

# Madison Public Schools Board of Education Regular Meeting

Tuesday, October 11, 2022 7:30 PM

Town Campus Hammonasset Room/Zoom, 10 Campus Drive, Madison, CT 06443

## I. Call to Order / Attendance

I.A. Pledge of Allegiance

## II. School / Community Session

II.A. Public Participation

## III. Board of Education Student Representatives' Report

**Speaker(s):** Lucy Fritzingler and Eli Ackerman

## IV. Superintendent's Report

**Speaker(s):** Craig A. Cooke, Ph.D.

IV.A. Presentation: Profile of a Graduate Rubric

IV.B. Open Choice Program Discussion

IV.C. Board Retreat Follow-Up

IV.D. October 1, 2022 Enrollment Report

## V. Board Members' Comments

## VI. Audience Response to Information Presented (Ref. Bylaw #9540.10)

## VII. Board of Selectmen Liaison

**Speaker(s):** Scott Murphy

## VIII. Consent Agenda (Ref. Bylaw #9540.2 and #9540.8)

VIII.A. Line Item Transfers as of October 11, 2022

VIII.B. Budget Expenditures as of October 11, 2022

## IX. Action Item: Motion to approve the Consent Agenda

## X. Board Committees / Liaison Updates (Ref. Bylaw #9450)

X.A. Curriculum and Student Development

**Speaker(s):** Members: Steve Pynn, Chair; Catherine Miller, Jen Gordon

X.B. Facilities Committee

**Speaker(s):** Members: Emily Rosenthal, Chair, Steven Pynn, Galen Cawley

X.C. Finance Committee

**Speaker(s):** Members: Galen Cawley, Chair, Diane Infantine-Vyce, Emily Rosenthal

X.D. Personnel Committee

**Speaker(s):** Members: Maureen Lewis, Chair;

Catherine Miller,  
Mary Ann Connelly

X.E. Policy Committee

**Speaker (s) :** Members:  
Diane Infantine-Vyce,  
Chair; Maureen Lewis,  
Jen Gordon

X.E.1. Policies for a Second Reading:

X.E.1.a. Policy #1150 - Prohibition Against  
Smoking, Possession & Use of Tobacco, Cannabis &  
Alcohol

X.E.1.b. Policy #5120.3.3 - Administration of  
Student Medications in the Schools

X.E.1.c. Policy #6030 - School Calendar

X.E.1.d. Policy #9460 - Advisory Committees

X.E.2. Policy for a First Reading:

X.E.2.a. Policy #5220 - Policy to Improve  
Completion Rates of the FAFSA

X.E.3. Policies Proposed for Rescission, First  
Reading:

X.E.3.a. Policy #5010 - Student Policies  
Goals/Priority Objectives

X.E.3.b. Policy #5020 - Equal Educational  
Opportunity

X.E.3.c. Policy #5030 - Assignment of Students to  
Schools

X.E.3.d. Policy #5030.1 - Intradistrict School  
Attendance Areas

X.E.3.e. Policy #5040 - School Census

X.E.3.f. Policy #5060.3 - Withdrawal from  
School/Drop-Outs

X.E.3.g. Policy #5080.1 - Tardiness

X.E.3.h. Policy #5080.2.1 - Attendance Records and  
Monitoring

X.E.3.i. Policy #5090.1 - Student Due Process  
Rights

X.E.3.j. Policy #5090.1.2 - Age of  
Majority/Emancipated Minors

X.E.3.k. Policy #5090.1.4 - Student Misconduct in  
Schools

X.E.3.l. Policy #5090.3.2 - Vandalism

X.E.3.m. Policy #5090.3.3 - Student Conduct on  
School Buses

X.E.3.n. Policy #5090.3.6.1 - Hazing

X.E.3.o. Policy #5090.8 - Weapons and Dangerous  
Instruments

X.E.3.p. Policy #5100.1.2 - Equal Access Act

X.E.3.q. Policy #5120.4.2.7 - Racial Harassment of  
Students

X.F. LEARN Liaison

**Speaker (s):** Mary Ann Connelly

X.G. Town American Rescue Plan Funding Committee

**Speaker (s):** Emily Rosenthal

X.H. Town Marijuana Advisory Committee

**Speaker (s):** Mary Ann Connelly

XI. **Action Item: Motion to approve Policies #1150, Prohibition Smoking, Possession & Use of Tobacco, Cannabis & Alcohol; #5120.3.3, Administration of Student Medications in the Schools; #6030, School Calendar; #9460, Advisory Committees.**

XII. **Action Item: Motion to approve Grades 4, 5 and 7 ELA Curriculum Units**

XIII. **Action Item: Motion to approve the minutes of the September 6, 2022 Board of Education Meeting (Ref. Bylaw #9540.9)**

XIV. **Action Item: Motion to approve minutes of the September 20, 2022 Board of Education meeting (Ref. Bylaw #9540.9)**

XV. **Old Business**

XVI. **Future Agenda Items**

XVII. **Meetings / Dates of Importance (see attached)**

XVIII. **Action Item: Motion to enter into Executive Session- Discussion Concerning Administrative Assignments**

XIX. **Adjournment**

XX. **The Town of Madison does not discriminate on the basis of disability, and the meeting facilities are ADA accessible. Individuals who need assistance are invited to make their needs known by contacting the Town ADA/Human Resources Director, Debra Ferrante, at 203-245-6310 or by email at ferranted@madisonct.org at least five (5) business days prior to the meeting.**



# Profile of a Graduate

Development of Break-out Rubrics

# NEASC Standards for Accreditation

- **2.1 The school has a vision of the graduate that includes the attainment of transferable skills, knowledge, understandings and dispositions necessary for future success and provides feedback to learners and their families on each learner's progress in achieving this vision.**
  - The Vision of the Graduate is embedded into curriculum, instruction, and assessment practices.
- **2.2 There is a written curriculum in a consistent format for all courses in all departments that includes units of study with guiding/essential questions, concepts, content, and skills and integrates the school's vision of the graduate.**
- **2.7 Learners demonstrate their learning through a variety of assessment strategies that inform classroom instruction and curriculum.**
  - communication of the school's vision of the graduate and related unit-specific learning goals to be assessed prior to each unit of study

# Collaborating Members

- Stacey Daly – Math Coach (Brown, Jeffrey, Ryerson and Polson)
- Meghan Foster – Grade 2 (Ryerson)
- Stephanie Fumiatti – Literacy Coach (Polson and Daniel Hand)
- Michelle Horn – Literacy Coach (Brown and Polson)
- Mike Kiefer – Instructional Technology Specialist (Polson and Daniel Hand)
- Christa Laragy – Grade 3 (Jeffrey)
- Chris Pagliuco – K-8 Social Studies Coordinator
- Lauren Warner – ELA / Social Studies, Grade 5 (Brown)

# Portrait of a Graduate

## Student Growth and Development Matrix

Critical Thinking	Creative Thinking	Collaboration/ Communication	Self-Direction	Global Thinking
<p><b>Inquiry</b></p> <p>Posing, pursuing, and refining significant questions to deepen understanding about a topic or issue.</p>	<p><b>Idea Generation</b></p> <p>Studying a problem, need or model (mentor text, political piece, documents, art work, etc.) to consider limitations and imagine new solutions/transformations.</p>	<p><b>Collective Intelligence</b></p> <p>Working respectfully and responsibly with others, exchanging and evaluating ideas to achieve a common objective.</p>	<p><b>Self-Awareness</b></p> <p>Examining current performance critically to identify steps/strategies to persist.</p>	<p><b>Citizenship</b></p> <p>Identify, analyze and contribute to critical issues in society in an ethical and responsible manner.</p>
<p><b>Analyzing</b></p> <p>Examining information/data/evidence from multiple sources to identify possible underlying assumptions, patterns, and relationships in order to make inferences.</p>	<p><b>Design</b></p> <p>Engaging in a process to refine a product for an intended audience and purpose.</p>	<p><b>Product Creation</b></p> <p>Effectively use a medium to communicate important information.</p>	<p><b>Decision Making</b></p> <p>Make responsible decisions, based on potential outcomes.</p>	<p><b>Alternate Perspectives</b></p> <p>Interpret or critique complementary and competing approaches, experiences, and worldviews in order to develop an empathetic perspective.</p>

# Adding SEL and Empathy: Decision Making

<p><b>Decision Making</b></p> <p>Make responsible decisions, based on potential outcomes.</p>	<p>I did not manage my time well OR make a plan which considered time constraints, resources, and information available, resulting in an undesirable outcome.</p> <p>I did not make responsible and ethical decisions.</p>	<p>I made a plan to break my task/goal into bite-sized steps, but did not follow through, OR my plan did not adequately consider time constraints, resources, and information available.</p> <p>My decisions only met some of my needs and/or did not consider the impact on others.</p>	<p>I broke my task/goal into sequential, bite-sized steps based on the time constraints, resources, and information available to manage my social/emotional and academic needs.</p> <p>I proposed and carried out ethical, empathetic, responsible decisions by carefully evaluating the [context, data/evidence, resources, support, time constraints, safety, task parameters, etc.]</p> <p>My decisions were based on respect and safety for myself and others with consideration of possible consequences.</p>	<p>I fully met the MPS standard with at least one of the following:</p> <ul style="list-style-type: none"><li>● Building in time to reflect and being considerate to other people's schedules.</li><li>● Identifying and evaluating what was and was not working to determine alternate approaches/decisions as needed.</li><li>● Considering unintended consequences.</li><li>● Independently seeking out resources or support for myself and/or others</li></ul>
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# Break-out Rubric: Analyzing

<p><b>Analyzing</b></p> <p>Examining information/data/evidence from multiple sources to identify possible underlying assumptions, patterns, and relationships in order to make inferences.</p>	<p>I looked at information/data/evidence considering limited perspectives/ strategies on a superficial level.</p> <p>I was not able to identify patterns or relationships, make inferences, draw conclusions, or create viable solutions.</p>	<p>I looked at information/data/evidence considering limited perspectives/ strategies that may have lacked relevance.</p> <p>I made literal interpretations and only identified the most obvious patterns and relationships in the information I examined. Therefore, my inferences, conclusions, and solutions are not well-supported and have limited meaning or workability.</p>	<p>I examined information/data/evidence considering multiple sources/strategies that were relevant to my focus, omitting extraneous information.</p> <p>I identified patterns, relationships, and underlying assumptions.</p> <p>This allowed me to make inferences; draw well-informed conclusions; and/or create workable solutions.</p>	<p>I fully met the MPS standard with at least one of the following:</p> <ul style="list-style-type: none"><li>• Carefully and independently synthesizing disparate sources/strategies</li><li>• Making insightful inferences</li><li>• Drawing complex, nuanced, well-informed conclusions</li><li>• Creating novel solutions.</li><li>• Forming interpretations supported by multiple instances/data points/strategies.</li></ul>
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# Grade 3 Unit 4: Dog Shelter PBA

## Grade 3 Unit 4 ~ Dog Shelter

	1 Limited	2 Emerging	3 Present (MPS standard)	4 Complex
<p><b>Capacity # 1</b></p> <p><b>Analyzing:</b></p> <p>Students will be able to analyze information/data to make inferences and identify possible underlying assumptions, patterns, and relationships.</p>	<ul style="list-style-type: none"> <li>I needed help from the teacher to understand and solve the problem.</li> <li>With teacher support along the way, I tried to use strategies that I learned.</li> <li>I was unable to solve the problem or I created a solution to the problem with many errors.</li> </ul>	<ul style="list-style-type: none"> <li>I needed a little hint/tip from the teacher to understand, and start solving the problem.</li> <li>With a little teacher support, I used strategies and mathematical ideas that I learned.</li> <li>I created a solution for the problem and showed my thinking using sketches/ models, numbers and/or words with some errors.</li> </ul>	<ul style="list-style-type: none"> <li>I worked independently to understand and start solving the problem although I may have needed to ask the teacher some questions before I started.</li> <li>I used strategies and mathematical ideas that I learned.</li> <li>I solved the problem and showed my thinking using sketches/ models, numbers and/or words.</li> </ul>	<p>I fully meet the MPS standard with at least one of the following:</p> <ul style="list-style-type: none"> <li>I worked completely independently and did not have to ask the teacher any questions.</li> <li>I used efficient strategies to solve the problem.</li> </ul>

# Grade 7 Unit 2: Analyzing Author's Craft in Historical Fiction

## Response Checklist

**My writing includes**

- The title and author of the short story I read
- Clear craft statement that identifies at least one author's craft move present in the short story
- At least one piece of text evidence that supports my craft statement.
- My thinking about the impact of the craft move (How does it impact the story? How does it impact the reader?)
- Two sentence starters (see below) to grow my thinking
- Few to no grammatical errors

Quality of thinking		
<b>Analysis</b> <ul style="list-style-type: none"> <li>• Examine, assess, interpret or evaluates author's craft move(s) and the purpose of the craft move</li> <li>• Make inferences based on the patterns and relationships of the information</li> </ul>		
	Feedback:	

# Personal Finance, Unit 4: Stock Market Analysis

Fail	Pass	Pass with Distinction
	<p><b>Analyzing--Company Information</b> I can identify relationships between different pieces of information/data/evidence, using multiple sources of information about the company's history and business model, to draw meaningful conclusions, verify generalizations, and/or create workable solutions that are well-supported.</p>	
	<p><b>Analyzing--One Year Graph</b> I can purposefully and thoughtfully combine information about the stock's significant one-year increases and decreases. I can make inferences based on the patterns <i>and</i> draw meaningful conclusions as to whether or not the trend was an isolated occurrence or will have long-term repercussions.</p>	
	<p><b>Analyzing--Key Indicators</b> I can purposefully and thoughtfully examine, assess, interpret or evaluate data on the key indicators (EPS, PE, 52week, market cap, revenue growth) and make inferences and draw meaningful conclusions about what I tell an investor and how it impacts an investment decision.</p>	
	<p><b>Analyzing--Current news</b> I can identify relationships between different pieces of information/data/evidence, using multiple sources of information to draw meaningful conclusions and identify patterns about the short term and long-term impact on the company and the stock.</p>	

# Break-out Rubric: Citizenship

Global Thinking	1 Limited	2 Emerging	3 Present (MPS Standard)	4 Complex
<p style="text-align: center;"><b>Citizenship</b></p> <p>Identify, analyze and contribute to critical issues in society in an ethical and responsible manner.</p>	<p>I showed an understanding of an issue only when it was pointed out to me. I did not develop ideas for how to solve it with information from all the stakeholders within my communities.</p>	<p>With my teacher's support, I identified an issue in society. I began to develop a solution for that issue, but demonstrated a superficial understanding of the concerns of various stakeholders within my communities.</p>	<p>I identified an issue and then developed a response that incorporates understandings from a diversity of perspectives, backgrounds, and cultures. My response acknowledged the impact of decisions on present and future generations and sought shared gains within my [self/family/school/town/state/nation/planetary] communities.</p>	<p>I fully met the MPS standard with at least one of the following:</p> <ul style="list-style-type: none"> <li>● Independently identifying (an) underlying systemic/cultural cause(s) of an issue</li> <li>● Synthesizing seemingly contrasting perspectives.</li> <li>● Developing a plan to transform a community in my life.</li> </ul>

# Grade 1 Social Studies, Unit 1: My Rules and My School Community

<p><u>Citizenship</u></p> <p>Students will be able to identify and contribute to critical issues in society in an ethical and responsible manner.</p>	<p>Student does not attempt to present a RULE.</p>	<p>Student attempts to identify a RULE but the rule may not be appropriate or important for the cafeteria community.</p>	<p>Student is able to identify an appropriate RULE and share why it is important.</p>	<p>Student is able to identify an appropriate RULE to solve the problem, drawing from the rules of their classroom and share <b>multiple reasons</b> why it is important for students to follow this rule.</p>
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# Grade 7 Science, Unit 2: Ecology and Human Impact

	purpose			
Citizenship	Student develops more than one solution to decrease the amount of human impact causing eutrophication and that takes into account the possible effects on various stakeholders. Student proposes a plan of action in a responsible manner and take an active leadership role.	Student develops one solution to decrease the amount of human impact causing eutrophication. Student proposes a plan of action in a responsible manner.	Student begins to develop a solution for to decrease the amount of human impact causing eutrophication. Student proposes, with teacher support, a reasonable plan of action.	Student identifies the issues, but does not propose a reasonable a plan of action to decrease the amount of human impact causing eutrophication.

# Spanish 4 Honors, Unit 1: Las familias y las comunidades

<p><b>Citizenship</b></p> <p>Identify, analyze and contribute to critical issues in society in an ethical and responsible manner.</p>	<p>I showed an understanding of an issue only when it was pointed out to me. I did not develop ideas for how to solve it with information from all the stakeholders within my communities.</p>	<p>With my teacher's support, I identified an issue in society. I began to develop a solution for that issue, but demonstrated a superficial understanding of the concerns of various stakeholders within my communities.</p>	<p>I identified an issue and then developed a response that incorporates understandings from a diversity of perspectives, backgrounds, and cultures. My response acknowledged the impact of decisions on present and future generations and sought shared gains within my state and local communities.</p>	<p>I fully met the MPS standard with at least one of the following:</p> <ul style="list-style-type: none"><li>• Independently identifying (an) underlying systemic/cultural cause(s) of an issue</li><li>• Synthesizing seemingly contrasting perspectives.</li><li>• Developing a plan to transform a community in my life.</li></ul>
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# Independent Project

Student Selected Capacities (The last one or two will be different for each presenter)

Capacity	Above and Beyond		Needs Improvement
Product Creation		You effectively use a medium to communicate important information.	
Inquiry Or Idea Generation		You pose, pursue, and refine significant questions to deepen understanding about a topic or issue.  You study a problem, need or model to consider limitations and imagine new solutions/transformations.	
Self-Awareness/ Decision Making		You examine current performance critically to identify steps/strategies to persist. You make responsible decisions, based on potential outcomes.	
Self-selected 1 (paste title here)		Paste the description of the capacity here.	
Self-selected 2 (paste title here)		Paste the description of the capacity here.	



# MADISON PUBLIC SCHOOLS

10 Campus Drive  
P.O. Drawer 71  
Madison, Connecticut 06443-2562  
[www.madison.k12.ct.us](http://www.madison.k12.ct.us)

**TO:** Madison Board of Education  
**FROM:** Craig A. Cooke, Ph.D., Superintendent  
**SUBJECT:** Open Choice Program

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## **Proposal:**

Request that the Board of Education authorize the Superintendent to pursue Madison Public Schools being a participant in the ACES area School of Choice Program. The first step in the process is to request the legislature to approve Madison to participate in a different RESC area for the purposes of the School Choice Program than we are assigned. Madison is in the LEARN RESC area and would remain in the LEARN area for all other services. LEARN does not have the Choice Program and is in agreement with Madison's proposal to participate in the ACES program. Guilford Public Schools' request was granted in 2022.

## **Background:**

Open Choice is an interdistrict public school program intended to improve academic achievement; reduce racial, ethnic and economic isolation; and provide a choice of educational programs for public school students.

Madison Public Schools has previously considered participating in the Connecticut Public Schools' Open Choice Program. The Board of Education adopted a policy in 1999 and then updated the policy with a technical revision in 2006 (attached). Madison's policy states that the district would participate in School Choice with the New London Public Schools. Currently in CT, participation is open on an equal basis to all students, including students with disabilities, attending public schools in Hartford, Bridgeport, New Haven and their surrounding districts. New London does not participate in School Choice to send students to area districts.

The state pays a grant as follows:

- \$3,000 per student enrolled to the receiving district if the number of Open Choice students is less than 2 percent of the total population of the receiving district;
- \$4,000 per student enrolled if the number of Open Choice students is greater than or equal to 2 percent but less than 3 percent of the total population of the receiving district;
- \$6,000 per student enrolled if the number of Open Choice students is greater than or equal to 3 percent but less than 4 percent of the total population of the receiving district;
- \$6,000 per student if enrollment is greater than 4,000 students and the number of students in the program increased by 50 percent; or
- \$8,000 per student enrolled if the number of Open Choice students is greater than or equal to 4 percent of the total student population of the receiving district.

It is unlikely that Madison would be higher than 2% of our student population, which would be 50 students, for the foreseeable future. Funding received for the Open Choice would be utilized to support students' attendance in Madison Public Schools and participation in afterschool activities. For example, a potential use of funding may be to transport students home from after school activities.

Transportation costs to and from school for the regular school day are paid by the state. Arrangements for transportation are made by the regional educational service center serving the area. This also applies to students with disabilities unless transportation is considered a related service and is required by the student's individualized education program (IEP).

The following towns participate in the New Haven area:

Ansonia	New Haven
Bethany	North Branford
Branford	North Haven
Cheshire	Orange
East Haven	Reg. Dist. #5
Milford	Wallingford
Woodbridge	

Many of our district reference group (DRG) B school districts participate in the Choice Program. Including:

Avon	Simsbury
Farmington	South Windsor
Glastonbury	West Hartford
Granby	

If approved, each year Madison would notify ACES of the seats we are offering to students through the Choice Program. This notification would be made after careful consideration of enrollment numbers. The attachment illustrates the number of seats offered for the current school year by member districts. My intention would be to offer approximately 10 seats per year; however, that may fluctuate based on current enrollment. After participating in the program, students have the option to continue each year through graduation.

**Conclusion:**

I would ask that the Board of Education authorize the Superintendent to pursue Madison participating in the Choice Program. The following steps would be enacted:

1. Draft proposed legislation to approve Madison's participation.
2. Seek support from local state level legislators and advocate at the State level.
3. Begin communication with staff.
4. Report back to the Board of Education on the status in January 2023.

**#5030.2**

**Interdistrict School Attendance Areas**

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The Board of Education recognizes that students may benefit from having a choice of schools to attend within the Connecticut public school system that is not limited by school and/or Madison's district boundaries. Public school choice will (1) provide parents and students with greater opportunities to choose the school and / or program that best meets the academic needs of the student; (2) influence positively the level of parent involvement and student motivation; (3) improve academic achievement; (4) reduce racial, ethnic and economic imbalance; and (5) provide a choice of educational programs for students.

The Madison Public Schools will cooperate with the appropriate regional educational service center in the planning and implementation of the state-wide interdistrict public school attendance program in accordance with the timelines and provisions contained within C.G.S. 10-4a as amended by PA 97-290, "An Act Enhancing Educational Choices and Opportunities," and C.G.S. 10-266aa as amended by P.A. 99-289, "An Act Concerning School Choice and Interdistrict Programs."

Nonresident students from the New London district who apply pursuant to the regulations approved by the Board, may enroll in particular programs or schools in districts in the surrounding areas on a space available basis, without payment of tuition except that the Madison Public Schools shall receive an amount, within available appropriations, from the Department of Education, for each out-of-district student attending a school within the Madison Public Schools. It is recognized that the Regional Service Centers shall determine which school districts in its area are located close enough to a priority school district to make transportation feasible.

In providing for admission of nonresident students, the Madison Public Schools shall consider:

#5030.2 (cont.)

1. Issues pertaining to the availability of space within a requested school to accommodate the enrollment request. The Madison Public Schools will notify its RESC by March 31 of each year of the space it will have available for students from the surrounding area for the new school year.
2. Programs available and the possible establishment of new programs.
3. Eligibility criteria for participating in a particular program, including age requirements, course prerequisites and required levels of performance.
4. Dates of enrollment of nonresident students in a school or program.
5. The requirement that participants attending school in the Madison Public Schools may do so until they graduate from high school.

It is the policy of the Madison Public Schools to receive nonresident students as part of the state-wide interdistrict public school attendance program in accordance with plan developed with the Regional Educational Service Center. Such planning, the Board believes, should consider, but not be limited to, the issues of definition and determination of space availability, choice of students, transportation to and from school and for after-school activities. Further, planning should consider issues related to special education, prior disciplinary behavior, and acceptance of prior academic work. The Madison Public Schools will not recruit students under this program for athletic or extracurricular purposes. Records of students involved in the interdistrict program will be promptly forwarded to the receiving district.

The Board directs the Superintendent and staff not to make any distinction based on race, sex, ethnic group, religion or disability of any student who is in attendance or who seeks admission to any school within the Madison Public Schools in the determination or recommendation of action under this policy.

### #5030.2 (cont.)

(cf. 5020.1 - Nondiscrimination)  
(cf. 5030 – Assignment of Students to School)  
(cf. 5030.1 – Intra-District / School Attendance Areas)  
(cf 5060.1.2 - Nonresident Attendance)  
(cf 5100.9.1 Student Recruitment)

Legal Reference: Connecticut General Statutes

10-4a Education interests of state defined, as amended by PA 97-290 -An Act Enhancing Education Choices and Opportunities  
10-226a Pupils or racial minorities  
10-226b Existence or racial intolerance  
10-226c Plan to correct imbalance  
10-226d Approval of Plan by State Board  
10-266aa Statewide interdistrict public school attendance program, as amended by P.A. 99-289, An Act Concerning School Choice and Interdistrict Programs.

