09/12/2018 - 05/15/2019	\$59.52
Kennedy, Melissa	Sussex County School Counselor's Association Meeting	10/1/2018	\$9.30
Kennedy, Melissa	Annual Columbus Day In-Service	10/8/2018	\$9.92
Miller, Tammy	DCP&P Meeting	9/20/2018	\$9.92
Murphy, Christi	Warren County Speech Language Hearing Association	10/8/2018	\$94.28
Fialcowitz, Jaime	Conquer Math Grade 5	09/21/2018 - 04/11/2019	\$79.61
Amelio, Lindsay	Conquer Math Grade 5	09/21/2018 - 04/11/2019	\$139.31
	Total		\$5,083.99

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Use of Physical Restraint and Seclusion
Techniques for Students with Disabilities

Jul 18

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[See POLICY ALERT No. 216]

5561 USE OF PHYSICAL RESTRAINT AND SECLUSION TECHNIQUES FOR STUDENTS WITH DISABILITIES

The Board of Education strives to provide a safe, caring atmosphere that supports all students in the least restrictive environment. On occasion, during an emergency, a situation may arise making it necessary to temporarily restrain or seclude a student with a disability in accordance with N.J.S.A. 18A:46-13.4 through 13.7.

A school district, an educational services commission, or an approved private school for students with disabilities (APSSD) that utilizes physical restraint on students with disabilities shall ensure that:

1. Physical restraint is used only in an emergency in which the student is exhibiting behavior that places the student or others in immediate physical danger;
2. A student is not restrained in the prone position, unless the student's primary care physician authorizes, in writing, the use of this restraint technique;
3. Staff members who are involved in the restraint of a student receive training in safe techniques for physical restraint from an entity determined by the Board of Education to be qualified to provide such training, and that the training is updated at least annually;
4. The parent of a student is immediately notified when physical restraint is used on the student. This notification may be by telephone or electronic communication. A **post-incident** full written **notification** report of the incident of physical restraint shall be provided to the parent within forty-eight hours of the occurrence of the incident;



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Use of Physical Restraint and Seclusion Techniques for Students with Disabilities

5. Each incident in which physical restraint is used is carefully and continuously visually monitored to ensure it was used in accordance with established procedures set forth in Policy and Regulation 5561 – Use of Physical Restraint and Seclusion Techniques for Students with Disabilities, developed in conjunction with the entity that trains staff in safe techniques for physical restraint, in order to protect the safety of the child and others; and
6. Each incident in which physical restraint is used is documented in writing in sufficient detail to enable staff to use this information to develop or improve the behavior intervention plan at the next individualized education plan (IEP) meeting.

A school district, an educational services commission, and an APSSD shall attempt to minimize the use of physical restraints through inclusion of positive behavior supports in the student's behavior intervention plans developed by the IEP team.

A school district, an educational services commission, or an APSSD that utilizes seclusion techniques on students with disabilities shall ensure that:

1. A seclusion technique is used on a student with disabilities only in an emergency in which the student is exhibiting behavior that places the student or others in immediate physical danger;
2. Each incident in which a seclusion technique is used is carefully and continuously visually monitored to ensure it was used in accordance with established procedures set forth in Policy and Regulation 5561 – Use of Physical Restraint and Seclusion Techniques for Students with Disabilities, developed in conjunction with the entity that trains staff in safe techniques for physical restraint, in order to protect the safety of the child and others; and
3. Each incident in which a seclusion technique is used is documented in writing in sufficient detail to enable the staff to use this information to develop or improve the behavior intervention plan at the next IEP meeting.



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Use of Physical Restraint and Seclusion Techniques for Students with Disabilities

A school district, an educational services commission, and an APSSD shall attempt to minimize the use of seclusion techniques through inclusion of positive behavior supports in the student's behavior intervention plans developed by the IEP team.

The New Jersey Department of Education shall establish guidelines for school districts, educational services commissions, and APSSDs to ensure a review process is in place to examine the use of physical restraints or seclusion techniques in emergency situations, and for the repeated use of these methods for an individual child, within the same classroom, or by a single individual. The review process shall include educational, clinical, and administrative personnel. Pursuant to the review process the student's IEP team may, as deemed appropriate, determine to revise the behavior intervention plan or classroom supports, and a school district, educational services commission, or APSSD may determine to revise a staff member's professional development plan pursuant to N.J.S.A. 18A:46-13.7.

The Superintendent or designee may gather input from school staff members and parents of students with disabilities on this Policy and Regulation. All students with disabilities and their parents shall be afforded the procedural safeguards provided by the Individuals with Disabilities Education Act (IDEA).