Date of Adoption: December 7, 1999

Technical Revision: August 22, 2006

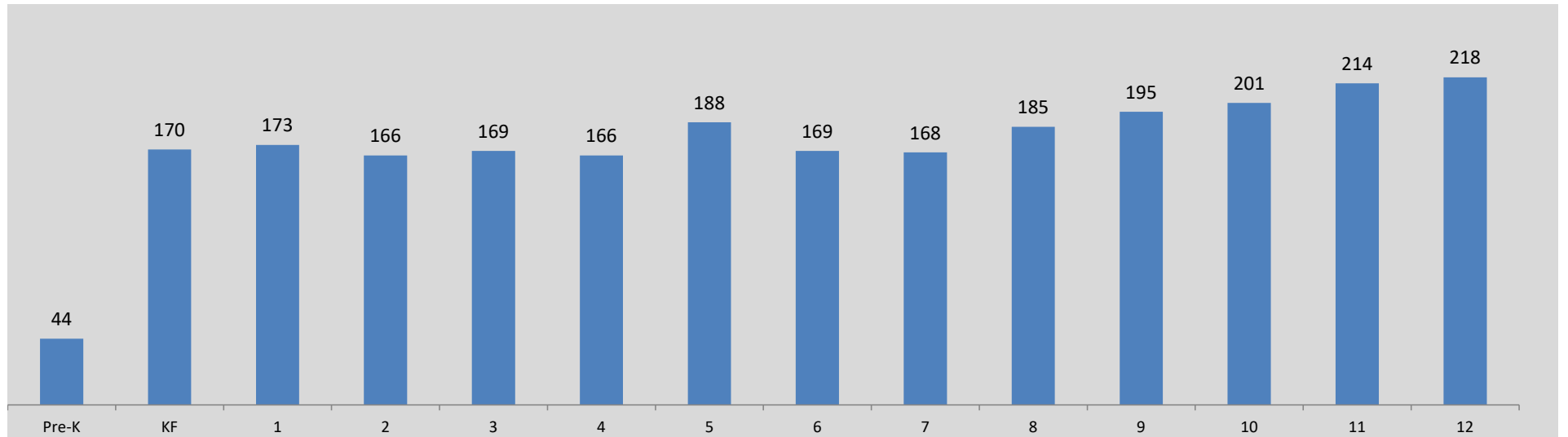
These seats are only for New Haven residents, which is considered the urban district.

<b>22-23 NEW Open Choice Seats - Out of New Haven</b>				
<b>District / School</b>	<b>22-23 New Seats Grade Levels</b>	<b>22-23 # New Seats</b>	<b>Total New Seat by District</b>	<b>Total Suburban Seats</b>
<b>Bethany</b>				
Bethany Community	K	1		
			1	
<b>Branford</b>				
Branford High	9	5		
Francis Walsh Inter.	5	4		
	6	1		
John B. Sliney	K	2		
	1	2		
Mary R. Tisko	K	2		
	1	2		
Mary T. Murphy	2	3		
			21	
<b>Cheshire</b>				
Cheshire High	9	5		
Chapman	K	1		
	1	1		
	3	2		
Doolittle	K	1		
Norton	1	1		
			11	
<b>East Haven</b>				
Deer Run	K	2		
			2	
<b>Milford</b>				
John F. Kennedy	K	3		
	1	3		
Orange Avenue	K	3		
			9	
<b>North Branford</b>				
North Branford High	9	3		
North Branford Inter.	6	2		
Totoket Valley	3	1		
Jerome Harrison	1	1		
			7	
<b>North Haven</b>				
Clintonville	K	5		
Green Acres	K	5		
Montowese	K	5		
Ridge Road	K	5		

			20	
<b>Reg. Dist. #5 (Amity)</b>				
Amity High	9	7		
Amity Middle (Bethany)	7	1		
	8	2		
Amity Middle (Orange)	7	4		
	8	2		
			16	
<b>Woodbridge</b>				
Beecher Road	K	4		
			4	
				91

## 2022-2023 Madison Public Schools District Enrollments

	Pre-K	KF	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
<b>TCLC</b>	44														44
<b>JEFFREY</b>		98	96	81	87										362
<b>RYERSON</b>		72	77	85	82										316
<b>BROWN</b>						166	188								354
<b>POLSON</b>								169	168	185					522
<b>DHHS</b>											195	201	214	218	828
<b>TOTAL</b>	44	170	173	166	169	166	188	169	168	185	195	201	214	218	2426



2022-2023 Elementary Schools Enrollments as of October 1, 2022

Jeffrey Count 2022-2023																			FTE				
		Act.	Proj.	ΔAP	Act.	Proj.	ΔAP	Act.	Proj.	ΔAP	Act.	Proj.	ΔAP	Act.	Proj.	ΔAP	Act.	Proj.	ΔAP	Act.	Proj.	ΔAP	FTE
Kindergarten *	5 classes	20	16	4	20	16	4	20	16	4	19	16	3	19	15	4	<del>19</del>	<del>15</del>	<del>4</del>	98	79	19	5.0
One	6 classes	16	14	2	16	14	2	16	14	2	16	14	2	16	14	2	16	13	3	96	83	13	6.0
Two	5 classes	17	16	1	16	16	0	16	16	0	16	16	0	16	16	0	<del>16</del>	<del>16</del>	<del>0</del>	81	80	1	5.0
Three	5 classes	18	17	1	18	17	1	17	17	0	17	17	0	17	16	1	<del>17</del>	<del>16</del>	<del>1</del>	87	84	3	5.0
<b>Total Jeffrey</b>																				<b>362</b>	<b>326</b>	<b>36</b>	<b>21.0</b>

Ryerson Count 2022-2023																			FTE				
		Act.	Proj.	ΔAP	Act.	Proj.	ΔAP	Act.	Proj.	ΔAP	Act.	Proj.	ΔAP	Act.	Proj.	ΔAP	Act.	Proj.	ΔAP	Act.	Proj.	ΔAP	FTE
Kindergarten *	4 classes	18	20	(2)	18	20	(2)	18	20	(2)	18	19	(1)	<del>18</del>	<del>19</del>	<del>(1)</del>	<del>18</del>	<del>19</del>	<del>(1)</del>	72	79	(7)	4.0
One	4 classes	20	21	(1)	19	21	(2)	19	21	(2)	19	20	(1)	<del>19</del>	<del>20</del>	<del>(1)</del>	<del>19</del>	<del>20</del>	<del>(1)</del>	77	83	(6)	4.0
Two	5 classes	17	17	0	17	16	1	17	16	1	17	16	1	17	16	1	17	16	1	85	81	4	5.0
Three	5 classes	17	17	0	17	17	0	16	17	(1)	16	17	(1)	16	17	(1)	16	17	(1)	82	85	(3)	5.0
<b>Total Ryerson</b>																				<b>316</b>	<b>328</b>	<b>-12</b>	<b>18.0</b>

Total Students	Act.	Proj	ΔAP
Grade K	170	158	12
Grade 1	173	166	7
Grade 2	166	161	5
Grade 3	169	169	0
<b>Grades 1-3</b>	<b>508</b>	<b>496</b>	<b>12</b>
<b>Total K-3</b>	<b>678</b>	<b>654</b>	<b>24</b>

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<b>Total FTEs</b>	
Grade K	9.0
Grades 1-3	30.0
<b>Total K-3</b>	<b>39.0</b>

## MADISON PUBLIC SCHOOLS LINE ITEM TRANSFERS 10.11.2022

LINE	SOURCE	EFF DATE	ORG	OBJECT	ACCOUNT	COMMENT	DR/CR	AMOUNT
1	BUA	09/01/2022	GE10821B	51110	1000-9101-1000-108-21-00000-51110	Staff Turnover	D	20,375
2	BUA	09/01/2022	GE11530B	51110	1000-9101-1000-115-30-00000-51110	Staff Turnover	C	20,375
1	BUA	09/02/2022	SE23010B	55641	1000-9102-1000-230-10-00000-55641	Private Acct to ESY k12 acct	D	23,220
2	BUA	09/02/2022	SE22610B	55630	1000-9102-1000-226-10-00000-55630	Private Acct to ESY k12 acct	C	23,220
1	BUA	09/02/2022	SE36240B	51121	1000-9102-1000-362-40-00000-51121	SPED staff assignment location	D	26,485
2	BUA	09/02/2022	SE36230B	51121	1000-9102-1000-362-30-00000-51121	SPED staff assignment location	C	26,485
3	BUA	09/02/2022	SE36223B	51121	1000-9102-1000-362-23-00000-51121	SPED staff assignment location	D	43,640
4	BUA	09/02/2022	SE36230B	51121	1000-9102-1000-362-30-00000-51121	SPED staff assignment location	C	43,640
5	BUA	09/02/2022	SE36220B	51121	1000-9102-1000-362-20-00000-51121	SPED staff assignment location	D	23,188
6	BUA	09/02/2022	SE30423B	51121	1000-9102-1000-304-23-00000-51121	SPED staff assignment location	C	23,188
7	BUA	09/02/2022	SE30430B	51121	1000-9102-1000-304-30-00000-51121	SPED staff assignment location	D	25,588
8	BUA	09/02/2022	SE30421B	51121	1000-9102-1000-304-21-00000-51121	SPED staff assignment location	C	25,588
9	BUA	09/02/2022	GE10121B	51121	1000-9101-1000-101-21-00000-51121	Add Elementary Section (para)	D	16,707
10	BUA	09/02/2022	SE23040B	51121	1000-9102-1000-230-40-00000-51121	Add Elementary Section (para)	C	16,707
11	BUA	09/02/2022	GE10120B	51121	1000-9101-1000-101-20-00000-51121	Add Elementary Section (para)	D	13,276
12	BUA	09/02/2022	SE23030B	51121	1000-9102-1000-230-30-00000-51121	Add Elementary Section (para)	C	13,276
1	BUA	09/22/2022	GE40010B	51210	1000-9101-1000-400-10-00000-51210	Sub coverage for vacant WL pos	D	19,625
2	BUA	09/22/2022	GE10620B	51110	1000-9101-1000-106-20-00000-51110	Sub coverage for vacant WL pos	C	19,625
1	BUA	09/29/2022	SE30423B	51121	1000-9102-1000-304-23-00000-51121	Staff Transfer	C	24,017
2	BUA	09/29/2022	SE30421B	51121	1000-9102-1000-304-21-00000-51121	Staff Transfer	D	24,017
1	BUA	09/30/2022	GE33010D	51212	1000-9101-2100-330-10-00000-51212	Sub coverage; extended absence	D	21,576
2	BUA	09/30/2022	GE33020D	51126	1000-9101-2100-330-20-00000-51126	Sub coverage; extended absence	C	21,576

## 2022-2023 MADISON PUBLIC SCHOOLS EXPENDITURE REPORT 10.11.22

OBJECT	ACCOUNT DESCRIPTION	ORIGINAL APPROP	TRNFRS/A DJSMT	REVISED BUDGET	YTD EXPENDED	ENCUMBRANCES	AVAILABLE BUDGET	% USED
51060	51060 REDUCTION/BUDGET	(38,800)		(38,800)	(38,800)			100.00
51108	51108 SAT TRAINING	15,000		15,000			15,000	0.00
51109	51109 11TH COURSE STIPENDS	16,000	(3,075)	12,925		8,000	4,925	61.90
51110	51110 TEACHERS	23,649,736	(72,862)	23,576,873	2,868,357	20,450,051	258,465	98.90
51111	51111 ADMINISTRATORS	2,166,498	38,242	2,204,740	648,554	1,556,186		100.00
51112	51112 EPED	308,997		308,997	827	294,812	13,358	95.70
51113	51113 CO CURRICULAR	514,980		514,980		165,138	349,842	32.10
51114	51114 EARLY RETIREMENT	64,533		64,533			64,533	0.00
51116	51116 DIRECTORS / MANAGERS	370,307	3,075	373,382	295,380	77,526	476	99.90
51120	51120 OFFICE STAFF	1,583,925	(6,911)	1,577,014	298,821	1,210,024	68,170	95.70
51121	51121 INSTRUCTIONAL PARAPROFES	1,957,271		1,957,271	188,173	1,531,386	237,711	87.90
51122	51122 CUSTODIANS	1,679,728		1,679,728	197,632	1,368,921	113,175	93.30
51123	51123 MEDIA / TECH PARAPROFESS	290,910		290,910	42,030	233,824	15,057	94.80
51124	51124 SECURITY / SUSPENSION	433,174		433,174	36,229	287,497	109,448	74.70
51126	51126 SCHOOL HEALTH SERVICES	358,863	(6,580)	352,283	46,923	316,834	(11,475)	103.30
51128	51128 ATHLETIC TRAINER	42,690		42,690	6,099	36,591		100.00
51129	51129 ATTENDANCE INCENTIVE	14,500		14,500			14,500	0.00
51130	51130 THERAPISTS / OCCUP & PHY	428,528		428,528	51,423	377,105		100.00
51210	51210 SUBSTITUTE TEACHERS	550,000	19,625	569,625	97,475	259,563	212,588	62.70
51212	51212 SUBS / SCHOOL HEALTH SER	16,320	21,576	37,896	2,273		35,623	6.00
51221	51221 CLASSIFIED SUBS	14,000	4,911	18,911	3,013		15,897	15.90
51320	51320 OVERTIME	63,575		63,575	17,363		46,212	27.30
51321	51321 CUSTODIAL/CASUAL LABOR	93,806		93,806	33,316		60,490	35.50
52130	52130 LIFE INSURANCE	51,200		51,200	11,474		39,726	22.40
52200	52200 SOCIAL SECURITY	630,623		630,623	177,798		452,825	28.20
52201	52201 MEDICARE	502,324		502,324	(11,020)		513,344	-2.20
52202	52202 FSA ADMINISTRATION	1,750		1,750	250		1,500	14.30
52300	52300 PENSION-DEF BENEFIT	1,131,899		1,131,899	755,311	44,225	332,363	70.60
52301	52301 PENSION-DEF CONTRIBUTION	35,000		35,000	7,037		27,963	20.10
52500	52500 UNEMPLOYMENT	40,000		40,000	481		39,519	1.20
52600	52600 WORKER'S COMP	265,102	(4,922)	260,180	255,848		4,332	98.30
52700	52700 DISABILITY INSURANCE	74,000		74,000	18,154		55,846	24.50

## 2022-2023 MADISON PUBLIC SCHOOLS EXPENDITURE REPORT 10.11.22

OBJECT	ACCOUNT DESCRIPTION	ORIGINAL APPROP	TRNFRS/A DJSMT	REVISED BUDGET	YTD EXPENDED	ENCUMBRANCES	AVAILABLE BUDGET	% USED
53000	53000 UNBUDGETED EXPENSE	75,000		75,000			75,000	0.00
53101	53101 LABOR & LEGAL SVCES	110,000		110,000	6,074	1,104	102,822	6.50
53222	53222 EVALUATION SERVICES	139,500	(2,625)	136,875	1,485	73,305	62,085	54.60
53224	53224 STAFF DEVELOPMENT	234,023		234,023	53,204	31,252	149,567	36.10
53225	53225 NEASC ACCREDITATION SERV	4,676		4,676	4,340		336	92.80
53230	53230 STUDENT SUPPORT SERVICES	54,000		54,000	3,338	1,350	49,312	8.70
53231	53231 ADULT EDUCATION	45,000		45,000	42,000		3,000	93.30
53300	53300 PROF / TECH SVCES	1,280,366	10,869	1,291,235	485,221	654,960	151,054	88.30
53305	53305 PROF TECH MEDICAL	15,630	4,500	20,130	5,764	1,959	12,407	38.40
54210	54210 DISPOSAL / RECYCLING	73,200		73,200	29,913	43,287		100.00
54220	54220 SNOW REMOVAL	64,946		64,946		9,500	55,446	14.60
54300	54300 REPAIRS & MAINT	575,047		575,047	279,883	106,227	188,936	67.10
54307	54307 TECH / INFRASTRUCTURE	42,000		42,000			42,000	0.00
54309	54309 EMERGENCY MAINTENANCE	50,000		50,000			50,000	0.00
54310	54310 KITCHEN MAINTENANCE	13,401		13,401	2,895	213	10,293	23.20
54313	54313 TREATMENT PLANT REPAIRS	29,000		29,000	2,223	1,717	25,061	13.60
54320	54320 REPAIR / CONTRACTS	36,500		36,500	2,305	843	33,352	8.60
54330	54330 ALARM SERVICES	12,372		12,372	2,207	125	10,040	18.90
54340	54340 TELEPHONE MAINTENANCE	14,024		14,024	1,347		12,677	9.60
54420	54420 RENTAL AGREEMENTS	30,851	(1,064)	29,787	2,338	102	27,347	8.20
54600	54600 TREE SERVICES	8,828		8,828			8,828	0.00
54900	54900 PURCHASE SVCES	163		163			163	0.00
55110	55110 STUDENT ACTIV TRANS	31,178		31,178	396		30,782	1.30
55111	55111 REGULAR TRANSPORTATION	2,022,500		2,022,500	33,912		1,988,588	1.70
55113	55113 FUEL / TRANSPORTATION	283,000		283,000	36,030	63,217	183,753	35.10
55114	55114 SCHOOL CHOICE TRANSPORT	70,000		70,000	594		69,406	0.80
55120	55120 SPED TRANSPORTATION	1,261,079		1,261,079	174,643	429,791	656,645	47.90
55201	55201 GENERAL INSURANCE	324,050	2,922	326,972	320,972		6,000	98.20
55203	55203 STUDENT INSURANCE	14,375		14,375	14,375			100.00
55301	55301 TELECOMMUNICATIONS	152,178		152,178	42,639	66,812	42,726	71.90
55302	55302 POSTAGE	20,915		20,915	12,953	5,086	2,876	86.20
55303	55303 REPORTS/PUBLIC RELATIONS	4,650		4,650			4,650	0.00

## 2022-2023 MADISON PUBLIC SCHOOLS EXPENDITURE REPORT 10.11.22

OBJECT	ACCOUNT DESCRIPTION	ORIGINAL APPROP	TRNFRS/A DJSMT	REVISED BUDGET	YTD EXPENDED	ENCUMBRANCES	AVAILABLE BUDGET	% USED
55500	55500 PRINTING & BINDING	45,333		45,333	9,430	7,819	28,084	38.00
55501	55501 PRINTING / INSTRU SUPPLI	34,662		34,662	9,141	1,237	24,284	29.90
55608	55608 TUITION / TYPICALS	(70,000)		(70,000)	(1,030)		(68,970)	1.50
55610	55610 EXT PLACEMENTS / PUBLIC	525,714		525,714	44,188	464,234	17,292	96.70
55630	55630 EXT PLACEMENTS / PRIVATE	1,844,581	(23,220)	1,821,361	354,715	1,398,900	67,746	96.30
55640	55640 SCHOOL CHOICE TUITION	76,000		76,000			76,000	0.00
55641	55641 EXTENDED YEAR SERVICES /	106,000	23,220	129,220	129,363		(143)	100.10
55643	55643 EXT PLACEMENT/ GENERAL E	10,000		10,000			10,000	0.00
55801	55801 TRAVEL (STAFF)	27,569		27,569	3,224	8,178	16,167	41.40
55802	55802 TRAVEL (BOE)	320		320			320	0.00
55900	55900 MISC PURCH SERVICES	8,850	2,000	10,850	1,310	9,520	20	99.80
56101	56101 OFFICE SUPPLIES	40,453		40,453	11,897	1,402	27,154	32.90
56110	56110 INSTRUCTIONAL SUPPLIES	409,005	1,225	410,230	158,707	41,823	209,700	48.90
56120	56120 INSTRUCTIONAL SOFTWARE	37,885		37,885	19,309	10,626	7,950	79.00
56130	56130 CUSTODIAL SUPPLIES	82,132		82,132	61,929	3,546	16,657	79.70
56131	56131 MAINTENANCE SUPPLIES	78,000		78,000	20,701	15,355	41,944	46.20
56140	56140 FIELDS MAINTENANCE	112,900		112,900	78,560	750	33,590	70.20
56206	56206 GAS SERVICES	274,012		274,012	17,382		256,630	6.30
56207	56207 HEATING FUEL	10,944		10,944			10,944	0.00
56210	56210 WATER	43,503		43,503	1,506		41,997	3.50
56220	56220 ELECTRICITY	785,257		785,257	168,985	53,188	563,084	28.30
56260	56260 EQUIPMENT MAINTENANCE	21,672		21,672	5,423		16,249	25.00
56410	56410 TEXTBOOKS & REPLACEMENT	33,668	(500)	33,168	9,468	7,826	15,874	52.10
56411	56411 TEXTBOOKS / NEW	36,500		36,500	6,358	1,236	28,907	20.80
56420	56420 AWARDS	5,000		5,000			5,000	0.00
56421	56421 MEDIA SUPPLIES	34,074		34,074	2,644	3,629	27,801	18.40
56422	56422 PERIODICALS	25,600		25,600	6,975	12,601	6,024	76.50
56423	56423 PRINT COLLECTION	48,000	(5,389)	42,611		(1,071)	43,682	-2.50
56550	56550 STAFF UNIFORMS	5,258		5,258	5,091		167	96.80
56551	56551 UNIFORMS / STUDENT GROUP	25,000	(4,500)	20,500			20,500	0.00
56900	56900 SUPPLIES	69,487		69,487	11,058	2,450	55,979	19.40
57301	57301 EQUIPMENT	204,539	(2,811)	201,728	42,264	9,118	150,345	25.50

## 2022-2023 MADISON PUBLIC SCHOOLS EXPENDITURE REPORT 10.11.22

OBJECT	ACCOUNT DESCRIPTION	ORIGINAL APPROP	TRNFRS/A DJSMT	REVISED BUDGET	YTD EXPENDED	ENCUMBRANCES	AVAILABLE BUDGET	% USED
57302	57302 OS SOFTWARE	297,100		297,100	174,781	3,922	118,397	60.10
57303	57303 EQUIP - LEASE/PURCHASE	39,120		39,120			39,120	0.00
57304	57304 COMPUTER HARDWARE	549,550	2,245	551,795	388,931	(16,198)	179,063	67.50
57330	57330 FURNISHINGS & FIXTURES				84,419	(84,419)		100.00
57400	57400 PUBLIC SAFETY	6,623		6,623		1,193	5,430	18.00
58100	58100 DUES, FEES & MEMBSHPS	62,483	50	62,533	37,779	4,361	20,393	67.40
58101	58101 ATHLETIC EVENT FEES	11,000		11,000	325	150	10,525	4.30
<b>Grand Total</b>		<b>50,376,687</b>		<b>50,376,687</b>	<b>9,436,308</b>	<b>31,669,907</b>	<b>9,270,472</b>	<b>81.60</b>

#1150

**Prohibition Against Smoking**

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The Madison Board of Education (“Board”) prohibits smoking, including smoking using an electronic nicotine delivery system (e.g., e-cigarettes) or vapor product, within any of its schools, including any indoor facility owned or leased or contracted for, and utilized by the Board for the provision of routine or regular kindergarten, elementary, or secondary education or library services to children, or on the grounds of such school, or at any school-sponsored activity. For purposes of this policy, the term “electronic nicotine delivery system” shall mean an electronic device used in the delivery of nicotine or other substances to a person inhaling from the device and includes, but is not limited to, an electronic cigarette, electronic cigar, electronic cigarillo, electronic pipe or electronic hookah and any related device and any cartridge or other component of such device, including, but not limited to, electronic cigarette liquid. The term “vapor product” shall mean any product that employs a heating element, power source, electronic circuit or other electronic, chemical or mechanical means, regardless of shape or size, to produce a vapor that may or may not include nicotine and is inhaled by the user of such product. The term “school-sponsored activity” shall mean any activity sponsored, recognized or authorized by the Board and includes activities conducted on or off school property.

The Board further prohibits smoking including smoking using an electronic nicotine delivery system (e.g., e-cigarettes) or vapor product on the real property of any administrative office building. Real property means the land and all temporary and permanent structures comprising the district’s administrative office building(s) and includes, but is not limited to storage facilities and parking lots.

**Legal References:**

Public Act 19-13  
Conn. Gen. Stat. § 10-233a(h)  
Conn. Gen. Stat. § 19a-342  
Conn. Gen. Stat. § 19a-342a  
Conn. Gen. Stat. § 53-344b  
Pro-Children Act of 2001, Pub. L. 107-110, 115 Stat. 1174, 20 U.S.C. § 7183

Date of Adoption: December 15, 2020

#1150

**Prohibition Against Smoking, Possession  
And Use of Tobacco, Cannabis and Alcohol  
Smoking Nicotine and Cannabis Use**

The Madison Board of Education (“Board”) prohibits smoking ~~of tobacco or tobacco products~~, including smoking using an electronic nicotine delivery system (e.g., e-cigarettes), electronic cannabis delivery system, or vapor product, within any of its schools, including in any area of a school building, including but not limited to any indoor facility owned or leased or contracted for, and utilized by the Board for the provision of routine or regular preschool, kindergarten, elementary, or secondary education or library services to children, or on the grounds of such school, or at any school-sponsored activity.

~~It is the policy of the Board of Education to prevent and~~The Board further prohibits the use or possession of cannabis, tobacco, cannabis or tobacco products, ~~including chewing tobacco, or, and cannabis or tobacco paraphernalia (together, “cannabis and tobacco products”) including electronic nicotine delivery systems or vapor products in any school building, or on any school property grounds, and at school-sponsored activities at any time. Tobacco and tobacco products~~Cannabis and tobacco products include, but are not limited to cigarettes, cigars, snuff, bidis, smoking tobacco, smokeless tobacco, vapor products, electronic nicotine and cannabis delivery ~~ing~~ devices, chemicals, or devices that, when used, produce the same flavor or physical effect of nicotine substances; and any other tobacco, ~~or nicotine, or cannabis innovations.~~

The Board further prohibits the possession, sale or use of alcohol in any area of a school building, on school property, and at school-sponsored activities by any individual at any time.

Members of the community who fail to comply with this policy may be required to leave school property and may be referred to the police. Students or employees who fail to comply with this policy, or other relevant policies, may face discipline up to and including expulsion or termination and may be referred to the police, as appropriate.

~~The Board further prohibits smoking including smoking using an electronic nicotine delivery system (e.g., e-cigarettes) electronic cannabis delivery system, or vapor product on the school property of any administrative office building.~~

## Community/School Relations

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36 The following definitions shall apply to this policy~~For purposes of this policy, the term~~

37

38 “Any area” shall mean the interior of a school building and the outside area within twenty-five feet of  
39 any doorway, operable window or air intake vent of a school building.

40

41 “Cannabis” shall mean marijuana, as defined in Conn. Gen. Stat. § 21a-240.

42

43 “Controlled substance” shall mean a controlled substance in schedules I through V of section 202 of the  
44 Comprehensive Drug Abuse Prevention and Control Act of 1970 (21 U.S.C. 812), including marijuana.

45

46 “Electronic cannabis delivery system” shall mean an electronic device that may be used to  
47 simulate smoking in the delivery of cannabis to a person inhaling the device and includes, but is  
48 not limited to, a vaporizer, electronic pipe, electronic hookah and any related device and any  
49 cartridge or other component of such device.

50

51 “Electronic nicotine delivery system” shall mean an electronic device used in the delivery of nicotine or  
52 other substances to a person inhaling from the device and includes, but is not limited to, an electronic  
53 cigarette, electronic cigar, electronic cigarillo, electronic pipe or electronic hookah and any related  
54 device and any cartridge or other component of such device, including, but not limited to, electronic  
55 cigarette liquid or synthetic nicotine.

56

57 “School property” shall mean any land and all temporary and permanent structures comprising the  
58 district’s school and administrative office buildings and includes, but is not limited to, classrooms,  
59 hallways, storage facilities, theatres, gymnasiums, fields, school buses and parking lots.

60

61 “School-sponsored activity” shall mean any activity sponsored, recognized or authorized by the Board  
62 and includes activities conducted on or off school property.

63

64 “Smoke” or “smoking” shall mean the burning of a lighted cigar, cigarette, pipe or any other similar  
65 device, whether containing, wholly or in part, tobacco, cannabis or hemp.

66

67

68 ~~The term~~ “Vapor product” shall mean any product that employs a heating element, power source,  
69 electronic circuit or other electronic, chemical or mechanical means, regardless of shape or size, to

70 produce a vapor that may or may not include nicotine [or cannabis](#) and is inhaled by the user of such  
71 product. ~~The term “school sponsored activity” shall mean any activity sponsored, recognized or~~  
72 ~~authorized by the Board and includes activities conducted on or off school property.~~

73  
74

75 Legal References:

76

77 ~~[Public Act 19-13](#)~~

78 Conn. Gen. Stat. § 10-233a(h)

79 Conn. Gen. Stat. § 19a-342

80 Conn. Gen. Stat. § 19a-342a

81 Conn. Gen. Stat. § 53-344b

82 [June Special Session, Public Act No. 21-1](#)

83

84 Pro-Children Act of 2001, Pub. L. 107-110, 115 Stat. 1174, 20 U.S.C. § 7183

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88 Date of Adoption: December 15, 2020

89 First Reading: September 6, 2022

90 Second Reading: October 11, 2022

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**#5120.3.3****Administering Medications**

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The purpose of this policy is for the Board of Education (Board) to determine who shall administer medications in a school and the circumstances under which self-administration of medication by students shall be permitted.

The Board of Education allows students to self-administer medication and school personnel to administer medication to students in accordance with the established procedures, and applicable state regulations, sections 10-212a-1 through 10-212a-10 inclusive. In order to provide immunity afforded to school personnel who administer medication, the Board of Education, with the advice and approval of the School Medical Advisor and the school nurse supervisor, shall review and/or revise this policy and regulation biennially concerning the administration of medications to District students by a nurse, or in the absence of a nurse, by qualified personnel for schools. The District's School Medical Advisor (or other qualified physician) shall approve this policy, its regulations and any changes prior to adoption by the Board.

**Definitions**

Administration of medication means any one of the following activities: handling, storing, preparing or pouring of medication; conveying it to the student according to the medication order; observing the student inhale, apply, swallow, or self-inject the medication, when applicable; documenting that the medication was administered; and counting remaining doses to verify proper administration and use of the medication.

Advanced practice registered nurse means an individual licensed pursuant to C.G.S. 20-94a.

Authorized prescriber means a physician, dentist, optometrist, advanced practice registered nurse or physician assistant, and for interscholastic and intramural athletic events only, a podiatrist.

Before- and after-school program means any child care program operated and administered by a local or regional Board of Education or municipality exempt from licensure by the Department of Public Health. Such programs shall not include public or private entities licensed by the Department of Public Health or Board of Education enhancement programs and extra-curricular activities.

Board of Education means a local or regional Board of Education, a regional educational service center, a unified school district, the regional vocational-technical school system, an approved private special education facility, the Gilbert School, the Norwich Free Academy, Woodstock Academy or a non-public school whose students receive services pursuant to Section 10-217a of the Connecticut General Statutes.

Cartridge injector means an automatic prefilled cartridge injector or similar automatic injectable equipment used to deliver epinephrine in a standard dose for emergency first aid response to allergic reaction.

Controlled drugs means those drugs as defined in Connecticut General Statutes Section 21a-240.

Cumulative health record means the cumulative health record of a student mandated by Connecticut General Statutes Section 10-206.

Director means the person responsible for the operation and administration of any school readiness program or before- and after-school program.

Eligible student means a student who has reached the age of eighteen or is an emancipated minor.

Error means:

1. the failure to do any of the following as ordered:
  1. administer a medication to a student;
  2. administer medication within the time designated by the prescribing physician;
  3. administer the specific medication prescribed for a student;
  4. administer the correct dosage of medication;
  5. administer medication by the proper route; and/or
  6. administer the medication according to generally accepted standards of practice; or
2. the administration of medication to a student which is not ordered by an authorized prescriber, or which is not authorized in writing by the parent or guardian of such student.

Extracurricular activities means activities sponsored by local or regional Boards of Education that occur outside of the school day, are not part of the educational program, and do not meet the definition of before- and after-school programs and school readiness programs.

Guardian means one who has the authority and obligations of guardianship of the person of a minor, and includes: (1) the obligation of care and control; and (2) the authority to make major decisions affecting the minor's welfare, including, but not limited to, consent determinations regarding marriage, enlistment in the armed forces and major medical, psychiatric or surgical treatment.

Intramural athletic events means tryouts, competition, practice, drills, and transportation to and from events that are within the bounds of a school district for the purpose of providing an opportunity for students to participate in physical activities and athletic contests that extend beyond the scope of the physical education program.

Interscholastic athletic events means events between or among schools for the purpose of providing an opportunity for students to participate in competitive contests which are highly organized and extend beyond the scope of intramural programs and includes tryouts, competition, practice, drills, and transportation to and from such events.

Investigational drug means any medication with an approved investigational new drug (IND) application on file with the Food and Drug Administration (FDA), which is being scientifically tested and clinically evaluated to determine its efficacy, safety and side effects and which has not yet received FDA approval.

Licensed athletic trainer means a licensed athletic trainer employed by the school district pursuant to Chapter 375a of the Connecticut General Statutes.

Medication means any medicinal preparation including over-the-counter, prescription and controlled drugs, as defined in Connecticut General Statutes Section 21a-240. This definition includes Aspirin, Ibuprofen or Aspirin substitutes containing Acetaminophen.

Medication emergency means a life-threatening reaction of a student to a medication.

Medication plan means a documented plan established by the school nurse in conjunction with the parent and student regarding the administration of medication in school. Such plan may be a stand-alone plan, part of an individualized health care plan, an emergency care plan or a medication administration form.

Medication order means the written direction by an authorized prescriber for the administration of medication to a student which shall include the name of the student, the name and generic name of the medication, the dosage of the medication, the route of administration, the time of administration, the frequency of administration, the indications for medication, any potential side effects including overdose or missed dose of the medication, the start and termination dates not to exceed a 12-month period, and the written signature of the prescriber.

Nurse means an advanced practice registered nurse, a registered nurse or a practical nurse licensed in Connecticut in accordance with Chapter 378 of the Connecticut General Statutes.

Occupational therapist means an occupational therapist employed full time by the local or regional board of education and licensed in Connecticut pursuant to Chapter 376a of the Connecticut General Statutes.

Paraprofessional means a health care aide or assistant or an instructional aide or assistant employed by the local or regional Board of Education who meets the requirements of

such Board for employment as a health care aide or assistant or instructional aide or assistant.

Physical therapist means a physical therapist employed full time by the local or regional Board of Education and licensed in Connecticut pursuant to Chapter 376 of the Connecticut General Statutes.

Physician means a doctor of medicine or osteopathy licensed to practice medicine in Connecticut pursuant to Chapters 370 and 371 of the Connecticut General Statutes, or licensed to practice medicine in another state.

Physician assistant means an individual licensed to prescribe medications pursuant to Section 20-12d of the Connecticut General Statutes.

Principal means the administrator in the school.

Qualified medical professional, as defined in C.G.S. 10-212, means a physician licensed under Chapter 370, an optometrist licensed to practice optometry under Chapter 380, an advanced practice registered nurse licensed to prescribe in accordance with Section 20-94a or a physician assistant licensed to prescribe in accordance with Section 20-12d.

Qualified personnel for schools means (a) a full-time employee who is a qualified school employee, except that a coach, an athletic trainer, or school paraprofessional need not be a fulltime employee. For school readiness programs and before- and after-school programs, Directors or Director's designee, lead teachers and school administrators who have been trained in the administration of medication may administer medications pursuant to Section 10-212a-10 of the State regulations.

Qualified school employee, as defined in C.G.S. 10-212, means a principal, teacher, licensed athletic trainer, licensed physical or occupational therapist employed by a school district, coach or school paraprofessional.

Research or study medications mean FDA-approved medications being administered according to an approved study protocol. A copy of the study protocol shall be provided to the school nurse along with the name of the medication to be administered and the acceptable range of dose of such medication to be administered.

School means any educational facility or program which is under the jurisdiction of the Board excluding extracurricular activities.

School medical advisor means a physician appointed pursuant to C.G.S. 10-205.

School nurse means a nurse appointed in accordance with Connecticut General Statutes Section 10-212.

School nurse supervisor means the nurse designated by the local or regional Board of Education as the supervisor or, if no designation has been made by the Board, the lead or coordinating nurse assigned by the Board.

School readiness program means a program that receives funds from the State Department of Education for a school readiness program pursuant to subsection (b) of Section 10-16p of the Connecticut General Statutes and exempt from licensure by the Department of Public Health pursuant to subdivision (1) of subsection (b) of Section 19a-77 of the Connecticut General Statutes.

Self-administration of medication means the control of the medication by the student at all times and is self-managed by the student according to the individual medication plan.

Supervision means the overseeing of the process of the administration of medication in a school.

Teacher means a person employed full time by a Board of Education who has met the minimum standards as established by that Board for performance as a teacher and has been approved by the School Medical Advisor and school nurse to be designated to administer medications pursuant to the Regulations of Connecticut State Agencies Sections 10-212a-1 through 10-212a-7.

#### General Policies on Administration of Medication

A child with diabetes may test his/her own blood glucose level per the written order of a physician stating the need and the capacity of such child to conduct self-testing along with written authorization of the parent/guardian. Such self-testing shall be pursuant to guidelines promulgated by the Commissioner of Education. The time or place where a student with diabetes may test his/her blood-glucose level on school grounds shall not be restricted provided the student has written parental/guardian permission and a written order from a physician licensed in Connecticut.

The school nurse or school principal shall select a qualified school employee to, under certain conditions, give a glucagon injection to a student with diabetes who may require prompt treatment to protect him/her from serious harm or death. The nurse or principal must have the written authority from the student's parent/guardian and a written order from the student's Connecticut-licensed physician. The authorization shall be limited to situations when the school nurse is absent or unavailable. No qualified school employee shall administer this medication unless he/she has annually completed any training required by the school nurse and school medical advisor in the administration of medication with injectable equipment used to administer glucagon, the school nurse and school medical advisor must attest that the qualified school employee has completed such training and the qualified school employee voluntarily agrees to serve as a qualified school employee. The injections are to be given through an injector or injectable equipment used to deliver an appropriate dose of glucagon as emergency first aid response to diabetes.

A child diagnosed with asthma or an allergic condition, pursuant to State Board of Education regulations, may carry an inhaler or an Epipen or similar device in the school at all times if he/she is under the care of a physician, physician assistant, or advanced practice registered nurse (APRN) and such practitioner certifies in writing to the Board of Education that the child needs to keep an asthmatic inhaler or Epipen at all times to ensure prompt treatment of the child's asthma or allergic condition and protect the child against serious harm or death. A written authorization of the parent/guardian is also required.

A school nurse may administer medication to any student pursuant to the written order of an authorized prescriber (physician, dentist, optometrist, an advanced practice registered nurse, or a physician assistant and for interscholastic and intramural athletic events only, a podiatrist) and the written authorization of a parent or guardian of such child or eligible student and the written permission of the parent/guardian for the exchange of information between the prescriber and the school nurse necessary to ensure the safe administration of such medication.

In the absence of a school nurse, any other nurse licensed pursuant to the provisions of Chapter 378, including a nurse employed by, or providing services under the direction of the Board of Education at a school-based clinic, only qualified personnel for schools who have been properly trained may administer medications to students as delegated by the school nurse upon approval of the School Medical Advisor and the school nurse may administer medication to any student in the school following the successful completion of specific training in administration of medication and satisfactory completion of the required criminal history check.

Medications with a cartridge injector may be administered by qualified personnel for schools only to a student with a medically diagnosed allergic condition which may require prompt treatment to protect the student against serious harm or death. Qualified personnel for schools, as defined, may administer oral, topical, intranasal, or inhalant medication in the absence of a licensed nurse. Investigational drugs or research or study medications may not be administered by qualified personnel for schools.

Coaches and licensed athletic trainers during intramural and interscholastic events may administer medications pursuant to Section 10-212a-9 of the Regulations of Connecticut State Agencies and as described in this policy and in the administrative regulations to this policy.

In compliance with all applicable state statutes and regulations, parents/guardians may administer medications to their own children on school grounds.

#### Administration of Medication by Paraprofessionals

A specific paraprofessional, through a plan approved by a school nurse supervisor and School Medical Advisor, may administer medications including medications

administered with a cartridge injector, to a specific student with a medically diagnosed allergic condition that may require prompt treatment in order to protect the student against serious harm or death pursuant to Section 10-212a-9 of the Regulations of Connecticut State Agencies and as described in the administrative regulations. The approved plan also requires the written authorization of the student's parent/guardian and pursuant to the written order from the student's authorized prescriber licensed to prescribe medication.

#### Administration of Medications in School Readiness Programs and Before- and After-

#### School Programs

Directors, or their designees, who may include lead teachers or school administrators, who have been properly trained, may administer medications to students as delegated by the school nurse or other registered nurse, in school readiness programs and before- and after-school programs that are child care programs. Such programs must either be District-administered or administered by a municipality exempt from licensure by the Department of Public Health and are located in a District public school. Medicine may be administered pursuant to the Regulations of Connecticut State Agencies, Section 10-212a-10, to children enrolled in these programs.

Administration of medications shall be provided only when it is medically necessary for program participants to access the program and maintain their health status while attending the program. A child attending any before- or after-school program, defined as any child care program operated and administered by the Board in any building or on the grounds of any district school, upon the request and with the written authorization of the child's parent/guardian and pursuant to the written order from the student's authorized prescriber, will be supervised by the District staff member (Director or designee, lead teacher, school administrator) trained to administer medication including a cartridge injector. Such administration shall be to a particular student medically diagnosed with an allergy that may require prompt treatment to avoid serious harm or death. Investigational drugs or research or study medications may not be administered by Directors or their designees, lead teachers or school administrators.

Properly trained Directors, Directors' designees, lead teachers or school administrators may administer medications to students as delegated by the school nurse or other registered nurse. They may administer oral, topical, intranasal, or inhalant medications. No medication shall be administered without the written order of an authorized prescriber and the written approval of the parent/guardian.

The selected staff member shall be trained in the use of a cartridge injector by either a licensed physician, physician's assistant, advanced practice registered nurse or registered nurse. (Optional: The selected staff member is also required to complete a course in first aid offered by the American Red Cross, the American Heart Association, the National Ski Patrol, the Department of Public Health or any Director of Health.)

The administration shall determine, in cooperation with the School Medical Advisor and school nurse [supervisor] whether additional school nursing services/nurses are required based on the needs of the program and the participants in the program. This determination shall include whether a licensed nurse is required on site. The recommendation shall be subject to Board approval.

The Board will allow students in the school readiness and before- and after-school programs to self-administer medication according to the student's individual health plan and only with the written order of an authorized prescriber, written authorization of the child's parent or guardian, written approval of the school nurse (The nurse has evaluated the situation and deemed it appropriate and safe and has developed a plan for general supervision of such self-medication.), and with the written permission of the parent or guardian for the exchange of information between the prescriber and the school nurse necessary to ensure the safe administration of such medication.

An error in the administration of medication shall be reported immediately to the school nurse, the parents/guardians and the prescribing physician. In case of an anaphylactic reaction or the risk of such reaction a school nurse may administer emergency oral and/or injectable medication to any child in need thereof on school grounds, or in the school building, according to the standing order of the School Medical Advisor or the child's private physician. However, in an emergency any other person trained in CPR and First Aid may administer emergency oral and/or injectable medication to any child in need on school grounds, or in the school building. In addition, local poison control center information shall be readily available at the sites of these programs. The Program Director or his/her designee shall be responsible for decision making in the absence of the nurse.

In the event of a medical emergency, the following will be readily available: (1) local poison information center contact information; (2) the physician, clinic or emergency room to be contacted in such an emergency; and (3) the name of the person responsible for the decision making in the absence of a school nurse.

All medications shall be handled and stored in accordance with the provisions of subsection (a) to (k) inclusive of the Regulations of Connecticut State Agencies, as outlined in the accompanying administrative regulation to this policy.

Where possible, a separate supply of the child's medication shall be stored at the site of the before- or after-school program or school readiness program. If this is not possible, a plan should be in place to ensure the timely transfer of the medication from the school to the program and back on a daily basis.

Documentation and record keeping shall be done in compliance with the stipulations outlined in the administrative regulation accompanying this policy.

**THE PORTION OF THIS POLICY PERTAINING TO THE ADMINISTRATION OF MEDICATION IN SCHOOL READINESS PROGRAMS AND BEFORE- AND**

AFTERSCHOOL PROGRAMS SHALL BE REVIEWED BY THE BOARD ON AN ANNUAL BASIS WITH INPUT FROM THE SCHOOL MEDICAL ADVISOR OR A LICENSED PHYSICIAN AND THE SCHOOL NURSE SUPERVISOR.

Administration of Medication by Coaches and Licensed Athletic Trainers During  
Intramural and Interscholastic Events

During intramural and interscholastic athletic events, a coach or licensed athletic trainer who has been trained in the general principles of medication administration applicable to receiving, storing, and assisting with inhalant medications or cartridge injector medications and documentation, may administer medication for select students for whom self-administration plans are not viable options as determined by the school nurse.

The medication which may be administered is limited to: (1) inhalant medications prescribed to treat respiratory conditions and (2) medication administered with a cartridge injector for students with a medically diagnosed allergic condition which may require prompt treatment to protect the student against serious harm or death.

The school nurse is responsible for the student's individualized medication plan and shall provide the coach with a copy of the authorized prescriber's order and the parental/guardian permission form. Parents are responsible for providing the medication, such as the inhaler or cartridge injector, to the coach or licensed athletic trainer, which shall be kept separate from the medication stored in the school health office during the school day.

Medications to be used in athletic events shall be stored in containers for the exclusive use of holding medications; in locations that preserve the integrity of the medication; under the general supervision of the coach or licensed athletic trainer trained in the administration of medication; and in a locked secure cabinet when not in use at athletic events.

The agreement of the coach or licensed athletic trainer is necessary for the administration of emergency medication and the implementation of the emergency care plan.

Coaches and athletic trainers are required to fulfill the documentation requirements as outlined in the administrative regulations accompanying this policy. Errors in the administration of medication shall be addressed as specified in Section 10-212a-6 of the Regulations of Connecticut State Agencies, and detailed in the administrative regulation pertaining to this policy. If the school nurse is not available, a report may be submitted by the coach or licensed athletic trainer to the school nurse on the next school day.

Storage and Use of Epinephrine Cartridge Injectors (Emergency Administration of Epinephrine to Students without Prior Written Authorization)

A school nurse or, in the absence of a school nurse, a "qualified school employee" who has completed the training required by PA 14-176, shall maintain epinephrine in cartridge injectors for the purpose of emergency first aid to students who experience allergic reactions, who were not previously known to have serious allergies and who do not have a prior written authorization of a parent/guardian or a prior written order of a qualified medical professional for the administration of epinephrine.

Note: Epipens expire yearly. Therefore schools are responsible for refilling their prescriptions annually. It is estimated that each school would require two to three two-pack Epipens.

The school nurse or school principal shall select qualified school employees who voluntarily agree to be trained to administer such epinephrine as emergency first aid. There shall be at least one such qualified school employee on the grounds of each District school during regular school hours in the absence of the school nurse. Each school must maintain a supply of epinephrine in cartridge injectors (Epipens) for such emergency use.

Note: This requirement pertains only during regular school hours and does not include afterschool activities.

The school shall fulfill all conditions and procedures promulgated in the regulations established by the State Board of Education for the storage and administration of epinephrine by school personnel to students for the purpose of emergency first aid to students who experience allergic reaction and do not have prior written authorization for epinephrine administration.

The school nurse or, in the absence or unavailability of such school nurse, such qualified school employee may administer epinephrine to a student experiencing a life-threatening undiagnosed allergic reaction as emergency first aid, to students who do not have a prior written authorization from a parent or guardian or a prior written order from a qualified medical professional for the administration of epinephrine. A qualified school employee must annually complete the required training program in order to be permitted to administer epinephrine utilizing an Epipen.

The parent/guardian of a student may submit, in writing, to the school nurse and school medical advisor, if any, that epinephrine shall not be administered to his/her child permitted by statute. The District shall annually notify parents/guardians of the need to provide such written notice.

The Board of Education, recognizing this emergency use of epinephrine for previously undiagnosed students, per the statute, is to take place during "regular school hours" establishes such hours to be from the arrival of the first students to the school site to the

departure of the last bus serving the school at the conclusion of the day's instructional programs.

Note: The regulations indicate that boards of education determine the regular school hours for each school. Another definition could be the hours specified in the Teacher's Contract for the normal school/employment day in terms of hours.

#### Administration of Anti-Epileptic Medications to Students

With the written authorization of a student's parent/guardian, and pursuant to the written order of a physician, a school nurse (and a school medical advisor, if any), shall select and provide general supervision to a qualified school employee, who voluntarily agrees to serve as a qualified school employee, to administer anti-epileptic medication, including by rectal syringe, to a specific student with a medically diagnosed epileptic condition that requires prompt treatment in accordance with the student's individual seizure action plan. Such authorization is limited to situations when the school nurse is absent or unavailable. No qualified school employee shall administer such medication unless he/she annually completes the training program developed by the State Department of Education, in consultation with the School Nurse Advisory Council.

In addition the school nurse (and school medical advisor, if any), shall attest, in writing, that such qualified school employee has completed the required training. The qualified school employee shall also receive monthly reviews by the school nurse to confirm his/her competency to administer anti-epileptic medication. For purposes of the administration of anti-epileptic medication, a "qualified school employee" means a principal, teacher, licensed athletic trainer, licensed physical or occupational therapist employed by the District, coach or school paraprofessional.

(cf. 4112.5/4212.5 - Security Check/Fingerprinting)

(cf. 5141 - Student Health Services)

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

#### Legal Reference: Connecticut General Statutes

- 10-206 Health Assessment
- 10-212 School nurses and nurse practitioners. Administration of medications by parents or guardians on school grounds. Criminal history; records check.
- 10-212a Administration of medications in schools. (as amended by PA 99-2, and June Special Session and PA 03-211, PA 04-181, PA 07-241, PA 07-252, PA 09-155, PA 12-198 and PA 14-176 and PA 15-215)
- 10-220j Blood glucose self-testing by children. Guidelines. (as amended by PA12-198)

- 19a-900 Use of cartridge injector by staff member of before- or after-school program, day camp or day care facility.
- 21a-240 Definitions
- 29-17a Criminal history checks. Procedure. Fees.
- 52-557b Immunity from liability for emergency medical assistance first aid or medication by injection. School personnel not required to administer or render. (as amended by PA 05-144, An Act Concerning the Emergency Use of Cartridge Injectors)
- Connecticut Regulations of State Agencies 10-212a-1 through 10-212a-10, inclusive, as amended.
- Code of Federal Regulations: Title 21 Part 1307.2
- 20-12d Medical functions performed by physician assistants. Prescription authority.
- 20-94a Licensure as advanced practice registered nurse.
- PA 07-241 An Act Concerning Minor Changes to the Education Statutes
- 29-17a Criminal history checks. Procedure. Fees.