The Superintendent or designee shall annually inform parents of students with disabilities about the Board's Policy regarding restraint and seclusion.

N.J.S.A. 18A:46-13.4; 18A:46-13.5; 18A:46-13.6; 18A:46-13.7

**New Jersey Department of Education Restraint and Seclusion Guidance for
Students with Disabilities – July 10, 2018**

Adopted:



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Techniques for Students with Disabilities

Jul 18

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[See POLICY ALERT No. 216]

R 5561 USE OF PHYSICAL RESTRAINT AND SECLUSION TECHNIQUES FOR STUDENTS WITH DISABILITIES

A. Definitions

“Mechanical Restraint” means the use of any device or equipment to restrict a student’s freedom of movement, but does not include devices implemented by trained school personnel, or utilized by a student that has been prescribed by an appropriate medical or related services professional and are used for the specific and approved purposes for which such devices were designed such as:

- **Adaptive devices or mechanical supports used to achieve proper body position, balance, or alignment to allow greater freedom of mobility than would be possible without the use of such devices or mechanical supports;**
- **Vehicle safety restraints when used as intended during the transport of a student in a moving vehicle;**
- **Restraints for medical mobilization; or**
- **Orthopedically prescribed devices that permit a student to participate in activities without risk of harm.**

“Physical restraint” means the use of a personal restriction that immobilizes or reduces the ability of a student to move all or a portion of his or her body.

“Seclusion technique” means the involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving, but does not include a timeout.



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“Timeout” means a behavior management technique that involves the monitored separation of a student in a non-locked setting and is implemented for the purpose of calming.

B. Physical Restraint

A school district, an educational services commission, or an approved private school for students with disabilities (APSSD) that utilizes physical restraint on students with disabilities shall ensure that:

1. Physical restraint is used only in an emergency in which the student is exhibiting behavior that places the student or others in immediate physical danger;
2. A student is not restrained in the prone position, unless the student’s primary care physician authorizes, in writing, the use of this restraint technique;
3. Staff members who are involved in the restraint of a student receive training in safe techniques for physical restraint from an entity determined by the Board of Education to be qualified to provide such training, and that the training is updated at least annually;
4. The parent of a student **shall be** is immediately notified when physical restraint is used on the student. This notification may be by telephone or electronic communication. **In addition, a A full post-incident written notification** report of the incident of physical restraint shall be provided to the parent within forty-eight hours of the occurrence of the incident.
 - a. **The post-incident written notification report shall include, but not be limited to, details regarding the nature of the behavior that precipitated the use of the restraint; the staff involved; and recommendations for follow-up activities including, if appropriate, revisions to the student’s individualized education plan (IEP) or administration of a functional assessment.**



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- b. The post-incident written notification report shall be maintained in a manner consistent with State and Federal regulations regarding the confidentiality of student records, while also serving as a mechanism for gathering data which allows the IEP team to make informed decisions regarding the student's needs.**
- 5. Each incident in which physical restraint is used is carefully and continuously visually monitored to ensure it was used in accordance with established procedures set forth in Policy and Regulation 5561 – Use of Physical Restraint and Seclusion Techniques for Students with Disabilities, developed in conjunction with the entity that trains staff in safe techniques for physical restraint, in order to protect the safety of the child and others; and
- 6. Each incident in which physical restraint is used is documented in writing in sufficient detail to enable staff to use this information to develop or improve the behavior intervention plan (BIP) at the next individualized education plan IEP meeting.
 - a. Each incident that requires the use of restraint shall be documented in a manner that supports informed data-driven decision making by school staff including the IEP team.**
 - b. The data collected through this process shall include, but not be limited to, the location of the incident, persons involved, triggering events, prevention, redirection or de-escalation techniques utilized during the incident, a description of any injuries or physical damage that occurred, observational data or monitoring data taken during the incident, debriefing with staff, reflections on adherence to the IEP and district procedures, and specific follow-up that will take place including, if appropriate, an IEP team meeting.**



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- c. **Data shall be reviewed on a continual basis to determine the effectiveness of the individual student's BIP and the school district's procedures. Any reviews should be conducted across sub-groups and involve staff, Child Study Team members, and administration.**

A school district, an educational services commission, and an APSSD shall attempt to minimize the use of physical restraints through inclusion of positive behavior supports in the student's ~~behavior intervention plans~~ BIPs developed by the ~~individualized education plan~~ IEP team.