Date of Adoption: April 2, 1996

Date of Revision: December 15, 1998

Date of Revision: February 4, 2003

Date of Revision: October 20, 2015

#5120.3.3

**Administration of Student Medications  
In the Schools  
(formerly Administering Medication)**

A. Definitions

Administration of medication means any one of the following activities: handling, storing, preparing or pouring of medication; conveying it to the student according to the medication order; observing the student inhale, apply, swallow, or self-inject the medication, when applicable; documenting that the medication was administered; and counting remaining doses to verify proper administration and use of the medication.

Authorized prescriber means a physician, dentist, optometrist, advanced practice registered nurse or physician assistant, and, for interscholastic and intramural athletic events only, a podiatrist.

Before or After School Program means any child care program operated and administered by a local or regional board of education exempt from licensure by the Office of Early Childhood pursuant to subdivision (1) of subsection (b) of Section 19a-77 of the Connecticut General Statutes. Such programs do not include public or private entities licensed by the Office of Early Childhood or board of education enhancement programs and extra-curricular activities.

Cartridge Injector means an automatic prefilled cartridge injector or similar automatic injectable equipment used to deliver epinephrine in a standard dose for emergency first aid response to allergic reactions.

Coach means any person holding a coaching permit who is hired by a local or regional board of education to coach for a sport season.

Controlled drugs means those drugs as defined in Conn. Gen. Stat. Section 21a-240.

Cumulative health record means the cumulative health record of a pupil mandated by Conn. Gen. Stat. Section 10-206.

Director means the person responsible for the day-to-day operations of any school readiness program or before-and-after school program.

Eligible student means a student who has reached the age of eighteen or is an emancipated minor.

Error means:

(1) the failure to do any of the following as ordered:

(a) administer a medication to a student;

- 47 (b) administer medication within the time designated by the prescribing physician;  
48 (c) administer the specific medication prescribed for a student;  
49 (d) administer the correct dosage of medication;  
50 (e) administer medication by the proper route;  
51 (f) administer the medication according to generally accepted standards of  
52 practice; or  
53  
54 (2) the administration of medication to a student which is not ordered, or which is  
55 not authorized in writing by the parent or guardian of such student, except for  
56 the administration of epinephrine or naloxone for the purpose of emergency first  
57 aid as set forth in Sections D and E below.  
58

59 Guardian means one who has the authority and obligations of guardianship of the  
60 person of a minor, and includes: (1) the obligation of care and control; and (2) the  
61 authority to make major decisions affecting the minor's welfare, including, but not  
62 limited to, consent determinations regarding marriage, enlistment in the armed forces  
63 and major medical, psychiatric or surgical treatment.  
64

65 Intramural athletic events means tryouts, competition, practice, drills, and  
66 transportation to and from events that are within the bounds of a school district for the  
67 purpose of providing an opportunity for students to participate in physical activities  
68 and athletic contests that extend beyond the scope of the physical education program.  
69

70 Interscholastic athletic events means events between or among schools for the  
71 purpose of providing an opportunity for students to participate in competitive contests  
72 that are highly organized and extend beyond the scope of intramural programs and  
73 includes tryouts, competition, practice, drills and transportation to and from such  
74 events.  
75

76 Investigational drug means any medication with an approved investigational new drug  
77 (IND) application on file with the Food and Drug Administration (FDA), which is  
78 being scientifically tested and clinically evaluated to determine its efficacy, safety and  
79 side effects and which has not yet received FDA approval.  
80

81 Licensed athletic trainer means a licensed athletic trainer employed by the school  
82 district pursuant to Chapter 375a of the Connecticut General Statutes.  
83

84 Medication means any medicinal preparation, both prescription and non-prescription,  
85 including controlled drugs, as defined in Conn. Gen. Stat. Section 21a-240. This  
86 definition includes Aspirin, Ibuprofen or Aspirin substitutes containing  
87 Acetaminophen.  
88

89 Medication Emergency means a life-threatening reaction of a student to a medication.  
90

91 Medication plan means a documented plan established by the school nurse in  
92 conjunction with the parent and student regarding the administration of medication in

93 school. Such plan may be a stand-alone plan, part of an individualized health care  
94 plan, an emergency care plan or a medication administration form.

95  
96 Medication order means the authorization by an authorized prescriber for the  
97 administration of medication to a student which shall include the name of the student,  
98 the name and generic name of the medication, the dosage of the medication, the route  
99 of administration, the time of administration, the frequency of administration, the  
100 indications for medication, any potential side effects including overdose or missed  
101 dose of the medication, the start and termination dates not to exceed a 12-month  
102 period, and the written signature of the prescriber.

103  
104 Nurse means an advanced practice registered nurse, a registered nurse or a practical  
105 nurse licensed in Connecticut in accordance with Chapter 378, Conn. Gen. Stat.

106  
107 Occupational Therapist means an occupational therapist employed full time by the  
108 local or regional board of education and licensed in Connecticut pursuant to Chapter  
109 376a of the Connecticut General Statutes.

110  
111 Optometrist means an optometrist licensed to provide optometry pursuant to Chapter  
112 380 of the Connecticut General Statutes.

113  
114 Paraprofessional means a health care aide or assistant or an instructional aide or  
115 assistant employed by the local or regional board of education who meets the  
116 requirements of such board of employment as a health care aide or assistant or  
117 instructional aide or assistant.

118  
119 Physical therapist means a physical therapist employed full time by the local or  
120 regional board of education and licensed in Connecticut pursuant to Chapter 376 of  
121 the Connecticut General Statutes.

122  
123 Physician means a doctor of medicine or osteopathy licensed to practice medicine in  
124 Connecticut pursuant to Chapter 370 of the Connecticut General Statutes, or licensed  
125 to practice medicine in another state.

126  
127 Podiatrist means an individual licensed to practice podiatry in Connecticut pursuant to  
128 Chapter 375 of the Connecticut General Statutes.

129  
130 Principal means the administrator in the school.

131  
132 Research or study medications means FDA-approved medications being administered  
133 according to an approved study protocol. A copy of the study protocol shall be  
134 provided to the school nurse along with the name of the medication to be  
135 administered and the acceptable range of dose of such medication to be administered.

136  
137 School means any educational facility or program which is under the jurisdiction of  
138 the Board excluding extracurricular activities.

139

140 School nurse means a nurse appointed in accordance with Conn. Gen. Stat. Section  
141 10-212.

142  
143 School nurse supervisor means the nurse designated by the local or regional board of  
144 education as the supervisor or, if no designation has been made by the board, the lead  
145 or coordinating nurse assigned by the board.

146  
147 School readiness program means a program that receives funds from the State  
148 Department of Education for a school readiness program pursuant to subsection (b) of  
149 Section 10-16p of the Connecticut General Statutes and exempt from licensure by the  
150 Office of Early Childhood pursuant to subdivision (1) of subsection (b) of Section  
151 19a-77 of the Connecticut General Statutes.

152  
153 Self-administration of medication means the control of the medication by the student  
154 at all times and is self-managed by the student according to the individual medication  
155 plan.

156  
157 Teacher means a person employed full time by the Board who has met the minimum  
158 standards as established by the Board for performance as a teacher and has been  
159 approved by the school medical advisor and school nurse to be designated to  
160 administer medications pursuant to the Regulations of Connecticut State Agencies  
161 Sections 10-212a-1 through 10-212a-7.

162  
163 B. General Policies on Administration of Medications

164  
165 (1) Except as provided below in Section D, no medication, including non-  
166 prescription drugs, may be administered by any school personnel without:

- 167  
168 (a) the written medication order of an authorized prescriber;  
169 (b) the written authorization of the student's parent  
170 or guardian or eligible student; and  
171 (c) the written permission of a parent for the exchange of information between  
172 the prescriber and the school nurse necessary to ensure safe administration  
173 of such medication.

174  
175 (2) Prescribed medications shall be administered to and taken by only the person for  
176 whom the prescription has been written.

177  
178 (3) Except as provided in Section D, medications may be administered only by a  
179 licensed nurse or, in the absence of a licensed nurse, by:

- 180  
181 (a) a full-time principal, a full-time teacher, or a full-time licensed physical or  
182 occupational therapist employed by the school district. A full-time  
183 principal, teacher, licensed physical or occupational therapist employed by  
184 the school district may administer oral, topical, intranasal or inhalant  
185 medications. Such individuals may administer injectable medications only

- 186 to a student with a medically diagnosed allergic condition that may require  
187 prompt treatment to protect the student against serious harm or death.  
188
- 189 (b) students with chronic medical conditions who are able to possess, self-  
190 administer, or possess and self-administer medication, provided all of the  
191 following conditions are met:
- 192
- 193 (i) an authorized prescriber provides a written medication order,  
194 including the recommendation for possession, self-administration, or  
195 possession and self-administration;
- 196
- 197 (ii) there is a written authorization for possession, self-administration, or  
198 possession and self-administration from the student's parent or  
199 guardian or eligible student;
- 200
- 201 (iii) the school nurse has developed a plan for possession, self-  
202 administration, or possession and self-administration, and general  
203 supervision, and has documented the plan in the student's cumulative  
204 health record;
- 205
- 206 (iv) the school nurse has assessed the student's competency for self-  
207 administration and deemed it safe and appropriate, including that the  
208 student: is capable of identifying and selecting the appropriate  
209 medication by size, color, amount or other label identification;  
210 knows the frequency and time of day for which the medication is  
211 ordered; can identify the presenting symptoms that require  
212 medication; administers the medication appropriately; maintains safe  
213 control of the medication at all times; seeks adult supervision  
214 whenever warranted; and cooperates with the established medication  
215 plan;
- 216
- 217 (v) the principal, appropriate teachers, coaches and other appropriate  
218 school personnel are informed the student is possessing, self-  
219 administering, or possessing and self-administering prescribed  
220 medication;
- 221
- 222 (vi) such medication is transported to school and maintained under the  
223 student's control in accordance with this policy; and
- 224
- 225 (vii) controlled drugs, as defined in this policy, may not be possessed or  
226 self-administered by students, except in extraordinary situations,  
227 such as international field trips, with approval of the school nurse  
228 supervisor and the school medical advisor in advance and  
229 development of an appropriate plan.
- 230
- 231 (c) a student diagnosed with asthma who is able to self-administer medication  
232 shall be permitted to retain possession of an asthmatic inhaler at all times

233 while attending school, in order to provide for prompt treatment to protect  
234 such child against serious harm or death, provided all of the following  
235 conditions are met:

236  
237 (i) an authorized prescriber provides a written order requiring the  
238 possession of an inhaler by the student at all times in order to provide  
239 for prompt treatment in order to protect the child against serious  
240 harm or death and authorizing the student's self-administration of  
241 medication, and such written order is provided to the school nurse;

242  
243 (ii) there is a written authorization from the student's parent or guardian  
244 regarding the possession of an inhaler by the student at all times in  
245 order to protect the child against serious harm or death and  
246 authorizing the student's self-administration of medication, and such  
247 written authorization is provided to the school nurse;

248  
249 (iii) the conditions set forth in subsection (b) above have been met,  
250 except that the school nurse's review of a student's competency to  
251 self-administer an inhaler for asthma in the school setting shall not  
252 be used to prevent a student from retaining and self-administering an  
253 inhaler for asthma. Students may self-administer medication with  
254 only the written authorization of an authorized prescriber and written  
255 authorization from the student's parent or guardian or eligible  
256 student; and

257  
258 (iv) the conditions for self-administration meet any regulations as may be  
259 imposed by the State Board of Education in consultation with the  
260 Commissioner of Public Health.

261  
262 (d) a student diagnosed with an allergic condition who is able to self-  
263 administer medication shall be permitted to retain possession of a cartridge  
264 injector at all times while attending school, in order to provide for prompt  
265 treatment to protect such child against serious harm or death, provided all  
266 of the following conditions are met:

267  
268 (i) an authorized prescriber provides a written order requiring the  
269 possession of a cartridge injector by the student at all times in order  
270 to provide for prompt treatment in order to protect the child against  
271 serious harm or death and authorizing the student's possession, self-  
272 administration, or possession and self-administration of medication,  
273 and such written order is provided to the school nurse;

274  
275 (ii) there is a written authorization from the student's parent or guardian  
276 regarding the possession of a cartridge injector by the student at all  
277 times in order to protect the child against serious harm or death and  
278 authorizing the student's possession, self-administration, or

- 279 possession and self-administration of medication, and such written  
280 authorization is provided to the school nurse;  
281
- 282 (iii) the conditions set forth in subsection (b) above have been met,  
283 except that the school nurse’s review of a student’s competency to  
284 self-administer cartridge injectors for medically-diagnosed allergies  
285 in the school setting shall not be used to prevent a student from  
286 retaining and self-administering a cartridge injector for medically-  
287 diagnosed allergies. Students may self-administer medication with  
288 only the written authorization of an authorized prescriber and written  
289 authorization from the student’s parent or guardian or eligible  
290 student; and  
291
- 292 (iv) the conditions for self-administration meet any regulations as may be  
293 imposed by the State Board of Education in consultation with the  
294 Commissioner of Public Health.  
295
- 296 (e) a student with a medically diagnosed life-threatening allergic condition  
297 may possess, self-administer, or possess and self-administer medication,  
298 including but not limited to medication administered with a cartridge  
299 injector, to protect the student against serious harm or death, provided the  
300 following conditions are met:  
301
- 302 (i) the parent or guardian of the student has provided written  
303 authorization for the student to possess, self-administer, or possess  
304 and self-administer such medication; and  
305
- 306 (ii) a qualified medical professional has provided a written order for the  
307 possession, self-administration, or possession and self-  
308 administration.  
309
- 310 (f) a coach of intramural or interscholastic athletic events or licensed athletic  
311 trainer who has been trained in the administration of medication, during  
312 intramural or interscholastic athletic events, may administer inhalant  
313 medications prescribed to treat respiratory conditions and/or medication  
314 administered with a cartridge injector for students with medically  
315 diagnosed allergic conditions which may require prompt treatment to  
316 protect the student against serious harm or death, provided all of the  
317 following conditions are met:  
318
- 319 (i) the school nurse has determined that a self-administration plan is not  
320 viable;  
321
- 322 (ii) the school nurse has provided to the coach a copy of the authorized  
323 prescriber’s order and parental permission form;  
324

- 325 (iii) the parent/guardian has provided the coach or licensed athletic  
326 trainer with the medication in accordance with Section K of this  
327 policy, and such medication is separate from the medication stored in  
328 the school health office for use during the school day; and  
329
- 330 (iv) the coach or licensed athletic trainer agrees to the administration of  
331 emergency medication and implements the emergency care plan,  
332 identified in Section H of this policy, when appropriate.  
333
- 334 (g) an identified school paraprofessional who has been trained in the  
335 administration of medication, provided medication is administered only to  
336 a specific student in order to protect that student from harm or death due to  
337 a medically diagnosed allergic condition, except as provided in Section D  
338 below, and the following additional conditions are met:  
339
  - 340 (i) there is written authorization from the student's parents/guardian to  
341 administer the medication in school;  
342
  - 343 (ii) medication is administered pursuant to the written order of (A) a  
344 physician licensed under chapter 370 of the Connecticut General  
345 Statutes, (B) an optometrist licensed to practice optometry under  
346 chapter 380 of the Connecticut General Statutes, (C) an advanced  
347 practice registered nurse licensed to prescribe in accordance with  
348 section 20-94a of the Connecticut General Statutes, or (D) a  
349 physician assistant licensed to prescribe in accordance with section  
350 20-12d of the Connecticut General Statutes;  
351
  - 352 (iii) medication is administered only with approval by the school nurse  
353 and school medical advisor, if any, in conjunction with the school  
354 nurse supervisor and under the supervision of the school nurse;  
355
  - 356 (iv) the medication to be administered is limited to medications necessary  
357 for prompt treatment of an allergic reaction, including, but not  
358 limited to, a cartridge injector; and  
359
  - 360 (v) the paraprofessional shall have received proper training and  
361 supervision from the school nurse in accordance with this policy and  
362 state regulations.  
363
- 364 (h) a principal, teacher, licensed athletic trainer, licensed physical or  
365 occupational therapist employed by the Board, coach or school  
366 paraprofessional, provided medication is antiepileptic medication,  
367 including by rectal syringe, administered only to a specific student with a  
368 medically diagnosed epileptic condition that requires prompt treatment in  
369 accordance with the student's individual seizure action plan, and the  
370 following additional conditions are met:  
371

- 372 (i) there is written authorization from the student's parents/guardians to  
373 administer the medication;  
374
- 375 (ii) a written order for such administration has been received from the  
376 student's physician licensed under Chapter 370 of the Connecticut  
377 General Statutes;  
378
- 379 (iii) the principal, teacher, licensed athletic trainer, licensed physical or  
380 occupational therapist employed by the Board, coach or school  
381 paraprofessional is selected by the school nurse and school medical  
382 advisor, if any, and voluntarily agrees to administer the medication;  
383
- 384 (iv) the principal, teacher, licensed athletic trainer, licensed physical or  
385 occupational therapist employed by the Board, coach or school  
386 paraprofessional annually completes the training program established  
387 by the Connecticut State Department of Education and the  
388 Association of School Nurses of Connecticut, and the school nurse  
389 and medical advisor, if any, have attested, in writing, that such  
390 training has been completed; and  
391
- 392 (v) the principal, teacher, licensed athletic trainer, licensed physical or  
393 occupational therapist employed by the Board, coach or school  
394 paraprofessional receives monthly reviews by the school nurse to  
395 confirm competency to administer antiepileptic medication.  
396
- 397 (i) a director of a school readiness program or a before or after school  
398 program, or the director's designee, provided that the medication is  
399 administered:  
400
- 401 (i) only to a child enrolled in such program; and  
402
- 403 (ii) in accordance with Section L of this policy.  
404
- 405 (j) a licensed practical nurse, after the school nurse has established the  
406 medication plan, provided that the licensed practical nurse may not train or  
407 delegate the administration of medication to another individual, and  
408 provided that the licensed practical nurse can demonstrate one of the  
409 following:  
410
- 411 (i) training in administration of medications as part of their basic  
412 nursing program;  
413
- 414 (ii) successful completion of a pharmacology course and subsequent  
415 supervised experience; or  
416
- 417 (iii) supervised experience in the administration of medication while  
418 employed in a health care facility.

- 419  
420 (4) Medications may also be administered by a parent or guardian to his/her  
421 own child on school grounds.  
422  
423 (5) Investigational drugs or research or study medications may be  
424 administered only by a licensed nurse. For FDA-approved medications  
425 being administered according to a study protocol, a copy of the study  
426 protocol shall be provided to the school nurse along with the name of the  
427 medication to be administered and the acceptable range of dose of such  
428 medication to be administered.  
429

430 C. Diabetic Students

- 431  
432 (1) The Madison Board of Education (the “Board”) permits blood glucose testing by  
433 students who have a written order from a physician or an advanced practice  
434 registered nurse stating the need and capability of such student to conduct self-  
435 testing.  
436  
437 (2) The Board will not restrict the time or location of blood glucose testing by a  
438 student with diabetes on school grounds who has written authorization from a  
439 parent or guardian and a written order from a physician or an advanced practice  
440 registered nurse stating that such child is capable of conducting self-testing on  
441 school grounds.  
442  
443 (3) In the absence or unavailability of the school nurse, select school employees  
444 may administer medication with injectable equipment used to administer  
445 glucagon to a student with diabetes that may require prompt treatment in order  
446 to protect the student against serious harm or death, under the following  
447 conditions:  
448  
449 (a) The student’s parent or guardian has provided written authorization;  
450  
451 (b) A written order for such administration has been received from the  
452 student’s physician licensed under Chapter 370 of the Connecticut General  
453 Statutes;  
454  
455 (c) The school employee is selected by either the school nurse or principal and  
456 is a principal, teacher, licensed athletic trainer, licensed physical or  
457 occupational therapist employed by a school district, coach or school  
458 paraprofessional;  
459  
460 (d) The school nurse shall provide general supervision to the selected school  
461 employee;  
462  
463 (e) The selected school employee annually completes any training required by  
464 the school nurse and school medical advisor in the administration of  
465 medication with injectable equipment used to administer glucagon;

- 466  
467 (f) The school nurse and school medical advisor have attested in writing that  
468 the selected school employee completed the required training; and  
469  
470 (g) The selected school employee voluntarily agrees to serve as one who may  
471 administer medication with injectable equipment used to administer  
472 glucagon to a student with diabetes that may require prompt treatment in  
473 order to protect the student against serious harm or death.  
474
- 475 D. Epinephrine for Purposes of Emergency First Aid Without Prior Authorization  
476
- 477 (1) For purposes of this Section D, “regular school hours” means the posted hours  
478 during which students are required to be in attendance at the individual school  
479 on any given day.  
480
- 481 (2) The school nurse shall maintain epinephrine in cartridge injectors for the  
482 purpose of emergency first aid to students who experience allergic reactions and  
483 do not have prior written authorization of a parent or guardian or a prior written  
484 order of a qualified medical professional for the administration of epinephrine.  
485
- 486 (a) The school nurse, in consultation with the school nurse supervisor, shall  
487 determine the supply of epinephrine in cartridge injectors that shall be  
488 available in the individual school.  
489
- 490 (b) In determining the appropriate supply of epinephrine in cartridge injectors,  
491 the nurse may consider, among other things, the number of students  
492 regularly in the school building during the regular school day and the size  
493 of the physical building.  
494
- 495 (3) The school nurse or school principal shall select principal(s), teacher(s),  
496 licensed athletic trainer(s), licensed physical or occupational therapist(s)  
497 employed by the Board, coach(es) and/or school paraprofessional(s) to maintain  
498 and administer the epinephrine in cartridge injectors for the purpose of  
499 emergency first aid as described in Paragraph (2) above, in the absence of the  
500 school nurse.  
501
- 502 (a) More than one individual must be selected by the school nurse or school  
503 principal for such maintenance and administration in the absence of the  
504 school nurse.  
505
- 506 (b) The selected personnel, before conducting such administration, must  
507 annually complete the training made available by the Department of  
508 Education for the administration of epinephrine in cartridge injectors for  
509 the purpose of emergency first aid.  
510

- 511 (c) The selected personnel must voluntarily agree to complete the training and  
512 administer epinephrine in cartridge injectors for the purpose of emergency  
513 first aid.  
514
- 515 (4) Either the school nurse or, in the absence of the school nurse, at least one of the  
516 selected and trained personnel as described in Paragraph (3) above shall be on  
517 the grounds of each school during regular school hours.  
518
- 519 (a) The school principal, in consultation with the school nurse supervisor,  
520 shall determine the level of nursing services and number of selected and  
521 trained personnel necessary to ensure that a nurse or selected and trained  
522 personnel is present on the grounds of each school during regular school  
523 hours.  
524
- 525 (b) If the school nurse, or a substitute school nurse, is absent or must leave  
526 school grounds during regular school hours, the school nurse, school  
527 administrator or designee shall send an email to all staff indicating that the  
528 selected and trained personnel identified in Paragraph (3) above shall be  
529 responsible for the emergency administration of epinephrine.  
530
- 531 (5) The administration of epinephrine pursuant to this section must be done in  
532 accordance with this policy, including but not limited to the requirements for  
533 documentation and record keeping, errors in medication, emergency medical  
534 procedures, and the handling, storage and disposal of medication, and the  
535 Regulations adopted by the Department of Education.  
536
- 537 (6) The parent or guardian of any student may submit, in writing, to the school  
538 nurse or school medical advisor, if any, that epinephrine shall not be  
539 administered to such student pursuant to this section.  
540
- 541 (a) The school nurse shall notify selected and trained personnel of the students  
542 whose parents or guardians have refused emergency administration of  
543 epinephrine.  
544
- 545 (b) The Board shall annually notify parents or guardians of the need to provide  
546 such written notice.  
547
- 548 (7) Following the emergency administration of epinephrine by selected and trained  
549 personnel as identified in this section:  
550
- 551 (a) Such emergency administration shall be reported immediately to:  
552
- 553 (i) The school nurse or school medical advisor, if any, by the personnel  
554 who administered the epinephrine; and  
555
- 556 (ii) The student's parent or guardian, by the school nurse or personnel  
557 who administered the epinephrine.

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- (b) A medication administration record shall be:
  - (i) Submitted to the school nurse by the personnel who administered the epinephrine as soon as possible, but no later than the next school day; and
  - (ii) filed in or summarized on the student’s cumulative health record, in accordance with Section E of this policy.

~~*[Optional insert for boards of education wishing to make Naloxone (“Narcan”) available in its schools. Naloxone is a controlled medication that is used as an emergency first aid measure in the event of an opioid overdose. Boards of education are not required to make Naloxone available in its schools. We encourage boards of education considering inclusion of this optional language to consult with legal counsel, so that the relevant legal considerations may be discussed.]*~~

~~*If a board of education chooses not to include Section E, all references to Sections E-M should be revised accordingly.]*~~

E. Naloxone for Purposes of Emergency First Aid

- (1) Pursuant to a standing order of the Board’s medical advisor and authorization from the Superintendent of Schools, and in accordance with Connecticut law and this policy, a school nurse may maintain naloxone, for the purpose of administering emergency first aid to students who experience a known or suspected opioid overdose.
  - (a) The school nurse, in consultation with the Board’s medical advisor, shall determine the supply of naloxone that shall be maintained in the individual school.
  - (b) The school nurse shall be responsible for the safe storage of naloxone maintained in a school and shall ensure any supply of naloxone maintained is stored in accordance with the manufacturer’s instructions.
  - (c) The school nurse shall be responsible for maintaining an inventory of naloxone maintained in the school, tracking the date(s) of expiration of the supply of naloxone maintained in a school, and, as appropriate, refreshing the supply of naloxone maintained in the school.
- (2) The school nurse, in consultation with the Superintendent and the building principal, shall provide notice to parents and guardians of the Board’s policies and procedures regarding the emergency administration of naloxone in the event of a known or suspected opioid overdose.

- 604 (3) A school nurse shall be approved to administer naloxone for the purpose of  
605 emergency first aid, as described in Paragraph (1) above, in the event of a  
606 known or suspected opioid overdose, provided that such nurse has completed  
607 appropriate training, as identified by the Board’s medical advisor, which shall  
608 include training in the identification of opioid abuse and overdose.  
609
- 610 (4) The administration of naloxone pursuant to this section must be effected in  
611 accordance with this policy and procedures regarding the acquisition,  
612 maintenance, and administration established by the Superintendent in  
613 consultation with the Board’s medical advisor.  
614
- 615 (5) Following the emergency administration of naloxone by a school nurse:  
616
- 617 (a) Such emergency administration shall be reported immediately to:  
618
- 619 (i) The Board medical advisor; and  
620
- 621 (ii) The Superintendent; and  
622
- 623 (iii) The student’s parent or guardian.  
624
- 625 (b) A medication administration record shall be:  
626
- 627 (i) Maintained by the school nurse who administered the naloxone as soon  
628 as possible, but no later than the next school day; and  
629
- 630 (ii) filed in or summarized on the student’s cumulative health record, in  
631 accordance with Section F of this policy.  
632

633 F. Documentation and Record Keeping  
634

- 635 (1) Each school or before-and-after school program and school readiness program  
636 where medications are administered shall maintain an individual medication  
637 administration record for each student who receives medication during school or  
638 program hours. This record shall include the following information:  
639
- 640 (a) the name of the student;  
641 (b) the student’s state-assigned student identifier (SASID);  
642 (c) the name of the medication;  
643 (d) the dosage of the medication;  
644 (e) the route of the administration, (e.g., oral, topical, inhalant, etc.);  
645 (f) the frequency of administration;  
646 (g) the name of the authorized prescriber;  
647 (h) the dates for initiating and terminating the administration of  
648 medication, including extended-year programs;  
649 (i) the quantity received at school and verification by the adult delivering the  
650 medication of the quantity received;

- 651 (j) the date the medication is to be reordered (if any);
- 652 (k) any student allergies to food and/or medication(s);
- 653 (l) the date and time of each administration or omission, including the reason
- 654 for any omission;
- 655 (m) the dose or amount of each medication administered;
- 656 (n) the full written or electronic legal signature of the nurse or other
- 657 authorized school personnel administering the medication; and
- 658 (o) for controlled medications, a medication count which should be conducted
- 659 and documented at least once a week and co-signed by the assigned nurse
- 660 and a witness.
- 661
- 662 (2) All records are either to be made in ink and shall not be altered, or recorded
- 663 electronically in a record that cannot be altered.
- 664
- 665 (3) Written orders of authorized prescribers, written authorizations of parent or
- 666 guardian, the written parental permission for the exchange of information by the
- 667 prescriber and school nurse to ensure safe administration of such medication,
- 668 and the completed medication administration record for each student shall be
- 669 filed in the student's cumulative health record or, for before-and-after school
- 670 programs and school readiness programs, in the child's program record.
- 671
- 672 (4) Authorized prescribers may make verbal orders, including telephone orders, for
- 673 a change in medication order. Such verbal orders may be received only by a
- 674 school nurse and must be followed by a written order, which may be faxed, and
- 675 must be received within three (3) school days.
- 676
- 677 (5) Medication administration records will be made available to the Department of
- 678 Education for review until destroyed pursuant to Section 11-8a and Section 10-
- 679 212a(b) of the Connecticut General Statutes.
- 680
- 681 (a) The completed medication administration record for non-controlled
- 682 medications may, at the discretion of the school district, be destroyed in
- 683 accordance with Section M8 of the Connecticut Record Retention Schedules
- 684 for Municipalities, so long as it is superseded by a summary on the student
- 685 health record.
- 686
- 687 (b) The completed medication administration record for controlled medications
- 688 shall be maintained in the same manner as the non-controlled medications.
- 689 In addition, a separate medication administration record needs to be
- 690 maintained in the school for three (3) years pursuant to Section 10-212a(b)
- 691 of the Connecticut General Statutes.
- 692
- 693 (6) Documentation of any administration of medication by a coach or licensed
- 694 athletic trainer shall be completed on forms provided by the school and the
- 695 following procedures shall be followed:
- 696

- 697 (a) a medication administration record for each student shall be maintained in  
698 the athletic offices;
- 699
- 700 (b) administration of a cartridge injector medication shall be reported to the  
701 school nurse at the earliest possible time, but no later than the next school  
702 day;
- 703
- 704 (c) all instances of medication administration, except for the administration of  
705 cartridge injector medication, shall be reported to the school nurse at least  
706 monthly, or as frequently as required by the individual student plan; and  
707
- 708 (d) the administration of medication record must be submitted to the school  
709 nurse at the end of each sport season and filed in the student's cumulative  
710 health record.
- 711

712 G. Errors in Medication Administration

- 713
- 714 (1) Whenever any error in medication administration occurs, the following  
715 procedures shall apply:  
716
  - 717 (a) the person making the error in medication administration shall  
718 immediately implement the medication emergency procedures in this  
719 Policy if necessary;
  - 720
  - 721 (b) the person making the error in medication administration shall in all cases  
722 immediately notify the school nurse, principal, school nurse supervisor,  
723 and authorized prescriber. The person making the error, in conjunction  
724 with the principal, shall also immediately notify the parent or guardian,  
725 advising of the nature of the error and all steps taken or being taken to  
726 rectify the error, including contact with the authorized prescriber and/or  
727 any other medical action(s); and
  - 728
  - 729 (c) the principal shall notify the Superintendent or the Superintendent's  
730 designee.
  - 731
- 732 (2) The school nurse, along with the person making the error, shall complete a  
733 report using the authorized medication error report form. The report shall  
734 include any corrective action taken.
- 735
- 736 (3) Any error in the administration of medication shall be documented in the  
737 student's cumulative health record or, for before-and-after school programs and  
738 school readiness programs, in the child's program record.
- 739
- 740 (4) These same procedures shall apply to coaches and licensed athletic trainers  
741 during intramural and interscholastic events, except that if the school nurse is  
742 not available, a report must be submitted by the coach or licensed athletic trainer  
743 to the school nurse the next school day.

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H. Medication Emergency Procedures

- (1) Whenever a student has a life-threatening reaction to administration of a medication, resolution of the reaction to protect the student's health and safety shall be the foremost priority. The school nurse and the authorized prescriber shall be notified immediately, or as soon as possible in light of any emergency medical care that must be given to the student.
- (2) Emergency medical care to resolve a medication emergency includes but is not limited to the following, as appropriate under the circumstances:
  - (a) use of the 911 emergency response system;
  - (b) application by properly trained and/or certified personnel of appropriate emergency medical care techniques, such as cardio-pulmonary resuscitation;
  - (c) administration of emergency medication in accordance with this policy;
  - (d) contact with a poison control center; and
  - (e) transporting the student to the nearest available emergency medical care facility that is capable of responding to a medication emergency.
- (3) As soon as possible, in light of the circumstances, the principal shall be notified of the medication emergency. The principal shall immediately thereafter contact the Superintendent or the Superintendent's designee, who shall thereafter notify the parent or guardian, advising of the existence and nature of the medication emergency and all steps taken or being taken to resolve the emergency and protect the health and safety of the student, including contact with the authorized prescriber and/or any other medical action(s) that are being or have been taken.

I. Supervision

- (1) The school nurse is responsible for general supervision of administration of medications in the school(s) to which that nurse is assigned.
- (2) The school nurse's duty of general supervision includes, but is not limited to, the following:
  - (a) availability on a regularly scheduled basis to:
    - (i) review orders or changes in orders and communicate these to personnel designated to give medication for appropriate follow-up;
    - (ii) set up a plan and schedule to ensure medications are given properly;
    - (iii) provide training to licensed nursing personnel, full-time principals, full-time teachers, full-time licensed physical or occupational

- 791 therapists employed by the school district, coaches of intramural and  
792 interscholastic athletics, licensed athletic trainers and identified  
793 paraprofessionals designated in accordance with Section B(3)(g),  
794 above, which training shall pertain to the administration of  
795 medications to students, and assess the competency of these  
796 individuals to administer medication;
- 797
- 798 (iv) support and assist other licensed nursing personnel, full-time  
799 principals, full-time teachers, full-time licensed physical or  
800 occupational therapists employed by the school district, coaches of  
801 intramural and/or interscholastic athletics, licensed athletic trainers  
802 and identified paraprofessionals designated in accordance with  
803 Section B(3)(g), above, to prepare for and implement their  
804 responsibilities related to the administration of specific medications  
805 during school hours and during intramural and interscholastic  
806 athletics as provided by this policy;
- 807
- 808 (v) provide appropriate follow-up to ensure the administration of  
809 medication plan results in desired student outcomes, including  
810 providing proper notification to appropriate employees or contractors  
811 regarding the contents of such medical plans; and
- 812
- 813 (vi) provide consultation by telephone or other means of  
814 telecommunications, which consultation may be provided by an  
815 authorized prescriber or other nurse in the absence of the school  
816 nurse.
- 817
- 818 (b) In addition, the school nurse shall be responsible for:
- 819
- 820 (i) implementing policies and procedures regarding the receipt, storage,  
821 and administration of medications;
- 822
- 823 (ii) reviewing, on a periodic basis, all documentation pertaining to the  
824 administration of medications for students;
- 825
- 826 (iii) performing observations of the competency of medication  
827 administration by full-time principals, full-time teachers, full-time  
828 licensed physical or occupational therapists employed by the school  
829 district, coaches of intramural and/or interscholastic athletics and  
830 licensed athletic trainers in accordance with Section B(3)(f), above,  
831 and identified paraprofessionals designated in accordance with  
832 Section B(3)(g), above, who have been newly trained to administer  
833 medications; and,
- 834
- 835 (iv) conducting periodic reviews, as needed, with licensed nursing  
836 personnel, full-time principals, full-time teachers, full-time licensed  
837 physical or occupational therapists employed by the school district,

838 coaches of intramural and/or interscholastic athletics and licensed  
839 athletic trainers in accordance with Section B(3)(f), above, and  
840 identified paraprofessionals designated in accordance with Section  
841 B(3)(g), above, regarding the needs of any student receiving  
842 medication.  
843

844 J. Training of School Personnel  
845

846 (1) Full-time principals, full-time teachers, full-time licensed physical or  
847 occupational therapists employed by the school district, coaches of intramural  
848 and/or interscholastic athletics and licensed athletic trainers in accordance with  
849 Section B(3)(f), above, and identified paraprofessionals designated in  
850 accordance with Section B(3)(g), above, who are designated to administer  
851 medications shall at least annually receive training in their safe administration,  
852 and only trained full-time principals, full-time teachers, full-time licensed  
853 physical or occupational therapists employed by the school district, coaches of  
854 intramural and/or interscholastic athletics and licensed athletic trainers in  
855 accordance with Section B(3)(f), above, and identified paraprofessionals  
856 designated in accordance with Section B(3)(g), above, shall be allowed to  
857 administer medications.  
858

859 (2) Training for full-time principals, full-time teachers, full-time licensed physical  
860 or occupational therapists employed by the school district, coaches of intramural  
861 and/or interscholastic athletics and licensed athletic trainers in accordance with  
862 Section B(3)(f), above, and identified paraprofessionals designated in  
863 accordance with Section B(3)(g), above, shall include, but is not necessarily  
864 limited to, the following:  
865

- 866 (a) the general principles of safe administration of medication;
- 867
- 868 (b) the procedures for administration of medications, including the safe  
869 handling and storage of medications, and the required record-keeping; and  
870
- 871 (c) specific information related to each student's medication plan, including  
872 the name and generic name of the medication, indications for medication  
873 dosage, routes, time and frequency of administration, therapeutic effects of  
874 the medication, potential side effects, overdose or missed doses of the  
875 medication, and when to implement emergency interventions.  
876

877 (3) The principal(s), teacher(s), licensed athletic trainer(s), licensed physical or  
878 occupational therapist(s) employed by the Board, coach(es) and/or school  
879 paraprofessional(s) who administer epinephrine as emergency first aid, pursuant  
880 to Section D above, shall annually complete the training program developed by  
881 the Departments of Education and Public Health and training in  
882 cardiopulmonary resuscitation and first aid.  
883

- 884 (4) The Board shall maintain documentation of medication administration training  
885 as follows:  
886  
887 (a) dates of general and student-specific trainings;  
888  
889 (b) content of the trainings;  
890  
891 (c) individuals who have successfully completed general and student-specific  
892 administration of medication training for the current school year; and  
893  
894 (d) names and credentials of the nurse or school medical advisor, if any,  
895 trainer or trainers.  
896  
897 (5) Licensed practical nurses may not conduct training in the administration of  
898 medication to another individual.  
899  
900 (6) Bus Drivers  
901  
902 (a) Not later than June 30, 2019, the Board shall provide training to all of its  
903 school bus drivers, which training may be completed using an online  
904 module, on topics including, but not limited to, the following:  
905  
906 (i) the identification of the signs and symptoms of anaphylaxis;  
907  
908 (ii) the administration of epinephrine by a cartridge injector;  
909  
910 (iii) the notification of emergency personnel; and  
911  
912 (iv) the reporting of an incident involving a student and a life-threatening  
913 allergic reaction.  
914  
915 (b) On and after July 1, 2019, the Board shall provide the training described in  
916 subsections J(6)(a), above as follows:  
917  
918 (i) In the case of a school bus driver who is employed by the Board, such  
919 training shall be provided to such school bus driver following the  
920 issuance or renewal of a public passenger endorsement to operate a  
921 school bus pursuant to Conn. Gen. Stat. 14-44(a), to such school bus  
922 driver; and  
923  
924 (ii) In the case of a school bus driver who is not employed by the Board at  
925 the time when such endorsement is issued or renewed to such school  
926 bus driver, upon the hiring of such school bus driver by the Board,  
927 except the Board is not required to provide such training to any school  
928 bus driver who has previously received such training following the  
929 most recent issuance or renewal of such endorsement to such school  
930 bus driver.]

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K. Handling, Storage and Disposal of Medications

- (1) All medications, except those approved for transporting by students for self-medication, those administered by coaches of intramural or interscholastic athletics or licensed athletic trainers in accordance with Section B(3)(f) above, and epinephrine or naloxone to be used for emergency first aid in accordance with Sections D and E above, must be delivered by the parent, guardian, or other responsible adult to the nurse assigned to the student's school or, in the absence of such nurse, the school principal who has been trained in the appropriate administration of medication. Medications administered by coaches of intramural or interscholastic athletics or licensed athletic trainers must be delivered by the parent or guardian directly to the coach or licensed athletic trainer in accordance with Section B(3)(f) above.
- (2) The nurse shall examine on-site any new medication, medication order and the required authorization to administer form, and, except for epinephrine and naloxone to be used as emergency first aid in accordance with Sections D and E above, shall develop a medication administration plan for the student before any medication is given to the student by any school personnel. No medication shall be stored at a school without a current written order from an authorized prescriber.
- (3) The school nurse shall review all medication refills with the medication order and parent authorization prior to the administration of medication, except for epinephrine and naloxone intended for emergency first aid in accordance with Sections D and E above.
- (4) Emergency Medications
  - (a) Except as otherwise determined by a student's emergency care plan, emergency medications shall be stored in an unlocked, clearly labeled and readily accessible cabinet or container in the health room during school hours under the general supervision of the school nurse or, in the absence of the school nurse, the principal or the principal's designee who has been trained in the administration of medication.
  - (b) Emergency medication shall be locked beyond the regular school day or program hours, except as otherwise determined by a student's emergency care plan.
- (5) All medications, except those approved for keeping by students for self-medication, shall be kept in a designated and locked location used exclusively for the storage of medication. Controlled substances shall be stored separately from other drugs and substances in a separate, secure, substantially constructed, locked metal or wood cabinet.

- 978 (6) Access to stored medications shall be limited to persons authorized to  
979 administer medications. Each school or before-and-after school program and  
980 school readiness program shall maintain a current list of such authorized  
981 persons.  
982
- 983 (7) All medications, prescription and non-prescription, shall be delivered and stored  
984 in their original containers and in such a manner that renders them safe and  
985 effective.  
986
- 987 (8) At least two sets of keys for the medication containers or cabinets shall be  
988 maintained for each school building or before-and-after school program and  
989 school readiness program. One set of keys shall be maintained under the direct  
990 control of the school nurse or nurses and an additional set shall be under the  
991 direct control of the principal and, if necessary, the program director or lead  
992 teacher who has been trained in the general principles of the administration of  
993 medication shall also have a set of keys.  
994
- 995 (9) Medications that must be refrigerated shall be stored in a refrigerator at no less  
996 than 36 degrees Fahrenheit and no more than 46 degrees Fahrenheit. The  
997 refrigerator must be located in the health office that is maintained for health  
998 services with limited access. Non-controlled medications may be stored directly  
999 on the refrigerator shelf with no further protection needed. Controlled  
1000 medication shall be stored in a locked box that is affixed to the refrigerator  
1001 shelf.  
1002
- 1003 (10) All unused, discontinued or obsolete medications shall be removed from storage  
1004 areas and either returned to the parent or guardian or, if the medication cannot  
1005 be returned to the parent or guardian, the medication shall be destroyed in  
1006 collaboration with the school nurse:  
1007
- 1008 (a) non-controlled drugs shall be destroyed in the presence of at least one  
1009 witness;  
1010
- 1011 (b) controlled drugs shall be destroyed in pursuant to Section 21a-262-3 of the  
1012 Regulations of Connecticut State Agencies; and  
1013
- 1014 (c) accidental destruction or loss of controlled drugs must be verified in the  
1015 presence of a second person, including confirmation of the presence or  
1016 absence of residue, and jointly documented on the student medication  
1017 administration record and on a medication error form pursuant to Section  
1018 10-212a(b) of the Connecticut General Statutes. If no residue is present,  
1019 notification must be made to the Department of Consumer Protection  
1020 pursuant to Section 21a-262-3 of the Regulations of Connecticut State  
1021 Agencies.  
1022
- 1023 (11) Medications to be administered by coaches of intramural or interscholastic  
1024 athletic events or licensed athletic trainers shall be stored:

- 1025  
1026 (a) in containers for the exclusive use of holding medications;  
1027  
1028 (b) in locations that preserve the integrity of the medication;  
1029  
1030 (c) under the general supervision of the coach or licensed athletic trainer  
1031 trained in the administration of medication; and  
1032  
1033 (d) in a locked secured cabinet when not under the general supervision of the  
1034 coach or licensed athletic trainer during intramural or interscholastic  
1035 athletic events.  
1036  
1037 (12) In no event shall a school store more than a three (3) month supply of a  
1038 medication for a student.  
1039  
1040 L. School Readiness Programs and Before-and-After School Programs  
1041  
1042 (1) As determined by the school medical advisor, if any, and school nurse  
1043 supervisor, the following procedures shall apply to the administration of  
1044 medication during school readiness programs and before-and-after school  
1045 programs run by the Board, which are exempt from licensure by the Office of  
1046 Early Childhood:  
1047  
1048 (a) Administration of medication at these programs shall be provided only  
1049 when it is medically necessary for participants to access the program and  
1050 maintain their health status while attending the program.  
1051  
1052 (b) Except as provided by Sections D and E above, no medication shall be  
1053 administered in these programs without:  
1054  
1055 (i) the written order of an authorized prescriber; and  
1056  
1057 (ii) the written authorization of a parent or guardian or an eligible  
1058 student.  
1059  
1060 (c) A school nurse shall provide consultation to the program director, lead  
1061 teacher or school administrator who has been trained in the administration  
1062 of medication regarding the safe administration of medication within these  
1063 programs. The school medical advisor and school nurse supervisor shall  
1064 determine whether, based on the population of the school readiness  
1065 program and/or before-and-after school program, additional nursing  
1066 services are required for these programs.  
1067  
1068 (d) Only school nurses, directors or directors' designees, lead teachers or  
1069 school administrators who have been properly trained may administer  
1070 medications to students as delegated by the school nurse or other  
1071 registered nurse. Properly trained directors or directors' designees, lead

- 1072 teachers or school administrators may administer oral, topical, intranasal  
1073 or inhalant medications. Investigational drugs or research or study  
1074 medications may not be administered in these programs.  
1075
- 1076 (e) Students attending these programs may be permitted to self-medicate only  
1077 in accordance with the provisions of Section B(3) of this policy. In such a  
1078 case, the school nurse must provide the program director, lead teacher or  
1079 school administrator running the program with the medication order and  
1080 parent permission for self-administration.  
1081
- 1082 (f) In the absence of the school nurse during program administration, the  
1083 program director, lead teacher or school administrator is responsible for  
1084 decision-making regarding medication administration.  
1085
- 1086 (g) Cartridge injector medications may be administered by a director, lead  
1087 teacher or school administrator only to a student with a medically-  
1088 diagnosed allergic condition which may require prompt treatment to  
1089 protect the student against serious harm or death.  
1090
- 1091 (2) Local poison control center information shall be readily available at these  
1092 programs.  
1093
- 1094 (3) Procedures for medication emergencies or medication errors, as outlined in this  
1095 policy, must be followed, except that in the event of a medication error a report  
1096 must be submitted by the program director, lead teacher or school administrator  
1097 to the school nurse the next school day.  
1098
- 1099 (4) Training for directors or directors' designees, lead teachers or school  
1100 administrators in the administration of medication shall be provided in  
1101 accordance with Section J of this policy.  
1102
- 1103 (5) All medications must be handled and stored in accordance with Section K of  
1104 this policy. Where possible, a separate supply of medication shall be stored at  
1105 the site of the before-and-after or school readiness program. In the event that it  
1106 is not possible for the parent or guardian to provide a separate supply of  
1107 medication, then a plan shall be in place to ensure the timely transfer of the  
1108 medication from the school to the program and back on a daily basis.  
1109
- 1110 (6) Documentation of any administration of medication shall be completed on  
1111 forms provided by the school and the following procedures shall be followed:  
1112
- 1113 (a) a medication administration record for each student shall be maintained by  
1114 the program;  
1115
- 1116 (b) administration of a cartridge injector medication shall be reported to the  
1117 school nurse at the earliest possible time, but no later than the next school  
1118 day;

- 1119  
1120 (c) all instances of medication administration, except for the administration of  
1121 cartridge injector medication, shall be reported to the school nurse at least  
1122 monthly, or as frequently as required by the individual student plan; and  
1123  
1124 (d) the administration of medication record must be submitted to the school  
1125 nurse at the end of each school year and filed in the student’s cumulative  
1126 health record.  
1127  
1128 (7) The procedures for the administration of medication at school readiness  
1129 programs and before-and-after school programs shall be reviewed annually by  
1130 the school medical advisor, if any, and school nurse supervisor.  
1131

1132 M. Review and Revision of Policy  
1133

1134 In accordance with the provisions of Conn. Gen. Stat. Section 10-212a(a)(2) and  
1135 Section 10-212a-2 of the Regulations of Connecticut State Agencies, the Board  
1136 shall review this policy periodically, and at least biennially, with the advice and  
1137 approval of the school medical advisor, if any, or other qualified licensed physician,  
1138 and the school nurse supervisor. Any proposed revisions to the policy must be  
1139 made with the advice and approval of the school medical advisor, school nurse  
1140 supervisor or other qualified licensed physician.  
1141  
1142

1143 Legal References:  
1144

1145 Connecticut General Statutes:

- 1146 Section 10-206  
1147 Section 10-212  
1148 Section 10-212a  
1149 Section 10-212c  
1150 Section 10-220j  
1151 Section 14-276b  
1152 Section 19a-900  
1153 Section 21a-240  
1154 Section 52-557b  
1155

1156 Regulations of Conn. State Agencies:

- 1157 Sections 10-212a-1 through 10-212a-10, inclusive  
1158

1159 Memorandum of Decision, In Re: Declaratory Ruling/Delegation by Licensed Nurses to  
1160 Unlicensed Assistive Personnel, Connecticut State Board of Examiners for Nursing  
1161 (April 5, 1995)  
1162

1163 First Reading: September 6, 2022

1164 Second Reading: October 11, 2022  
1165

1166 [NOTE: This form makes reference to a school medical advisor. If your district does not,  
1167 and is not required to, have a medical advisor, all references to such should be deleted  
1168 before providing this form to parents]

1169

1170 [Board of Education/School Letterhead]

1171

**REFUSAL TO PERMIT ADMINISTRATION  
OF EPINEPHRINE FOR EMERGENCY FIRST AID**

1172

1173

1174 Name of Child: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

1175

1176 Address of Child: \_\_\_\_\_

1177

1178 Name of Parent(s): \_\_\_\_\_

1179

1180 Address of Parent(s): \_\_\_\_\_

1181 (if different from child)

1182

1183 Connecticut law requires the school nurse and other qualified school personnel in all  
1184 public schools to maintain epinephrine in cartridge injectors (EpiPens) for the purpose of  
1185 administering emergency first aid to students who experience allergic reactions and do  
1186 not have a prior written authorization of a parent or guardian or a prior written order of a  
1187 qualified medical professional for the administration of epinephrine. State law permits the  
1188 parent or guardian of a student to submit a written directive to the school nurse or school  
1189 medical advisor that epinephrine shall not be administered to such student in emergency  
1190 situations. This form is provided for those parents who refuse to have epinephrine  
1191 administered to their child. The refusal is valid for only for the 20\_\_-20\_\_ school year.