~~C. Physical Restraint Training Requirements~~

~~The training requirements on the use of physical restraint shall be as follows:~~

- ~~1. Building level administrators and school staff members who are involved in the restraint of a student shall receive training in safe techniques for physical restraint from an entity determined by the Board to be qualified to provide such training.~~
 - ~~a. The Principal or designee shall determine the school staff members that shall receive training in safe techniques for physical restraint of a student.~~
 - ~~b. Training may include techniques of prevention and de-escalation, as well as alternatives to physical restraint.~~
 - ~~c. Training may include current professionally accepted practices and standards regarding behavior management.~~
 - ~~d. The training program in safe techniques for physical restraint shall be updated at least annually.~~



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C. Seclusion

A school district, an educational services commission, or an APSSD that utilizes seclusion techniques on students with disabilities shall ensure that:

- 1. A seclusion technique is used on a student with disabilities only in an emergency in which the student is exhibiting behavior that places the student or others in immediate physical danger;**
- 2. Each incident in which a seclusion technique is used is carefully and continuously visually monitored to ensure that it was used in accordance with established procedures set forth in Policy and Regulation 5561 – Use of Physical Restraint and Seclusion Techniques for Students with Disabilities; and**
- 3. Each incident in which a seclusion technique is used is documented in writing in sufficient detail to enable staff to use this information to develop or improve the BIP at the next IEP meeting.**
 - a. Each incident that requires the use of a seclusion technique shall be documented in a manner that supports informed data-driven decision making by school staff including the IEP team.**
 - b. The data collected through this process shall include, but not be limited to, the location of the incident, persons involved, triggering events, prevention, redirection or de-escalation techniques utilized during the incident, a description of any injuries or physical damage that occurred, observational data or monitoring data taken during the incident, debriefing with staff, reflections on adherence to the IEP and district procedures, and specific follow-up that will take place including, if appropriate, an IEP team meeting.**



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- c. **Data shall be reviewed on a continual basis to determine the effectiveness of the individual student's BIP and the school district's procedures. Any reviews should be conducted across sub-groups and involve staff, Child Study Team members, and administration.**

A school district, an educational services commission, and an APSSD shall attempt to minimize the use of seclusion techniques through inclusion of positive behavior supports in the student's BIP developed by the IEP team.

D. Interventions

- 1. Classroom interventions may include, but not be limited to, the following strategies:
 - a. The staff member may ignore the behavior;
 - b. The staff member may redirect the student to a task with verbal or non-verbal prompts or gestures. Proximity and the use of gentle humor may help, when appropriate;
 - c. The staff member shall be clear, polite, and respectful when redirecting the student's behavior. The staff member should make eye contact and tell the student what to do such as "I can't teach when you are talking, throwing things, ..." or "Please stop and listen, read, write, ..." The staff member should remind the student of consequences for non-compliance and rewards if they comply with the staff member's request;
 - d. The staff member shall be polite at all times. The staff member may repeat steps a. through c. above and quietly give the student adequate wait time. If the staff member moves on, the student may comply after the initial confrontation if attention goes back to the lesson;
 - e. The staff member may advise the student to proceed to a time out area in the classroom for a limited time (elementary and middle school); and



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- f. If classroom removal is required, the staff member shall follow school discipline procedures for notification and request for assistance if necessary.
- 2. Security interventions may include, but are not limited to, the staff member:
 - a. Standing quietly in the doorway and asking the student to accompany the staff member; and
 - b. Informing the student of the violation of the school discipline code and procedure and assure the student they have the choice to leave the classroom quietly.

E. Use of Physical Restraint

- 1. If necessary, the staff member shall restrain the student until the emergency no longer exists (i.e. the student stops punching, kicking, spitting, damaging property, etc.).
- 2. The school staff member shall immediately contact the appropriate administrator and school nurse and complete a written report on the physical restraint the staff member used during the emergency situation.
- 3. The Principal's or designee's or any school staff member's report regarding the incident shall be documented in writing in sufficient detail to enable staff to use this information to develop or improve the ~~behavior intervention plan~~ **BIP** at the next ~~individualized education plan~~ **IEP** meeting. The documentation of physical restraint shall be placed in the student's school file.
- 4. The use of physical restraint is subject to the following additional requirements:
 - a. Physical restraint techniques shall consider the student's medical conditions and shall be modified as necessary;



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Use of Physical Restraint and Seclusion Techniques for Students with Disabilities

- b. Students shall not be subjected to physical restraint for using profanity, other verbal displays or disrespect, or for non-compliance. A verbal threat will not be considered as constituting a physical danger unless a student also demonstrates a means of or intent to carry out the threat;
- c. In determining whether a student who is being physically restrained should be removed from the area where the restraint was initiated, the supervising staff should consider the potential for injury to the student, the student's need for privacy, and the educational and emotional well-being of the other students in the vicinity;
- d. A student shall be released from physical restraint immediately upon a determination by the staff member administering the restraint that the student is no longer in imminent danger of causing harm to himself/herself, others, or imminent property destruction; and
- e. The student shall be examined by the school nurse after any restraint.