1192

1193 I, \_\_\_\_\_, the parent/guardian of \_\_\_\_\_,

1194

Print name of parent/guardian

Print name of student

1195

refuse to permit the administration of epinephrine to the above named student for  
1196 purposes of emergency first aid in the case of an allergic reaction.

1197

1198

1199 \_\_\_\_\_  
Signature of Parent/Guardian

\_\_\_\_\_  
Date

1200

1201

1202 Please return the completed original form to your child's school nurse or school medical  
1203 advisor, \_\_\_\_\_ [Insert name of medical advisor] at

1204

\_\_\_\_\_  
address of medical advisor].

1205

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**#6030**  
**School Calendar**

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The Board of Education shall establish an official school calendar which shall show the number of school days in each month, legal and local holidays, professional development days, early dismissal days, vacation periods, and other pertinent dates. The calendar shall meet or exceed all existing statutory requirements.

The school calendar should adhere to sound principles of calendar design, such as those listed below, so as to maximize the use of instructional time. Therefore, each adopted school calendar should illustrate that the Board of Education has considered the following principles for calendar design:

1. maintain contiguous five-day school weeks to the extent possible throughout the school year;
2. minimize the number of interruptions of school weeks in the fall of each school year prior to Thanksgiving;
3. maintain a balance in the number of weeks between school vacations, including the December vacation, the February vacation, and the April vacation;
4. schedule school vacation (start dates and end dates) in concert with other shoreline towns to the extent possible without violating other principles of calendar design,
5. observe Labor Day, Rosh Hashanah, Yom Kippur, Thanksgiving Day (Thursday and Friday), Martin Luther King Day, Good Friday, and Memorial Day as holidays for students;
6. schedule the high school graduation ceremony no earlier than the 183<sup>rd</sup> day of school, recognizing that an adjustment in the date may be required at the first regular Board meeting in April because of school cancellations;

7. schedule the beginning and end of the school year to permit the first day of school to be as late as possible in August or early September while allowing a reasonable number of make-up days for school cancellations in the month of June; and
8. schedule professional development days for staff per the following: (a) prior to the beginning of school; (b) on days when students *are not* scheduled to attend school; (c) on days immediately *preceding* or *following* a scheduled holiday for students and / or staff; and (d) on such other dates as are consistent with sound principles of professional development and calendar design.

The Superintendent shall be charged with presenting a draft of the school calendar, based on the principles such as those above, to the Board of Education for review and approval no later than the first regular Board meeting in April. The proposal shall cover the school year following the upcoming year's calendar.

Whenever necessary, the Board shall convene a calendar advisory committee to review such concerns and issues. The calendar advisory committee shall include representatives from the following groups: parents, teachers, students, administrators, support staff, and interested community members. The Superintendent shall also consult officials in neighboring school districts in conjunction with the work of the advisory committee.

Within the framework of this policy, the Board of Education shall have the prerogative to amend the school calendar when the Board considers it to be in the best interest of the school district to do so.

Legal Reference: Connecticut General Statutes  
1-4 Days designated as legal holidays  
10-15 Towns to maintain schools  
10-16 Length of school day  
10-29a Certain days to be proclaimed by governor. Distribution and number of proclamations  
10-261 Definitions  
PA 95-182 An Act Concerning Reduction of Education Mandates

Date of Adoption: February 25, 1997  
Date of Revision: March 21, 2006  
Date of Revision: November 15, 2011

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5. observe Labor Day, Rosh Hashanah, Yom Kippur, Columbus Day, Thanksgiving Day (Thursday and Friday), Christmas, New Year's Day, Martin Luther King, Jr. Day, President's Day, Good Friday, ~~and~~ Memorial Day and Independence Day as holidays for students; legal holidays for students.
- ~~5.6.~~ Veterans Day – observe Veterans Day by holding school-based Veterans Day observance activities.

#6030(b)

6.7. schedule the high school graduation ceremony no earlier than the 180<sup>th</sup> ~~183<sup>rd</sup>~~ day of school, recognizing that an adjustment in the date may be required at the first regular Board meeting in April because of school cancellations; schedule the beginning and end of the school year to permit the first day of school to be as late as possible in August or early September while allowing a reasonable number of make-up days for school cancellations in the month of June; and

7.8. schedule professional development days for staff per the following: (a) prior to the beginning of school; (b) on days when students *are not* scheduled to attend school; (c) on days immediately *preceding* or *following* a scheduled holiday for students and / or staff; and (d) on such other dates as are consistent with sound principles of professional development and calendar design.

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72  
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75 Date of Revision: November 15, 2011  
76  
77 First Reading: September 6, 2022  
78 Second Reading: October 11, 2022

**#9460****Advisory Committees**

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The establishment and functioning of citizens advisory committees will be subject to the following requirements:

- The Board will create the committee and issue its assignment. This will be fully outlined to the committee when it is appointed.
- All committees will be temporary. They will be created to serve only during the fiscal year of appointment or until completion of their assignment, whichever is shorter. Continuing the committee for all or part of the subsequent fiscal year is at the discretion of the Board.
- Committee members will be appointed by the Board. Vacancies will be filled by the Board upon the advice of the committee, or otherwise. Persons appointed will be residents concerned with public education who are able to give the effort, time, and talents needed for the committee's assignment. At the discretion of the Board, one of its members may be appointed to serve the committee in an advisory capacity.
- The Board may appoint the chairperson, or it may appoint a committee member to serve as chairperson until the committee selects a chairperson from its membership. The committee will appoint a member as secretary.
- Meetings will be announced to all committee members and Board members through the office of the Superintendent. Members of the Board, and the Superintendent or a designee, may attend committee meetings.
- Minutes of meetings will be promptly distributed to members, Board members, and the Superintendent.
- Joint meetings of the Board and the committee will be held at the request of the Board or of the chairperson of the committee.

9460 (Continued)

- To ensure smooth and orderly procedures, the chairperson of the committee will maintain liaison with the Board through the Superintendent's office.
- At the conclusion of its assignment, the committee will submit a written report to the Board. At this time a joint meeting will be called to discuss the report and the committee's recommendations.
- Through the public records of the Board and other appropriate means, the public will be informed on the organization, purpose, and membership of citizens committees and of each committee's final recommendations.

Date of Adoption: 3/7/95

Advisory Committees

The Madison Board of Education (the “Board”) shall establish an Advisory Committee (“Committee”) by Board vote when the Board determines and after consultation with the Superintendent, that the establishment of a Committee is necessary or desirable. The establishment and functioning of ~~citizens advisory committees a~~ the Committee will be subject to the following requirements:

- The Board will ~~create the committee and issue its assignment. This will be fully outlined to the committee when it is appointed.~~
- ~~All committees will be temporary. They will be created to serve only during the fiscal year of appointment or until completion of their assignment, whichever is shorter. Continuing the committee for all or part of the subsequent fiscal year is at the discretion of the Board.~~
- ~~Committee members will be appointed by the Board. Vacancies will be filled by the Board upon the advice of the committee, or otherwise. Persons appointed will be residents concerned with public education who are able to give the effort, time, and talents needed for the committee's assignment. At the discretion of the Board, one of its members may be appointed to serve the committee in an advisory capacity~~ appoint the members of the Committee and establish the scope and general schedule or expected timeframe of the Committee’s work, which will be clearly communicated to the Committee when it is appointed. Persons appointed will be residents concerned with public education who are able to dedicate the effort, time, and talents needed for the Committee’s assignment. At the discretion of the Board, one or more Board members may be appointed to serve on the Committee in an advisory role.
- All Committees will be temporary. Committees generally will serve only during the fiscal year of appointment or until completion of the assignment, whichever is shorter. At the end of the fiscal year or the completion of the assignment, the Board will determine, by Board vote, whether to dissolve the Committee. Continuing the Committee for all or part of the subsequent fiscal year is at the discretion of the Board.

- 37 • The Board may appoint the chairperson of the Committee, or it may appoint a  
38 ~~committee~~Committee member to serve as chairperson until the  
39 ~~committee~~Committee selects a chairperson from its membership. The  
40 ~~committee~~Committee will appoint a member as secretary.
- 41
- 42 • ~~Meetings will be announced to all committee members and Board members~~  
43 ~~through the office of the Superintendent. Members of the Board, and the~~  
44 ~~Superintendent or a designee, may attend committee meetings.~~Vacancies will be  
45 filled by the Board upon the advice of the Committee.
- 46
- 47 • The Committee shall follow the provisions of the Freedom of Information Act  
48 (“FOIA”) as required by state law. As such, unless an exemption applies, the  
49 Committee will follow the FOIA’s requirements, including but not limited to those  
50 related to the conduct of meetings and the posting and construction of notices and  
51 agenda.
- 52
- 53 • Minutes of meetings will be ~~promptly distributed to members, Board members,~~  
54 ~~and~~posted to the public, in accordance with the ~~Superintendent~~FOIA.
- 55
- 56 • Joint meetings of the Board and the ~~committee~~Committee will be held at the  
57 request of the Board or of the chairperson of the ~~committee~~Committee.
- 58
- 59 • To ensure smooth and orderly procedures, the chairperson of the  
60 ~~committee~~Committee will maintain liaison with the Board through the  
61 Superintendent’s office.
- 62
- 63 • At the conclusion of its assignment, the ~~committee~~Committee will submit a written  
64 report of its findings and/or recommendations to the Board. At ~~this~~such time, a  
65 joint meeting ~~will~~may be called to discuss the report and the  
66 ~~committee~~Committee’s recommendations.
- 67
- 68
- 69 • The Board retains the right to determine whether to adopt such recommendations  
70 and/or take further action, or no action, in light of the report.
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73        ~~• Through the public records of the Board and other appropriate means, the public~~  
74        ~~will be informed on the organization, purpose, and membership of citizens~~  
75        ~~committees and of each committee's final recommendations.~~

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91    Date of Adoption:        3/7/95  
92    First Reading:            September 6, 2022  
93    Second Reading:         October 11, 2022

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**Improve Completion Rates of the  
Free Application for Federal Student Aid (FAFSA)**

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5 The Madison Board of Education (the “Board”) understands that completion of the Free  
6 Application for Federal Student Aid (“FAFSA”) is an important step in the path to postsecondary  
7 education and is associated with higher rates of college enrollment. The Board is committed to  
8 improving the completion rates of the FAFSA for students enrolled in the Madison Public  
9 Schools (the “District”).

10  
11 In order to improve the completion rates of the FAFSA by students enrolled in grade twelve in  
12 the District, the District shall develop a systematic program through which such students are  
13 educated about the purpose and content of the FAFSA, encouraged to complete the FAFSA, and  
14 assisted in the completion of the FAFSA, as may be necessary and appropriate. The Board  
15 directs the Superintendent or designee to conduct periodic assessments of such regulations, at  
16 least annually, to determine effectiveness in improving completion rates of the FAFSA.

17  
18 Any information contained in a FAFSA, held by the Board, shall not be a public record for  
19 purposes of the Freedom of Information Act and thus shall not be subject to disclosure under the  
20 provisions of section 1-210 of the Connecticut General Statutes.

21  
22 Each year, the Superintendent or designee will report to the Board the FASFA completion rate  
23 for each high school in the District.

24  
25 The Board may accept gifts, grants and donations, including in-kind donations, to implement the  
26 provisions of this policy.

27  
28 Legal Reference:

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30 Conn. Gen. Stat. § 10a-11i

31 Conn. Gen. Stat. § 10-223m

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33 First Reading: October 11, 2022

**Student Policies Goals / Priority Objectives**

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Students are the first concern of the District and must receive the primary attention of the Board and all staff members. Individual student learning needs are identified and communicated with the goal of enabling all to be successful students prepared to lead responsible adult lives. To fulfill its obligation to students, the Board will strive to spend most of its time in formulating policy and considering other matters related to students. A similar commitment is expected of all staff members. In pursuing this primary goal, it is imperative that the educational interests of the individual student be kept paramount.

Each student will be considered and treated with respect as an individual. One of the major tasks of the educational program will be to assist each student in becoming self-sufficient in utilization of decision making processes and techniques, eventually becoming responsible for determining his / her own learning purposes and the means for achieving them. Staff members will seek to be wise counselors of student and skillful facilitators of learning. To this end, the Board and staff will work together to establish an environment conducive to the very best learning achievement for each student through the implementation of the following belief statements regarding students:

- Students attend schools which are focused on their individual needs, where they master a common core of knowledge and skills in the basic academic subjects.
- Students are helped to develop appropriate educational and career goals.
- Student behavior, academic progress, and emotional well-being are continually monitored.
- Students are encouraged to engage in the full life of the school, including its co-curricular program.

### 5010 (Continued)

- Students develop the full range of their productive thinking and problem-solving talents, creative capacities and communications abilities including oral, written and listening skills.
- Students develop a strong sense of social responsibility and accept and respect multicultural diversity in others.
- Students are capable of properly exercising their personal, political and ethical choices in a free society within a constantly changing world.
- Students understand the importance and value of school work and how their performance, responsible efforts and decisions affect their future opportunities.
- Students are able to integrate knowledge and skills and apply them to on-the-job and real life experiences.
- Students are provided with the information, assistance, and support to make informed decisions regarding his / her post-graduate plans.
- Students are prepared for their transition to work or further education by counselors who serve as advocates and they have a foundation for lifelong learning.

Date of Adoption: 5/2/95  
First Reading: October 11, 2022

**Equal Educational Opportunity**

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The Board reaffirms the principle that every student should be given equal educational opportunity for maximum educational development. Therefore, the district will foster an educational environment that provides equal opportunity for all students.

In meeting this objective, the Board intends to create educational opportunities for each student so that challenging programs are provided which relate to the stages of development of the individual. As a consequence, when necessary, additional resources will be made available or special procedures put in place.

It will be the policy of the schools to allocate district personnel, curriculum materials, and instructional supplies among the schools on a comparable basis. To this extent, the district will strive to maintain a balance of personnel, curriculum materials, and instructional supplies so as to minimize variations among schools.

cf. #5020.1 Nondiscrimination)

(cf #5200: Rehabilitation Act of 1973, Section 504)

(cf. #6161.3 Comparability of Services)

Legal Reference: Connecticut General Statutes  
10-153 Discrimination on account of marital status  
46a-60 Discriminatory employment practices prohibited  
Federal Law  
Title VII of the Civil Rights Act 1964  
Section 504 and the Federal Vocational Rehabilitation Act of 1973,  
20 U.S.C. 706 (7)(b)  
American Disability Act of 1989  
*Chalk v. The United States District Court of Central California*  
Title IX of the Education Amendments of 1972  
Civil Rights Act of 1987

Date of Adoption: May 2, 1995

Technical Revision: August 22, 2006

First Reading: October 11, 2022

**Assignment of Students to School**

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Students will be required to attend school in the attendance area in which they reside, unless special permission has been granted by the Superintendent. The Madison Public Schools reserves the right to assign students to schools outside their normal attendance area as appropriate to create and / or maintain equitable class sizes for grades one through four. Final placement of students in the elementary schools will be determined on the basis of both current and projected student enrollment for each of the attendance areas.

Special permission may be granted if:

- The change involves an identified special needs student or a hardship case, or if there are medical considerations;
- The change appears to be in the best interests of the student or of the school;
- The legal residence of a student changes from one attendance area to another within the Madison district during the school year and the parents wish the student to remain in his or her former school. Such permission will not extend beyond the current school year.

School bus transportation will not be provided for students attending school outside their attendance area unless they can be accommodated on existing bus routes and schedules; or unless an identified special needs student is involved; or unless specific permission is granted by the Board.

(cf. 5030.1 Intradistrict School Attendance Areas)  
(cf. 5030.2 Interdistrict School Attendance Areas)

Date of Adoption: May 2, 1995  
Date of Revision: November 7, 2006  
  
First Reading: October 11, 2022

**Intradistrict School Attendance Areas**

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School attendance areas for the elementary schools under the jurisdiction of the Madison Board of Education will be drawn up by the Superintendent and approved by the Board. The Board is committed to the use of long-range planning techniques in establishing intradistrict school attendance areas and in minimizing the need for frequent boundary changes. The primary considerations that govern the establishment of a school attendance area are equal educational opportunity, operational needs of the school system, demographic data, school capacity, transportation considerations and neighborhood lines. Any recommendation for the establishment of school attendance area boundaries will include an analysis and justification based on these considerations.

The following conditions may require the change of school attendance areas: an overcrowded condition in an existing school, the closing or opening of a school or the development of new residential areas or the reconfiguration of grades within the schools. At those times, the Board's primary basis for judgment must be the same considerations as stated above for the establishment of a school attendance area. The Board recognizes its responsibility to hear suggestions and reactions from the community prior to approving any redistricting plan.

Whereas Madison is undergoing continuous growth as well as population shifts, redistricting will be reviewed annually by the Superintendent, and any recommendations will be brought to the Board.

The Superintendent is authorized to make exceptions to district lines for individual students in the best interests of the student or school.

Date of Adoption: 5/2/95  
First Reading: October 11, 2022

The school district will conduct an annual census in accordance with the Connecticut State Department of Education Data Acquisition Plan to ascertain and identify the number of school age children in the district in grades kindergarten through twelve.

Legal Reference:            Connecticut General Statutes  
   Sec. 10-10a. Public school information system.

Date of Adoption:            May 2, 1995  
Technical Revision:        August 22, 2006  
First Reading:                October 11, 2022

**#5060.3**

**Withdrawal From School / Drop-Outs**

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It is the responsibility of the school administration to identify potential student drop-outs and to use those resources available to encourage such students to remain in school. Failing this, the school administration should attempt to guide former students into an alternative plan of education.

A concerted effort should be made by school administrators and counselors to keep in contact with students who withdraw from school during the months immediately following their withdrawal and to encourage those students to reevaluate their decisions to drop out.

(cf #5050.1 Compulsory Attendance)

(cf #5060.3.1 Re-Entry to School)

Date of Adoption: February 27, 1996

Technical Revision: August 22, 2006

First Reading: October 11, 2022

**#5080.1  
Tardiness**

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The term "tardy" will be defined as being late to school, class or an activity, with or without permission of parents / guardian or school personnel. The building administrator in consultation with staff will establish a specific building definition of what constitutes "being late to school, class or an activity." All teachers will inform their respective classes of the building's definition of "being late to school, class or an activity." School personnel will work together to address the needs of students who are developing a pattern of being tardy and will refer to a school administrator those students who in the teacher's judgment are not making progress towards correcting the problem.

The Superintendent shall develop procedures for:

- monitoring tardiness,
- intervening through appropriate staff procedures in cases of tardiness, and
- contacting and meeting with parents / guardians where indicated or required by law.

Students who violate this policy will be subject to disciplinary action. The Superintendent shall propose and the Board of Education shall approve procedures and regulations to ensure that any student violating this policy is subjected to disciplinary action, and that any disciplinary actions imposed for similar violations are treated consistently.

Date of Adoption: 6/6/95

Date of Revision: 8/16/05

First Reading: October 11, 2022

**#5080.2.1**

**Attendance Records and Monitoring**

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Toward the objective of encouraging regular school attendance and in accordance with the Board of Education's requirement that accurate records be kept of each student's attendance, a member of the Central Office staff may be chosen by the Superintendent to supervise the maintenance of attendance records according to regulations developed by the Superintendent. Such individual will be responsible for the implementation of these regulations throughout the district.

**Chain of Authority for Attendance Issues**

Any teacher giving instruction to any child within the compulsory attendance age will promptly report any absence to the person serving as attendance monitor for each school. If the school principal or his / her designee deems it so appropriate, he / she will report attendance issues to the designated Central Office staff member for his / her further action.

(cf. Policy #5080 Student Absences)  
(cf. Policy #5080.2 Truancy)

Date of Adoption: June 6, 1995  
Technical Revision: August 22, 2006  
First Reading: October 11, 2022

**#5090.1**  
**Student Due Process Rights**

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The constitutional rights of individuals assure protection of due process of law.

- The hallmark of administrative authority will be fairness;
- Every effort will be made by administrators and faculty members to resolve problems through effective utilization of the school district's resources in cooperation with the student and his or her parent or guardian;
- In cases where these policies, state law or any regulations adopted pursuant to these policies require a hearing, a student must be given an opportunity for such a hearing;
- The hearing authority designated by the Board may request the student and parent or guardian to attempt conciliation first, but if the student and parent or guardian decline this request the hearing authority will schedule the hearing as soon as possible; and
- In the event of a suspension, no student shall be suspended without an informal hearing by the administration at which the student will be informed of the reasons for the suspension and be given an opportunity to explain the situation. In the event of an emergency, the student may be suspended and a hearing held thereafter, as provided by law. However, if the circumstances and state law require, a formal hearing shall be held.
- In the event of an expulsion, a student shall have a right to a hearing as provided by law.

Grievance procedures shall be available for students to receive prompt and equitable resolution of allegations of discriminatory actions on the basis of race, color, national origin, sex, and handicap.

Legal Reference:

Tinker v. Des Moines Independent Community School District, 393 U.S. 503 (1969)  
Grayned v. City of Rockford, 408 U.S. 104 (1972)

Amendment of U.S. Constitution - Article I.  
Connecticut Constitution, Article First, Declaration of Rights, Sections, 4, 5  
Academic Freedom Policy (adopted by Connecticut State Board of Education  
(9/9/81)

### Connecticut General Statutes

10-221 Boards of Education to prescribe rules  
P.A. 94-115 An Act Concerning School Searches (Effective 10/1/94)  
New Jersey v. TLO, 469 U.S. 325; 105S CT 733  
20 U.S.C. 1681 – Title IX of the Educational Amendments of 1972  
34 C.F.R. Part 106 Title IX of the Educational Amendments of 1972

Date of Adoption: September 5, 1995  
Date of Revision: February 8, 2006  
First Reading: October 11, 2022

**Age of Majority / Emancipated Minors**

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Students declared emancipated by appropriate judicial authorities or who have reached the age of majority are entitled to all rights of emancipation per Connecticut General Statute 46b-150d and all rights of an adult as provided for under Connecticut law respectfully.

Legal Reference:      Connecticut General Statutes  
                                 1-1d “Minor,” “infant,” “infancy,” age of majority,” defined  
                                 46b-150 Emancipation of minor, Procedures  
                                 46b-150d Effect of emancipation

Date of Adoption: May 4, 1999

First Reading:      October 11, 2022

### #5090.1.4 Student Misconduct in Schools

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The district's rules of conduct and discipline are established to achieve and maintain order in the schools. Persistent or repeated violations of the rules of conduct may result in increasingly serious penalties.

The district has jurisdiction over its students during the regular school day and while going to and from school on district transportation. This jurisdiction includes any activity during the school day on school grounds and attendance at any school-related activity, regardless of time or location.

While the district does not assume responsibility for the acts of students going to and from school, it may take disciplinary action, if the circumstances warrant. On the way to and from school, students will not loiter, litter, trespass, abuse, assault one another, or create a nuisance for residents or businesses of the community.

District Policies address the following specific student expectations:

- appropriate attire,
- damage to school property,
- hazing,
- bullying,
- sexual harassment,
- racial or other discriminatory slurs,
- smoking,
- drugs and alcohol,
- weapons,
- assault,
- disruptive activities,
- attendance,

- publications and prior review, organizations and clubs,
- possession of prohibited devices,
- inappropriate use of technology at school,
- engaging in misconduct on school buses, and
- being tardy, truant or otherwise skipping classes or other scheduled activities

### **Prohibited Conduct / Behavior**

In addition to the actions prohibited in the policies listed above students at school or school-related activities are prohibited from, but not limited to, the following:

- engaging in any conduct that disrupts the school environment or educational process;
- cheating, borrowing, or copying the work of another student, or allowing work to be copied by another student;
- tampering with school records;
- throwing objects that can cause bodily injury or damage property;
- leaving school grounds without a school official's permission to do so;
- being in unauthorized areas of schools / school grounds
- using profanity, vulgar language or obscene gestures;
- failing to comply with lawful directives from school personnel, including but not limited to, the classroom teacher;
- damaging or vandalizing property owned by other students or District employees;
- engaging, in misconduct on school buses;
- fighting;
- committing extortion, coercion or blackmail, i.e., obtaining money or other objects of value from any unwilling person or forcing an individual to act through the use of force or threat of force;
- engaging in verbal abuse or derogatory statements addressed publicly to others that may cause disruption or incite violence;
- engaging in rude or disrespectful behavior to others;

- being insubordinate;
- causing or participating in classroom disturbances;
- possessing or using fireworks or explosives; and
- engaging in inappropriate physical familiarity disruptive to other students or the educational environment.

Students who violate this policy will be subject to disciplinary action. The Superintendent shall propose and the Board of Education shall approve procedures and regulations to ensure that any student violating this policy is subjected to disciplinary action, and that any disciplinary actions imposed for similar violations are treated consistently.

(cf 5090.3 General Rules of Student Conduct)  
 (cf 5090.3.1 Student Dress)  
 (cf 5090.3.2 Care of Property by Students)  
 (cf 5090.3.6.1 Hazing)  
 (cf 5090.3.6.1.1 Bullying)  
 (cf 5120.4.2.4 Sexual Harassment Among Students)  
 (cf 5210.4.2.7 Racial Harassment of Students)  
 (cf 5090.6 Tobacco Use by Students)  
 (cf 5090.7 Drug and Alcohol Use)  
 (cf 5090.7.1 Inhalant Abuse)  
 (cf 5090.8 Weapons and Dangerous Instruments)  
 (cf 5090.5 Secret Societies / Gang Activity)  
 (cf 5080 Student Absences)  
 (cf 5080.1 Tardiness)  
 (cf 5080.2 Truancy)  
 (cf 5090.4 Student Publications)  
 (cf 5090.9 Pagers and Wireless Telephones)  
 (cf 5090.10 Prohibited Use of Laser Pointers)  
 (cf 5210 Acceptable Use of Computer Equipment and Related Systems, Software and Networks)  
 (cf 5090.3.3 Student Conduct on School Buses)  
 (cf 5110.4 Suspension / Expulsion / Expulsion from School / School Activities)

Date of Adoption: June 20, 1995  
 Date of Revision: August 16, 2005  
 First Reading: October 11, 2022

**#5090.3.2  
Vandalism**

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The district may press legal charges against any student who, in any manner, advocates, teaches, incites, proposes, aids, abets, encourages or advises the unlawful injury or destruction of school property. The parent or guardian of any minor / unemancipated child who willfully cuts, defaces, or otherwise damages, in any way, any property, real or personal, belonging to the district shall be held monetarily liable for such actions up to the maximum amount allowed under state law. Injury shall include intentional unauthorized modifications made to computer hardware and / or software.

**Liability of Parents and Students**

The liability provided under Connecticut General Statutes 52-572 does not relieve the minor(s) of personal liability for such damage or injury. This liability of the parent or guardian for damages done by a minor child is in addition to any other liability which exists in law. Liability shall include all costs incurred to remedy the situation.

The parent or guardian of a minor child shall also be held liable for all property belonging to the district that has been lent to the student and not returned upon demand of the district. The student may also be liable to disciplinary action.

An adult student shall be held personally liable for any damage done to any property, real or personal, belonging to the district, including property that has been lent to the student and not returned upon demand of the district. The student may also be subject to disciplinary action.

## Vandalism

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### 5090.3.2 (Cont.)

Damaged or lost instructional articles will be replaced by the student and / or his or her parents / guardians. The individual school price list will be used in establishing replacement fees based on the list price and depreciation schedule.

Legal Reference: Connecticut General Statutes

10-221 Boards of Education to prescribe rules. (re sanctions that may be imposed by a Board against students who damage or fail to return textbooks, library materials, or other educational materials)

52-572 Parental liability for torts of minors. Damage defined.

Date of Adoption: 06/22/95  
Date of Revision: 04/21/09  
First Reading: October 11, 2022

**Student Conduct on School Buses**

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The Board of Education will provide transportation for students under provisions of state law and regulations. The Superintendent of Schools shall administer the operation so as to:

- provide for maximum safety of students; and
- supplement and reinforce desirable student behavior.

The Superintendent shall develop procedures for the reporting and handling of disciplinary matters.

The bus driver will have responsibility to maintain orderly behavior of students on school buses and will report misconduct to the bus company, who will notify the student's principal.

The principal will have the authority to take appropriate disciplinary action for students engaging in misconduct on a school bus, in accordance with procedures established by the Superintendent.

Students must cooperate and maintain good conduct to ensure a safe transportation system.

1. Students shall stand in an orderly manner and out of the traffic lane at bus stops.
2. Students shall be at the bus stop ten minutes before the scheduled pickup.
3. Students shall move to enter or exit a bus only when the bus has come to a full stop and the doors are opened.
4. Students shall be respectful of the driver and each other.
5. Students must remain seated at all times on the bus.

**#5090.3.3** (cont.)

6. Students shall not fight at any time on the bus. Students are to keep hands, feet and objects to themselves and within the bus.
7. Students shall not throw items in the bus or out of the bus.
8. Students shall not eat, drink or smoke on the bus.
9. Students shall keep the aisle of the bus free of all objects.
10. Students may have conversations, but shouting is not permitted.
11. Students shall respect the property of others.
12. Students shall not distract the bus driver.
13. Students, when necessary, must cross in front of the school bus, within the driver's view and await the driver's signal to cross.

Students who violate this policy will be subject to disciplinary action as outlined in the Board of Education approved student handbook.

**Legal Reference:****Connecticut General Statutes**

10-186 Duties of local and regional Boards of Education

10-220 Duties of Boards of Education

10-221 Boards of Education to prescribe rules

10-233c Suspension of students

Date of Adoption: June 20, 1995  
Date of Revision: August 16, 2005  
Date of Revision: January 24, 2017  
First Reading: October 11, 2022

**#5090.3.6.1**  
**Hazing**

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It is the policy of the Board of Education and school district that hazing activities of any type are inconsistent with the educational process and will be prohibited at all times. Hazing is defined as any act of coercing another to participate in an initiation into any student or other organization that causes or creates a risk of causing mental or physical harm to any person. Permission, consent, or assumption of risk by an individual subjected to hazing does not lessen the prohibition contained in this policy.

No administrator, faculty member, or other employee of the school district will encourage, permit, condone, or tolerate hazing activities. No student, including leaders of student organizations, will plan, encourage, or engage in any hazing.

Administrators, faculty members, and all other employees of the school district will be particularly alert to possible situations, circumstances of events which might include hazing. If hazing or planned hazing is discovered, involved students will be informed by the discovering school employee of the prohibition contained in this policy and will be required to end all hazing activities immediately. All hazing incidents will be reported immediately to the Superintendent.

Administrators, faculty members, students, and all other employees who fail to abide by this policy may be subject to disciplinary action, and may be liable for civil and criminal penalties in accordance with State law.

Students who violate this policy will be subject to disciplinary action as outlined in the Board of Education approved student handbook. The Superintendent shall develop regulations for implementation of this policy.

(c.f. #5090.1.4 Student Misconduct in Schools)  
(c.f. #5090.3.4 Out of School Misconduct)  
(c.f. #5090.3.6.1.1 Bullying)  
(c.f. #5090.5 Secret Societies / Gang Activities)  
(c.f. #5110.4 Suspension / Expulsion / Exclusion from School / School Activities)  
(c.f. #5120.4.2.4 Sexual Harassment Among Students)

Date of Adoption: September 19, 1995  
Date of Revision: August 16, 2005  
Date of Revision: January 24, 2017  
First Reading: October 11, 2022

**Weapons and Dangerous Instruments**

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Students shall not possess firearms, facsimiles or realistic replicas of firearms, weapons, or dangerous instruments of any kind on school grounds or buildings, nor on school buses, nor at any school-related or school-sponsored activity away from school facilities. Firearms, weapons, and dangerous instruments shall include those defined by law (18 U.S.C. 921, C.G.S. 53a-3, and 53-202 to 53-206, and 29-35). 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 blade of which can be opened by a flick or 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. Pursuant to federal law, the term “firearm” includes, but is not limited to, any weapon designed 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.

The possession of, use, or bringing such weapons or devices on school grounds or other areas under the control of the Board of Education may also be a violation of criminal law, and therefore any violation of this policy shall be reported immediately to the local law enforcement agency, the Board of Education, and, if possible, the parent or guardian. Students who violate this policy shall be subject to appropriate disciplinary action as well as possible court action.

A student’s conduct off school grounds that is seriously disruptive of the educational process or violative of the Board’s publicized policies may also be grounds for expulsion. A student found to be in possession of a firearm or dangerous weapon, as defined by law and in violation of this policy, shall be subject to an expulsion of one calendar year. The Board of Education or hearing board / officer may modify the period of expulsion on a case by case basis. To comply with federal law, any finding of an exception shall be

**#5090.8 (continued)**

reduced to writing. All legal restrictions and requirements will be adhered to pertaining to special education students.

Any dangerous device or weapon may be seized by an employee of the school system under the power granted to the Board of Education to maintain order and discipline in the schools, and to protect the safety of students, staff and the public.

Every employee seizing any weapon or dangerous instrument under the provisions of this policy shall report the incident to the building principal immediately, and deliver the seized device to the principal, together with the names of persons involved, witnesses, location and circumstances of the seizure.

If an employee knows or has reason to suspect that a student has possession of such a device but the device has not been seized, the employee shall report the matter to the principal immediately, and the principal shall take such action as it is appropriate. The principal shall report all violations of this policy to the Superintendent or designee, and to the local law enforcement agency on approval of the Superintendent or designee.

Students who violate this policy will be subject to disciplinary action. The Superintendent shall propose and the Board of Education shall approve procedures and regulations to ensure that any student violating this policy is subjected to disciplinary action, and that any disciplinary actions imposed for similar violations are treated consistently.

(cf. 5110.4 - Suspension / Expulsion; Due Process)  
(cf. 5090.8.1 - Search and Seizure)  
(cf. Madison Public Schools Crisis Management Manual)  
(cf 5090.1.4 Student Misconduct in Schools)  
(cf 5090.3.4 Out of School Misconduct)

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  
GOALS 2000: Educate America Act  
18 U.S.C. 921 Definitions

**#5090.8 (continued)**

USCA 7151 – No Child Left Behind Act

Date of Adoption: September 5, 1995

Date of Revision: August 16, 2005

Date of Revision: February 8, 2006

First Reading: October 11, 2022

**#5100.1.2  
Equal Access Act**

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The Equal Access Act requires that public secondary schools grant equal access to student groups who wish to meet for religious, political, or philosophical purposes, if the school allows other types of non-curriculum related student groups to meet. The law establishes the open forum be held during specific times as determined by the school principal to ensure equal access to student groups wishing to meet. The open forum is defined as the lunch hour or non-instructional time as determined by the principal.

The principal may approve student groups' use of facilities to conduct a meeting during the open forum provided that:

- The meeting will take place during the open forum.
- The meeting is voluntary and student initiated. The principal must be assured that students are the ones promoting such activities and that they are participating of their own volition. Only students enrolled in the school may request the meetings.
- School authorities or district employees do not promote, lead or participate in such meetings. Principals may assign personnel to supervise these meetings. This action does not constitute sponsorship by the district of such meetings.
- The presence of school authorities or district employees or district personnel at any student religious meeting is non-participatory in nature. The presence of school authorities is for the purpose of student supervision only, not staff participation.
- The meeting does not in any way interfere with the conduct of regular instructional activities of the schools. Since the education of the student is the prime responsibility of the school, any other activities are secondary. The school may deny facilities to students on the basis that such activities or meetings interfere with the instructional program or that the school cannot provide adequate supervision.

- Student meetings are not controlled, conducted or directed by people or groups not affiliated with the schools. Such persons may attend student meetings but not on a regular basis nor in a participatory capacity. Visitors to the school must be approved by the principal and clearance obtained prior to the meeting.
- The meeting is open to all students without regard to race, gender, sexual orientation, religion, or national origin.

Students who violate this policy will be subject to disciplinary action. The Superintendent shall propose and the Board of Education shall approve procedures and regulations to ensure that any student violating this policy is subjected to disciplinary action, and that any disciplinary actions imposed for similar violations are treated consistently.

Date of Adoption: April 2, 1996

Date of Revision: August 16, 2005

First Reading: October 11, 2022

**Racial Harassment of Students**

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The Board of Education is committed to safeguarding the rights of all students within the school district to learn in an environment that is free from racial discrimination, including harassment. The Board recognizes that racial harassment of students can originate from a person of the same or different race of the victim including peers, employees, Board members, or any individual who foreseeably might come in contact with students on school grounds or at school-sponsored activities.

Racial harassment of students consists of different treatment on the basis of race and is recognized in two different forms:

1. when the district's employees or agents, acting within the scope of official duties, treat a student differently than other students solely on the basis of race; or
2. when the education environment is not kept free from discrimination because the harassing conduct is so severe, pervasive, or persistent that it interferes with or limits the ability of a student to participate in or benefit from the services, activities or privileges provided.

The Board also prohibits any retaliatory behavior against complainants or any witnesses. Any student who believes that he / she has been subject to racial harassment should report the alleged misconduct immediately so that corrective action, up to and including discharge of an employee or suspension of a student, may be taken at once. The complainant shall not be discouraged from reporting an incident of alleged racial harassment. In the absence of a victim's complaint, the Board, upon learning of, or having reason to suspect the occurrence of any racial harassment, will ensure that an investigation is promptly commenced by appropriate individuals.

The Superintendent of Schools is directed to develop and implement specific procedures on reporting, investigating and remedying allegations of racial harassment. Such

procedures are to be consistent with any applicable provisions contained in the district's policy manual, collective bargaining agreements, the tenure laws as well as other federal and state laws on racial harassment. Training programs shall be established for students and employees to raise awareness of the issues surrounding racial harassment and to implement preventative measures to help reduce incidents of racial harassment.

Students who violate this policy will be subject to disciplinary action. The Superintendent shall propose and the Board of Education shall approve procedures and regulations to ensure that any student violating this policy is subjected to disciplinary action, and that any disciplinary actions imposed for similar violations are treated consistently.

(cf. 5020: Equal Educational Opportunity)

(cf. 5020.1: Nondiscrimination)

(cf. 5090.1: Student Due Process Rights)

(cf. 5120.4.2.4: Sexual Harassment Among Students)

(cf. 5090.5: Secret Societies / Gang Activity)

Legal Reference: Civil Rights Act of 1964, Title VI

42 U.S.C. §2000 et seq. 34 CFR Part 1000

Date of Adoption: February 6, 2001

Date of Revision: August 16, 2005

First Reading: October 11, 2022

<p style="text-align: center;"><b><u>Unit 1</u></b> <b><u>Reading</u></b> <i>Taking Ownership of Your Reading Life</i></p>	<p>The goal of this unit is to establish a reading community in the classroom so students get excited about books. Teachers will model thinking, talking, selecting books and goal setting to students using an authentic collection of mentor texts and chapter books. The students will be engaged in conversations about reading and writing, in order to make connections in their reading lives.</p> <p>Students will gather evidence to support their ideas about craft, topics, genres and goals that are important to them. A large volume of reading and stamina are most important as teachers watch and notice their students' reading habits. As students develop independence and stamina, teachers begin assessing students using existing reading data from grade 3 and their observations of student reading behaviors, surveys and talk about reading.</p> <p>Students will hear many Patricia Polacco, Jacqueline Woodson and Maribeth Boelts stories that will lay a foundation for the upcoming unit on characters. Teachers will explicitly teach the skills of telling and then writing summaries in the reading notebook and provide students with a progression that helps them set goals for their own writing about reading. An important part of writing about reading will be gathering evidence with double journal entries to support their thinking. These entries will be taught through initial modeling with the teacher and students moving to independence of their own double journal entries.</p> <p>This unit will provide a rich opportunity for the social emotional goals for students and classroom community through mentor texts and engaging discussions.</p> <p><b>Profile of a Graduate Capacities:</b> Analyzing, Self-Awareness</p>
<p style="text-align: center;"><b><u>Unit 2</u></b> <b><u>Writing</u></b> <i>Personal Narrative</i></p>	<p>Students will be building off prior knowledge of small moments to develop a personal narrative based on an experience in their life. The unit begins with generating ideas about what a personal narrative is and generating their own personal moments to then narrow into a topic. This helps lay the foundation for the writing process while focusing on a beginning, middle and end. Students will go through the process of planning, drafting, revising, editing, publishing and reflecting. During the process, students will focus on elaboration strategies, using details and transition words to create a smooth and logical flow to the writing. Modeling the writing process gives students the window into our thinking as a writer and allows students to see the messiness within the writing process.</p> <p><b>Profile of a Graduate Capacities:</b> Design</p>

# Grade 4 ELA Curriculum Overview

2022-2023

<p><b><u>Unit 3</u></b> <b><u>Reading</u></b> <i>Tackling Trouble: Analyzing Characters &amp; Problems to Interpret Theme</i></p>	<p>This unit pushes readers to build on inference work in order to interpret themes. Students will learn that themes emerge from the way characters react and get in and out of trouble across a text. Reading partners and book clubs should focus their work on growing and changing theories about characters as they consider multiple perspectives and interpretations of an author's message. Discussions can reveal another way of interpreting a character's actions and motivations.</p> <p>This work should leave readers open to a variety of interpretations and lead to the transfer of critical thinking across texts. To prepare for the work of the PBA, students will begin charting and tracking how characters in a variety of stories handle the same issues of trouble to reveal the theme of the story.</p> <p>Small group work will focus on making inferences. Teachers will want to build progressions that show students how to “level up their thinking” to make deeper and more important inferences. This will move interpretation work from a <i>lesson learned in this book</i> to a more universal interpretation of a theme from a <i>life lesson</i>.</p> <p><b>Profile of a Graduate Capacities:</b> Analyzing</p>
<p><b><u>Unit 4</u></b> <i>Personal Essay</i></p>	<p>The personal essay unit gives students the opportunity to consider who is important in their life. The unit begins by introducing the students to a variety of personal essay examples. This unit takes the students through the essay writing process; picking a topic, paragraph structure, and drafting a five paragraph essay. During the unit students will learn how to use a graphic organizer to develop well written paragraphs, which helps lay the foundation of structure and organization to transfer into a well written essay. In addition, students will learn the process of revising and editing a written piece. Modeling the writing process gives students a window into our thinking as a writer and allows students to see the messiness within the writing process.</p> <p><b>Profile of a Graduate Capacities:</b> Design</p>
<p><b><u>Unit 5</u></b> <b><u>Reading</u></b> <i>How Writers Engage Readers</i></p>	<p>Readers will engage in a variety of nonfiction texts to explore different structures, craft moves and styles that authors use to teach readers. Students will identify text features and text structures and learn how they help the reader determine important information. Readers will practice note-taking in the structure of the text that they're reading. The focus will be on the main idea and detail structure. Students will also compare and contrast work thinking about the audience, purpose and message of the text.</p> <p><b>Profile of a Graduate Capacities:</b> Analyzing</p>
<p><b><u>Unit 5</u></b> <b><u>Writing</u></b> <i>How Writers Engage Readers</i></p>	<p>Building off the reading unit, students will study two amazing nonfiction authors: Seymour Simon and Steve Jenkins. Students will explore the structures, craft moves and styles that these authors use to teach readers about interesting topics. Researching an animal of their choice, students will collect notes and create a mini informational book that includes pages in the style of Simon and Jenkins.</p> <p><b>Profile of a Graduate Capacities:</b> Product Creation</p>

# Grade 4 ELA Curriculum Overview

2022-2023

<p><b><u>Unit 6</u></b> <b><u>Reading</u></b> <i>Fantasy Unit</i></p>	<p>Students will become deeply immersed in the fantasy genre and further develop higher level thinking skills to study how authors develop characters and themes within a story. Students will begin by exploring elements of fantasy and the characters' journey that reveal messages about heroism and good vs. evil. Students will pay attention to the lessons the character learns or how they change to determine the theme of the story. Partnerships are utilized to engage students in accountable talk to deepen conversations about their fantasy texts.</p> <p><b>Profile of a Graduate Capacities:</b> Analyzing</p>
<p><b><u>Unit 7</u></b> <b><u>Reading</u></b> <i>Interpreting History Through Many Lenses</i></p>	<p>An exciting aspect of this historical fiction unit is the culmination of all units taught, as well as merging the American Revolution content, concurrently taught in Social Studies. The students will take a critical and empathic stance to historical perspectives and experiences as they are immersed in rich literature. The content learned in Social Studies will serve as a springboard for meaningful book club conversations and partnerships. This unit offers the opportunity for students to weave in their content and skill knowledge by writing journal entries from the perspective of a character living during the American Revolution. Students will analyze the obstacles and challenges the character faced during the unfamiliar time period relying on the strong foundation of character analysis, personal essay writing, non-fiction skills and lessons learned in fantasy. Students will pay attention to alternate perspectives, message and theme, and inferencing to deepen their understanding of important historical events.</p> <p><b>Profile of a Graduate Capacities:</b> Analyzing, Alternate Perspectives</p>

# Grade 5 ELA Curriculum Overview

2022-2023

<p><b><u>Unit 1</u></b> <b><u>Reading</u></b> <i>Ownership: Readers and Writers are Thinkers</i></p>	<p>Students are familiar with the routines and procedures of choosing a variety of just right books, accountable talk, working with reading partners and book clubs and have worked to evaluate and justify with text evidence when writing about reading. While setting up the classroom initially focus on setting up the routines and procedures that will help the community of readers able to talk about and read books critically. Teachers will act as a coach and conductor by helping students build a reading life where new routines for carrying and keeping track of books that travel from home to school and back again will be taught. The primary goal is to set the stage for engaging a community of avid readers who read, think, talk and write about books in great volume. During this unit, review turn and talk, in order to give students practice and opportunity to take and make reading journeys through a book more meaningful. Since students are so familiar with the workshop model, this unit focuses more on establishing classroom routines and expectations, getting students into just right books and practicing writing about your reading. It should not exceed more than two weeks because the goal is for students to be in a book as they enter the writing launch/narrative unit.</p> <p><b>Profile of a Graduate Capacities:</b> Self-Awareness</p>
<p><b><u>Unit 1</u></b> <b><u>Writing</u></b> <i>Launch/Personal Narrative Unit</i></p>	<p>Personal narrative can be defined as a small moment story that is reflective of a significant or meaningful, event, time, place, person, or memory in your life. Students will explore narrative writing by reflecting on significant and meaningful moments in their lives. In doing this, students will practice collecting ideas for writing and growing those ideas into stories by implementing specific writing strategies. Over the course of four weeks, students will move fluidly through the writing process; they will spend roughly one week in the “launch” phase, establishing themselves as writers and class writing expectations; one week brainstorming and generating ideas; one week planning and drafting; and one week editing, revising and publishing.</p> <p>It is an expectation that teachers are writing and modeling writing strategies alongside students throughout the unit. A major focus of this unit should be on writing volume and engagement. This means a majority of the time should be spent actually writing, not on brainstorming or ‘perfecting’ writing.</p> <p><b>Profile of a Graduate Capacities:</b> Design</p>
<p><b><u>Unit 2</u></b> <i>Developing Theories about Characters</i></p>	<p>This unit lays the foundation for interpreting work that students will continue in the social issues book club unit later in the year. Building off of character work in the past, students will learn to identify and analyze the less obvious traits and feelings in characters that reveal the complexity and layers of a character. This work will then lead to more complex thinking as students shift their focus to using those identified complexities to analyze character change. While analyzing character change, students will learn to empathize with their characters to help them fully understand the changes the character is experiencing.</p> <p><b>Profile of a Graduate Capacities:</b> Analyzing</p>