~~F. Seclusion Techniques~~

~~A school district, an educational services commission, or an APSSD that utilizes seclusion techniques on students with disabilities shall ensure that:~~

- ~~1. A seclusion technique is used on a student with disabilities only in an emergency in which the student is exhibiting behavior that places the student or others in immediate physical danger;~~
- ~~2. Each incident in which a seclusion technique is used is carefully and continuously visually monitored to ensure that it was used in accordance with established procedures set forth in Policy and Regulation 5561 Use of Physical Restraint and Seclusion Techniques for Students with Disabilities, developed in conjunction with the entity that trains staff in safe techniques for physical restraint, in order to protect the safety of the child and others; and~~



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- ~~3. Each incident in which a seclusion technique is used is documented in writing in sufficient detail to enable staff to use this information to develop or improve the behavior intervention plan at the next individualized education plan meeting.~~

~~A school district, an educational services commission, and an APSSD shall attempt to minimize the use of seclusion techniques through inclusion of positive behavior supports in the student's behavior intervention plans developed by the individualized education plan IEP team.~~

F. Restraint and Seclusion Training Requirements

- 1. All staff members working directly with students with disabilities shall receive training on Policy and Regulation 5561 and in safe techniques for physical restraint and seclusion from an entity determined by the Board of Education to be qualified to provide such training.**
 - a. The Principal or designee shall determine the school staff members that shall receive restraint and seclusion training.**
 - b. The training shall be identified in the school district's professional development plan and should be considered as a topic for ongoing professional learning communities (PLCs).**
 - c. The training shall emphasize the use of appropriate de-escalation techniques and the use of Positive Behavior Supports (PBS) as mechanisms to avoid the need for the use of physical restraint and seclusion.**
 - d. Training may include current professionally accepted practices and standards regarding behavior management.**
 - e. The training program shall be updated at least annually.**



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2. In addition to district-wide training and PLCs, the Board may also consider additional training for all staff members who will be responsible for implementing the IEPs which include BIPs for students with disabilities.
 - a. This additional training should include a framework that emphasizes de-escalation techniques, identifying PBSs, and behavior strategies which support appropriate behavior in all school settings.
 - b. Staff members responsible for implementing BIPs for student IEPs should be trained on the use of continuous monitoring techniques and the collection of data which can be used to inform decision making regarding the continued use of restraint and seclusion.
3. Training for school administrators shall include information on the effectiveness of school-wide positive behavior programs, a tool for evaluating the effectiveness of the Policy and Regulation 5561, and a tool for evaluating the effectiveness of the school district's trainings.

Issued:



HOPATCONG BOROUGH SCHOOLS 2018-2019 CALENDAR

September	17	Monday	Teacher In-Service	
	18	Tuesday	Schools Re-Opens for Students	9 Days
October	8	Monday	Early Dismissal Students/Teacher In-Service	23 Days
November	8	Thursday	NJEA Convention (Schools Closed)	
	9	Friday	NJEA Convention (Schools Closed)	
	21	Wednesday	Early Dismissal	
	22 & 23	Thursday & Friday	Thanksgiving Recess (District Closed)	18 Days
December	21	Friday	Early Dismissal	
	24 - 31	Monday-Monday	Holiday Recess (District Closed)	15 Days
January 2019	1	Tuesday	New Year's Day (District Closed)	
	2	Wednesday	School Resumes	
	21	Monday	Early Dismissal Students/Teacher In-Service	22 Days
February				20 Days
March	11	Monday	Early Dismissal Students/Teacher In-Service	21 Days
April	19-26	Friday - Friday	Spring Recess (Schools Closed)	16 Days
May	27	Monday	Memorial Day (District Closed)	22 Days
June	18	Tuesday	Early Dismissal Students/ Teacher In-Service	
	19	Wednesday	Early Dismissal Students/Teacher In-Service	
	20	Thursday	Early Dismissal/Last Day for Students/Teachers	<u>14 Days</u>
				180 Days