# Grade 5 ELA Curriculum Overview

2022-2023

<p><b>Unit 3</b> <i>Reading &amp; Writing Nonfiction: Researching with Texts</i></p>	<p>Nonfiction books will first be sorted into general topics including animals, disasters, technology and history. Students will spend time previewing these broad topics to determine an area of interest. From there, students will select the topic they are most interested in. Students will build off of their work from fourth grade by narrowing their focus from a broad topic by developing their own text sets (i.e. animals will be narrowed to endangered animals, narrowed to poaching elephants). Teachers will tailor the mini-lesson to include the teaching points from stage 3 but also to be more topic specific based on choices their students have made in their classroom. Teachers will model the research process using materials from the topics students can relate to, but likely not something students in their classroom has chosen.</p> <p>Students will use their collected notes to develop and clearly articulate a feature article that has a bias/perspective about their topic. Students will write with the purpose of presenting information with a bias, organizing their writing with text structures and text features. The immersion into the genre through the research bend of this unit will imitate the writing styles of the books they read. Students will end their articles with a call to action, steps the reader(s) can take to help. As a culmination, students will their "expertise" knowledge with their peers during a museum walk share out. They will read a variety of other students' articles and provide them with feedback. Their ability to talk about and write about their chosen topic in detail and with accuracy is the goal.</p> <p><b>Profile of a Graduate Capacities:</b> Analyzing, Design</p>
<p><b>Unit 4</b> <b>Reading</b> <i>Interpreting Social Themes</i></p>	<p>While exploring social issues, students will infer character traits and motivation while justifying their inferences with both text evidence and schema to interpret themes that authors reveal through the troubles characters face. In this unit, students work in book clubs or partnerships to collect and share their ideas. Students may interpret texts differently, highlighting one social issue or another.</p> <p><b>Social Issues May Include:</b></p> <ul style="list-style-type: none"><li>• Bullying</li><li>• Fitting In/Being New</li><li>• Friendship Issues</li><li>• Growing Up</li><li>• Homelessness</li><li>• Divorce/Family Issues</li><li>• Racism/Discrimination</li><li>• Peer Pressure</li><li>• Death/Dying</li><li>• Building Community</li></ul> <p><b>Profile of a Graduate Capacities:</b> Analyzing</p>

# Grade 5 ELA Curriculum Overview

2022-2023

<p><b><u>Unit 4</u></b> <b><u>Writing</u></b> <i>Literary Essay: Proving Your Interpretation of a Character</i></p>	<p>Students will do the heavy lifting work of rehearsing and revising interpretations of literature in their social issues book clubs. Using the theories that students developed in book clubs using a variety of text they will write literary essays. The focus might be on theme, character analysis, importance of setting, author's craft, changes of character from beginning to end of story, or anything else related to analyzing a story. Some students will use one text while others will compare and contrast using multiple texts. The end product will include a thesis/claim, supporting evidence (actual words) from their book(s), organization using paragraphs, and conclusions which may include, an inspirational quote or thought, circling back to the beginning, making connections to the "real world" or the author's own life.</p> <p><b>Profile of a Graduate Capacities:</b> Analyzing, Design</p>
<p><b><u>Unit 5</u></b> <i>Picturing Change</i></p>	<p>Students are challenged to interpret and analyze multiple points of view through the use of picture books. This unit serves as a culmination of the work around character, theme, and conflict from throughout the year. However, it elevates the work from previous units by challenging students to use these three elements of literary studies to analyze multiple perspectives and points of view across an inclusive collection of picture books.</p> <p><b>Profile of a Graduate Capacities:</b> Collective Intelligence, Alternate Perspectives</p>
<p><b><u>Unit 6</u></b> <i>Poetry</i></p>	<p>Students will be immersed in reading and writing poetry in this unit. The purpose of pairing these two units together is so that students have the opportunity to read with volume and engagement while practicing analysis through creative thinking practices. The class period should be split with time dedicated to reading and writing poetry each day.</p> <p>Students will explore a variety of types of poems through their own reading and writing. They will use their reading as inspiration for their own writing, emulating author's craft moves and topics from their favorite writers. Throughout this unit, students will compile all of their writing into a poetry journal/portfolio that will include samples of the different types of writing students explore. The writing process should be very fluid; students should be revising their writing as they read more poetry to test out figurative language and new writing strategies they encounter in their reading. Mini lessons are designed to introduce a type of poetry and revisit a type of figurative language for the mid-workshop teaching point.</p> <p><b>Profile of a Graduate Capacities:</b> Analyzing, Design</p>

# Grade 5 ELA Curriculum Overview

2022-2023

<p><b><u>Unit 7</u></b> <b><u>Reading</u></b> <i>Historical Fiction</i> <i>Book Club</i></p>	<p>In this unit, the work will continue to build off of the fourth grade historical fiction unit. Students previously took a critical and empathetic stance to historical perspectives and experiences. Students will be immersed in reading historical fiction and nonfiction centered around Slavery, the Civil War, Industrialization, Immigration, Westward Expansion, World War I, World War II, Civil Rights, the Great Depression and current events. Students will analyze and grow theories about, and trace themes across how struggles grow/stem from power, money and opportunity.</p> <p><b>Profile of a Graduate Capacities:</b> Analyzing, Alternate Perspectives</p>
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<p><b><u>Unit 1</u></b> <i>Reading and Writing Under the Influence of Mentors</i></p>	<p>Fostering motivation and engagement in reading and writing are critical in the beginning weeks of the Language Arts classroom. This launch unit establishes both as students merge the two with the help of mentor authors. In reading, students will be exposed to different styles of writing, such as novels in verse, screenplays, and graphic novels. Students will analyze the unique elements of each genre and how they help the reader navigate the text and develop inferences. Then in writing, students will have opportunity and freedom to practice writing in those styles, emulating the authors and texts they explored in their reading. Students will draft and plan writing pieces in each genre, then, will self-select the piece and genre they want to finish and polish for peer feedback. Throughout this process, teachers are modeling with their own writers' notebook will lay the foundation for risk-taking. As always, the teacher will emphasize the significance of examining ideas that are important and interesting, and which we can return to later on.</p> <p>One of the primary purposes of this launch is to open the world of greater choice in writing - writing that is spontaneous, diverse, and creative. Readers and writers will work with partners to set goals and reflect together, and as always, they will read and write outside the classroom on a regular basis to continue building agency, engagement, and stamina in both reading and writing. All this work and exploration will culminate in a 7th grade writing celebration where students will spend time reading their peers' work and providing positive feedback.</p> <p><b>Profile of a Graduate Capacities:</b> Analyzing, Product Creation</p>
<p><b><u>Unit 2</u></b> <i>Analyzing Author's Craft in Historical Fiction</i></p>	<p>Historical fiction is a highly engaging and interesting genre. This unit challenges students to navigate the genre through the careful study of author's craft by focusing on the popular author, Alan Gratz. Students will work in book clubs to analyze the craft moves he employs across his novels and the purpose or impact of those craft moves. After studying his craft moves and their purpose across the mentor text, Prisoner B-3087, and their book club books, students will select a historical fiction novel of their choice to transfer their understandings into a completely new context.</p> <p>This unit will take approximately 5 weeks. The first 4 weeks students will be working in book clubs and will be listening to the teacher read aloud the mentor text. The final week of the unit, students will transition into independent historical fiction books. This means over the course of the unit, students will read a minimum of three historical fiction books.</p> <p><b>Profile of a Graduate Capacities:</b> Analyzing</p>

# Grade 7 ELA Curriculum Overview

2022-2023

<p><b><u>Unit 3</u></b> <i>The Literary Essay - Writing to Analyze Craft</i></p>	<p>The literary essay serves as a medium for students to formally analyze a text. In this unit, students will work to develop their thinking and analysis of a text to create a literary essay. The literary essay will use direct evidence from the text to support their thoughts, and ultimately analyze the use of the author's craft and purpose. Students will be using their work from the author study unit to write this essay. Throughout this unit, students will focus on deepening their analytical thinking through their writing and their ability to craft complete, complex thoughts.</p> <p>Students will focus their essays on either proving the impact of a specific authors craft move or how the author uses various craft moves for a specific purpose.</p> <p><b>Profile of a Graduate Capacities:</b> Analyzing, Product Creation</p>
<p><b><u>Unit 4</u></b> <i>Nonfiction Reading - Becoming an Effective Researcher</i></p>	<p>Research begins with interest and curiosity. This brief three week unit will challenge students to navigate nonfiction research through a high interest topic of their choice. Students will begin their research by choosing a broad topic and narrowing their focus within that topic. They will work to collect information from reliable and credible sources and use that information to develop their own stance on their focus. This unit is directly connected to the upcoming writing unit; students will use the research they complete to write an argumentative vlog about their topic.</p> <p><b>Profile of a Graduate Capacities:</b> Analyzing, Inquiry</p>
<p><b><u>Unit 5</u></b> <i>Nonfiction Writing - Writing to Persuade</i></p>	<p>A vlog is a blog in video form that includes a claim with reasons and evidence by incorporating media features such as images, video clips, sounds, and music. After spending about three weeks researching, students will develop their own argumentative claim about their research topic and draft reasons, evidence and an analysis of each reason. They will also consider the counter argument and speak to why their stance is stronger. They will revise their writing to include rhetorical devices, consider audience, tone, and purpose and add in entertainment factors to their vlogs. As a culminating experience, students will share their vlogs and nominate their peers for various recognition in the “Vloggies.”</p> <p><b>Profile of a Graduate Capacities:</b> Product Creation</p>
<p><b><u>Unit 6</u></b> <i>Close Reading to Interpret Theme</i></p>	<p>Close reading is thoughtful, critical analysis of a text that focuses on significant details or patterns in order to develop a deep, precise understanding of the text’s structure, craft, meanings, characters, themes, etc.. This unit challenges students to refine this skill while working with short stories by annotating the text as they read. Ultimately, they will use the annotations from their close readings to determine a complex theme supported with text evidence. This will be expressed in the form of an essay that reflects the structure of the previous literary essay unit.</p> <p><b>Profile of a Graduate Capacities:</b> Analyzing</p>

# Grade 7 ELA Curriculum Overview

2022-2023

<p><b><u>Unit 7</u></b> <i>Interpreting Poetic Elements</i></p>	<p>The structure of poetry challenges students to interpret text and language without the grammatical restrictions of prose. This unit challenges students to analyze how variety in structure and composition impacts interpretation and meaning making for the reader. Students will read across a variety of poetry while analyzing the different structures and uses of language. As they read, they will also have scheduled drafting days in their "poetry notebooks" where they work to show true understanding of structure and form by emulating the various authors, styles, and structures they've been reading and analyzing in their own poems.</p> <p><b>Profile of a Graduate Capacities:</b> Analyzing</p>
<p><b><u>Unit 8</u></b> <i>Harbor Me - Analyzing Perspectives</i></p>	<p>This unit serves as a culmination of all of the work from throughout the year. Students will be challenged to analyze various perspectives across multiple texts and how those perspectives reveal information about the characters or themes. This unit follows researcher, Kate Roberts', whole class novel approach. Students will begin the unit by spending three weeks reading the text, Harbor Me by Jacqueline Woodson. Following the whole class novel, students will spend two weeks navigating book clubs and transferring the reading skills from Harbor Me into their own independent practice. Students are challenged to grow their sense of empathy through respectful discourse with their book clubs. Since this is the final unit of the year, book club options have been selected to be high interest topics and books to increase and promote reading volume and engagement moving into the summer.</p> <p><b>Profile of a Graduate Capacities:</b> Analyzing, Alternate Perspectives</p>

**Madison Public Schools**  
**Board of Education Regular Meeting**  
Tuesday September 6, 2022 7:30 PM  
Town Campus Hammonasset Room/Zoom  
10 Campus Drive, Madison, CT 06443

**Subject to Approval**

**Meeting Minutes**

*Full documentation of these proceedings can be found through on demand video located in the Meetings/Minutes section of the district website*

1. Call to Order / Attendance

The public meeting of the Madison Board of Education was called to order by Chair Seth Klaskin. Mr. Klaskin led the Pledge of Allegiance.

Present: Galen Cawley, Diane Infantine-Vyce, Seth Klaskin, Emily Rosenthal, Steve Pynn, Jen Gordon, Maureen Lewis (by Zoom).

Also present: Craig Cooke, Ph.D., Superintendent; Gail Dahling-Hench, Assistant Superintendent, Frank Henderson, Brown Principal; Becky Frost, Jeffrey Principal; Kelly Spooner, Ryerson Principal.

2. School / Community Session  
Public Participation

No public participation, in person or online.

3. Board of Education Student Representatives' Report  
Lucy Fritzinger and Eli Ackerman

Lucy reported on the first week of school, noting Back to School night is this Thursday, September 8. Fall sports are underway and scrimmages have taken place. Boys and Girls Cross Country and Girls Volleyball season openers are also this Thursday. SCC Captain's meeting will be taking place this week at Hillhouse and Sr. leadership meeting is scheduled for this Friday – will be prepping for Spirit Day on September 23. The college application process has already begun for senior students.

Eli reported tomorrow is the first Wellness Wednesday of the year. PAW and Advisory Groups have met to discuss lockdowns and fire drills. Advisory will begin next week which will be part of Wellness Wednesdays (30 minutes allotted for Advisory; 30 minutes for Wellness). Underclassmen picture day is next Wednesday, September 14.

4. Superintendent's Report  
Craig A. Cooke, Ph.D.

**Unified Sports Recognition**

Last year, Ryerson was recognized as ESPN's Unified School of the Year and we just received word that Jeffrey has received the Unified Champion National Banner School award. Unified Sports joins people with and without disabilities who train and play sports together and staff members volunteer their time to make this a reality.

- Becky Frost introduced Jeffrey coaches Lisa Aronson and Christine Crouch and student athletes: Michael Rich, Sam Cislo, Oscar Lane, Sawyer Lane, Mackenzie Ferrera and Alex Gere.
- Kelly Spooner introduced Ryerson coaches Andrea Creaser and Colleen Burkle and student athletes: Harper Scheps, Violet Walde and Sarah Rosenthal.
- Frank Henderson introduced coach Kerry Tucker and student athlete Gabriel Gonzalez.

The principals spoke to the culminating event of the school year and thanked Sherry Farmer, K-3 Special Education Coordinator and Dr. Elizabeth Battaglia, Sped Director, for their tireless support. Congratulations to all coaches and players!

**Report on Opening of 2022-2023 School Year**

Dr. Cooke reported a strong start to the school year with only a few minor issues. There are currently a couple of teacher openings and 17 paraprofessional openings. Meetings with administrators will take place tomorrow to discuss this further. Enrollment as of today is 2,432 which is in line with projections.

Dr. Cooke noted administration is planning Friday, June 16, 2023 as the date of Graduation.

**State of CT Civil Rights Compliance Review Report**

The civil rights investigation is closed and there is nothing more to do. The following recommendations were given:

- Continue providing professional development to faculty and staff on cultural sensitivity and culturally responsive education;
- Continue implementing different strategies to help educate students about Title IX and the role of the Title IX Coordinator; and
- Continue providing professional development to update faculty and staff on non-discrimination policies and practices, Title IX and Section 504.

Dr. Cooke thanked Mr. Salutari, noting the request for information was immense. The State of CT was very complimentary of Mr. Salutari as well.

**Personnel Report – Recruitment Plan**

Each year in September the Board is provided with a personnel report in terms of our new teachers, as well as all new hires. Dr. Cooke spoke to the district's Minority Recruitment Plan and the various ways in which we make efforts to attract new teachers with focus on a more diverse workforce. Dr. Cooke noted the teacher shortage has been challenging and is a problem not only in the State, but throughout the nation.

## 5. Board Members' Comments

Chair Klaskin spoke to Convocation, noting it was a very successful, high-energy event. Will explore the possibility of lunch (as opposed to breakfast) next year. Chair Klaskin reminded board members to please sign up for the CABA conference if not already done so.

## 6. Audience Response to Information Presented (Ref. Bylaw #9540.10) - None

## 7. Board of Selectmen Liaison

Scott Murphy

Mr. Murphy is not in attendance this evening.

## 8. Consent Agenda (Ref. Bylaw #9540.2 and #9540.8)

8.1. Line Item Transfers as of September 6, 2022

8.2. Budget Expenditures as of September 6, 2022

## 9. Action Item: Motion to approve the Consent Agenda

MOTION: by Rosenthal, seconded by Infantine-Vyce to approve the Consent Agenda.

AYES: Cawley, Gordon, Infantine-Vyce, Klaskin, Lewis, Pynn, Rosenthal

NAYS: None

ABSTAIN: None

MOTION CARRIED: 7-0

## 10. Board Committees / Liaison Updates (Ref. Bylaw #9450)

### 10.1. Curriculum and Student Development

Members: Steve Pynn, Chair; Catherine Miller, Jen Gordon

The committee met this evening and was given a presentation on Profile of a Graduate (POG) Rubrics and Global Thinking Units. The presentation focused on curriculum work done over the summer which involved 90+ educators over several weeks. The presentation outlined capacities and rubrics, with particular focus on academic capacities and social emotional capacities. Global Thinking Units were reviewed, as well as curriculum revision adoptions of ELA, grades 4, 5 and 7. A recurrent theme during the presentations was the excitement and investment of the faculty in their involvement in the development of curriculum.

### 10.2. Facilities Committee

Members: Emily Rosenthal, Chair, Steven Pynn, Galen Cawley

The committee met this evening and reviewed the further changes that were made to the CIP during two special committee meetings:

- Moved athletic lights out to 2031

- Spread out Polson ADA and hardware over 5 years
- Total is now \$18 million over the next 5 years

The committee voted to approve this revision and to bring to the Board tonight for a vote. A discussion ensued regarding options should the Board Town come back requesting further cuts.

Bill McMinn has put out a RFP for the mechanical systems at Polson (\$20 million project). Looking for expertise with HVAC. Four firms replied, 3 of which will be interviewed next week. The firm with the significantly higher quote will not be interviewed. Colliers has a mechanical engineer helping with the process. There will be future RFPs for Polson lockers, DHHS stage lighting and Brown school east wing/K/1 wing. Expertise with HVAC is preferred. Motion made and unanimously approved to designate the Facilities Committee chair to represent the committee with RFP selection interviews. The New School Committee is currently interviewing construction managers.

#### 10.3. Finance Committee

Members: Galen Cawley, Chair, Diane Infantine-Vyce, Emily Rosenthal

The committee has not met. Next meeting is September 20, 2022.

#### 10.4. Personnel Committee

Members: Maureen Lewis, Chair; Catherine Miller, Mary Ann Connelly

Maureen Lewis reported MAESS negotiations are ongoing.

#### 10.5. Policy Committee

Members: Diane Infantine-Vyce, Chair; Maureen Lewis, Jen Gordon

The committee has not met. Next meeting is scheduled for September 20, 2022. Dr. Infantine-Vyce reviewed the policies for a first reading tonight and provided the history of the proposed changes to the School Calendar policy regarding the indication of specific holiday names as opposed to the indication of “no school”. Dr. Infantine-Vyce read from the Connecticut Statute which addresses this issue, which will be distributed to all board members. Following are the policies for a first reading:

- #6030 - School Calendar
- #1150 - Prohibition Against Nicotine and Cannabis Use
- #5120.3.3. - Administration of Student Medications in the Schools (formerly Administering Medication)
- #9460 - Advisory Committees

#### 10.6. LEARN Liaison

Mary Ann Connelly

No report – Mary Ann not in attendance this evening.

10.7. Town American Rescue Plan Funding Committee  
Emily Rosenthal

No report as the committee has not met. Next meeting scheduled for September 8, 2022.

10.8. Town Marijuana Advisory Committee  
Mary Ann Connelly

No report.

11. Action Item: Motion to approve the use of the baseball field (closest to school) at Brown School for a new Kindergarten/1st grade playground at Brown School.

MOTION: by Gordon, seconded by Infantine-Vyce\_ to approve the use of the baseball field (closest to school) at Brown School for a new Kindergarten/1st grade playground at Brown School.

AYES: Cawley, Gordon, Infantine-Vyce, Klaskin, Lewis, Pynn, Rosenthal

NAYS: None

ABSTAIN: None

MOTION CARRIED: 7-0

12. Action Item: Motion to support the Town of Madison's potential donation to the Madison Land Trust of a portion of land adjacent to the new school and Daniel Hand High School.

MOTION: by Infantine-Vyce, seconded by Gordon to support the Town of Madison's potential donation to the Madison Land Trust of a portion of land adjacent to the new school and Daniel Hand High School.

AYES: Cawley, Gordon, Infantine-Vyce, Klaskin, Lewis, Pynn, Rosenthal

NAYS: None

ABSTAIN: None

MOTION CARRIED: 7-0

13. Action Item: Motion to approve the Town of Madison's Emergency Management Plan to build a storage building adjacent to the Facilities Department building.

MOTION: by Infantine-Vyce, seconded by Gordon to approve the Town of Madison's Emergency Management Plan to build a storage building adjacent to the Facilities Department building.

AYES: Cawley, Gordon, Infantine-Vyce, Klaskin, Lewis, Pynn, Rosenthal

NAYS: None

ABSTAIN: None

MOTION CARRIED: 7-0

14. Action Item: Motion to approve the revised CIP Plan

MOTION: by Cawley, seconded by Infantine-Vyce to approve the revised CIP Plan.

AYES: Cawley, Gordon, Infantine-Vyce, Klaskin, Lewis, Pynn, Rosenthal

NAYS: None

ABSTAIN: None

MOTION CARRIED: 7-0

15. Action Item: Motion to approve the minutes of the August 23, 2022 Board of Education Meeting (Ref. Bylaw #9540.9)

MOTION: by Gordon, seconded by Infantine-Vyce to approve the minutes of the August 23, 2022 Board of Education Meeting.

AYES: Cawley, Gordon, Infantine-Vyce, Klaskin, Lewis, Pynn, Rosenthal

NAYS: None

ABSTAIN: None

MOTION CARRIED: 7-0

16. Old Business

17. Future Agenda Items

18. Meetings / Dates of Importance (see attached)

19. Adjournment

MOTION: by Infantine-Vyce, seconded by Gordon to adjourn the meeting at 8:54 p.m.

AYES: Cawley, Gordon, Infantine-Vyce, Klaskin, Lewis, Pynn, Rosenthal

NAYS: None

ABSTAIN: None

MOTION CARRIED: 7-0

The Town of Madison does not discriminate on the basis of disability, and the meeting facilities are ADA accessible. Individuals who need assistance are invited to make their needs known by contacting the Town ADA/Human Resources Director, Debra Ferrante, at 203-245-6310 or by email at [ferranted@madisonct.org](mailto:ferranted@madisonct.org) at least five (5) business days prior to the meeting.

**Madison Public Schools**  
**Board of Education Regular Meeting**  
Tuesday, September 20, 2022 7:30 pm  
Town Campus Hammonasset Room/Zoom  
10 Campus Drive, Madison, CT 06443

**Subject to Approval**

**Meeting Minutes**

*Full documentation of these proceedings can be found through on demand video located in the Meetings/Minutes section of the district website*

1. Call to Order / Attendance

The public meeting of the Madison Board of Education was called to order by Vice-Chair Galen Cawley at 7:30 p.m. Mr. Cawley led the Pledge of Allegiance.

Present: Galen Cawley, Mary Ann Connelly, Jen Gordon, Diane Infantine-Vyce, Cathy Miller, Steven Pynn, Emily Rosenthal.

Also present: Craig Cooke, Ph.D., Superintendent; Gail Dahling-Hench, Assistant Superintendent; Anthony R. Salutari, Jr., DHHS Principal; Brian Bodner, DHHS Assistant Principal; Melanie Witcher, DHHS Assistant Principal; Kathryn Hart, Polson Principal; Martha Curran, Polson Assistant Principal; Frank Henderson, Brown Principal; Kelly Spooner, Ryerson Principal; Becky Frost, Jeffrey Principal.

2. School / Community Session – No members of the public present.

3. Presentation - Academic Results, Scholastic Aptitude Test, Advanced Placement Test, Smarter Balanced Assessment

The administrative team provided a detailed Academic Report for the 2021-2022 School Year, which can be heard in its entirety on the meeting recording posted on the district website.

4. Board Member Comments

Board Member questions and comments can be heard in their entirety on the meeting recording posted on the district website.

5. Audience Response to Information Presented (Ref. Bylaw #9540.10) – None.

6. Discussion of Revised CIP Plan

Emily Rosenthal provided an overview of the most recent changes to the CIP Plan. The Town has advised they plan to provide funding in the CIP that will impact the 23/24 and 24/25 school years which will enable the district to maintain its commitment to the DHHS HVAC and the projects at Brown (millwork replacement, window replacement and Kindergarten playground). Tennis Court replacement and field improvements remain as is. The inner high school track field is a concern which we will need to watch. The total 5-year CIP plan is now at \$11.5M, down from \$28M.

7. Action Item: Motion to approve the revised CIP Plan dated September 20, 2022

MOTION: by Connelly, seconded by Gordon to approve the revised CIP Plan dated September 20, 2022.

AYES: Cawley, Connelly, Gordon, Infantine-Vyce, Miller, Pynn, Rosenthal

NAYS: None

ABSTAIN: None

MOTION CARRIED: 7-0

8. Old Business

9. Future Agenda Items

10. Meetings / Dates of Importance (see attached)

11. Adjournment

MOTION: by Gordon, seconded by Infantine-Vyce to adjourn the meeting at 9:04 p.m.

AYES: Cawley, Connelly, Gordon, Infantine-Vyce, Miller, Pynn, Rosenthal

NAYS: None

ABSTAIN: None

MOTION CARRIED: 7-0

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## **DATES OF IMPORTANCE**

October 25, 2022	Finance Committee Meeting – 5:30 p.m. Policy Committee Meeting – 6:30 p.m. Board of Education Meeting – 7:30 p.m.
November 15, 2022	Curriculum & Student Development Cmte. Meeting – 5:30 p.m. Facilities Committee Meeting – 6:30 p.m. Board of Education Meeting – 7:30 p.m.
November 29, 2022	Finance Committee Meeting – 5:30 p.m. Policy Committee Meeting – 6:30 p.m. Board of Education Meeting – 7:30 p.m.