

Board of Education Regular Meeting

Tuesday, November 15, 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. New School Update - Tecton Presentation

IV.B. Brown PK-5 Improvements

IV.C. Open Choice Program

IV.D. CABE Communication Awards

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 - none

VIII.B. Budget Expenditures as of November 15, 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,

X.E. Policy Committee	Mary Ann Connelly Speaker (s) : Members: Diane Infantine-Vyce, Chair; Maureen Lewis, Jen Gordon
X.E.1. Policies for Rescission	
X.E.1.a. #2230 - Workplace Safety Committee	
X.E.1.b. #2260 - Administrative Responsibility for Student Placement	
X.E.1.c. #2400 - Evaluation of Administrative Personnel	
X.E.1.d. #4112.5 - Drug-Free Schools	
X.E.2. Policies for a First Reading, proposed for rescission	
X.E.2.a. #2250 - Crisis Management	
X.E.2.b. #5070.2 - Assignment of Former Home Schooled Students to Class	
X.E.3. Policies for a First Reading:	
X.E.3.a. #5030 - Assignment of Students to Schools	
X.E.3.b. #5120.4.2.1 - Suicide Prevention and Intervention	
X.E.3.c. #5144 - Physical Restraint and Seclusion of Students and Use of Exclusionary Time Out	
X.E.3.d. #6080.23 - Home Schooling	
X.E.3.e. #6030 - School Calendar	
X.E.3.f. #6130.2.2 - Curricular Exemptions	
X.E.3.g. #6080.26.4 - Enrollment in an Advanced Course or Program or Challenging Curriculum	
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 the minutes of the September 27, 2022 Board of Education Retreat (Ref. Bylaw #9540.9)	
XII. Action Item: Motion to approve the minutes of the October 11, 2022 Board of Education Meeting (Ref. Bylaw #9540.9)	
XIII. Action Item: Motion to approve the minutes of the October 25, 2022 Board of Education Meeting (Ref. Bylaw #9540.9)	
XIV. Action Item: Motion to adopt Math K-6, Humanities, and World Literature Curriculum Units	
XV. Action Item: Motion to approve trip to Rome and Paris April 4-13, 2024	

XVI. Action Item: Motion to approve the 2023-2024 Budget Calendar and Budget Guidelines

XVII. Action Item: Motion to approve the rescission of Policies #2230, Workplace Safety Committee; #2260, Administrative Responsibility for Student Placement; #2400, Evaluation of Administrative Personnel; #4112.5, Drug-Free Schools.

XVIII. Action Item: Motion to approve the donation of \$1,500 to Jeffrey Elementary School from the Jeffrey PTO to fund items from the school wish list.

XIX. Action Item: Motion to approve the donation of \$6,750 to Jeffrey Elementary School from the Jeffrey PTO to support school-wide cultural events.

XX. Future Agenda Items

XXI. Meetings / Dates of Importance (see attached)

XXII. Adjournment

XXIII. 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.

2022-2023 MADISON PUBLIC SCHOOLS EXPENDITURE REPORT 11.15.22

OBJECT	ACCOUNT DESCRIPTION	ORIGINAL APPROP	TRNFRS/ ADJSMT	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	5,730,995	17,604,915	240,964	99.00
51111	51111 ADMINISTRATORS	2,166,498	38,242	2,204,740	893,478	1,311,262	0	100.00
51112	51112 EPED	308,997		308,997	827	289,312	18,858	93.90
51113	51113 CO CURRICULAR	514,980		514,980		243,866	271,115	47.40
51114	51114 EARLY RETIREMENT	64,533		64,533			64,533	0.00
51116	51116 DIRECTORS / MANAGERS	370,307	3,075	373,382	307,621	65,285	476	99.90
51120	51120 OFFICE STAFF	1,583,925	(6,911)	1,577,014	494,609	1,059,512	22,893	98.50
51121	51121 INSTRUCTIONAL PARAPROFES	1,957,271		1,957,271	451,498	1,320,273	185,500	90.50
51122	51122 CUSTODIANS	1,679,728		1,679,728	409,648	1,187,233	82,847	95.10
51123	51123 MEDIA / TECH PARAPROFESS	290,910		290,910	81,603	204,647	4,660	98.40
51124	51124 SECURITY / SUSPENSION	433,174	112,800	545,974	306,222	239,856	(104)	105.90
51126	51126 SCHOOL HEALTH SERVICES	358,863	(6,580)	352,283	94,904	248,457	8,921	97.50
51128	51128 ATHLETIC TRAINER	42,690		42,690	12,197	30,493		100.00
51129	51129 ATTENDANCE INCENTIVE	14,500		14,500			14,500	0.00
51130	51130 THERAPISTS / OCCUP & PHY	428,528		428,528	102,847	325,681	(0)	100.00
51210	51210 SUBSTITUTE TEACHERS	550,000	19,625	569,625	185,710	195,415	188,500	66.90
51212	51212 SUBS / SCHOOL HEALTH SER	16,320	21,576	37,896	6,256		31,639	16.50
51221	51221 CLASSIFIED SUBS	14,000	4,911	18,911	7,102		11,808	37.60
51320	51320 OVERTIME	63,575	7,415	70,990	24,814		46,176	35.00
51321	51321 CUSTODIAL/CASUAL LABOR	93,806		93,806	43,764		50,043	46.70
52130	52130 LIFE INSURANCE	51,200		51,200	19,120	26,448	5,632	89.00
52200	52200 SOCIAL SECURITY	630,623		630,623	297,511		333,112	47.20
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	838,679		293,220	74.10
52301	52301 PENSION-DEF CONTRIBUTION	35,000		35,000	13,020		21,980	37.20
52500	52500 UNEMPLOYMENT	40,000		40,000	2,833		37,167	7.10
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	30,378	42,477	1,145	98.50
53000	53000 UNBUDGETED EXPENSE	75,000		75,000			75,000	0.00
53101	53101 LABOR & LEGAL SVCES	110,000		110,000	20,721		89,279	18.80
53222	53222 EVALUATION SERVICES	139,500	(2,625)	136,875	13,898	76,393	46,585	66.00

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53224	53224 STAFF DEVELOPMENT	234,023		234,023	75,802	23,263	134,959	42.30
53225	53225 NEASC ACCREDITATION SERV	4,676	310	4,986	4,650	278	58	98.80
53230	53230 STUDENT SUPPORT SERVICES	54,000		54,000	3,910	1,350	48,740	9.70
53231	53231 ADULT EDUCATION	45,000		45,000	42,000		3,000	93.30
53300	53300 PROF / TECH SVCES	1,280,366	(3,672)	1,276,695	565,579	586,952	124,164	90.30
53305	53305 PROF TECH MEDICAL	15,630	4,500	20,130	19,852	946	(668)	103.30
54210	54210 DISPOSAL / RECYCLING	73,200		73,200	44,628	28,572		100.00
54220	54220 SNOW REMOVAL	64,946		64,946		9,500	55,446	14.60
54300	54300 REPAIRS & MAINT	575,047		575,047	386,044	96,051	92,952	83.80
54307	54307 TECH / INFRASTRUCTURE	42,000		42,000		12,000	30,000	28.60
54309	54309 EMERGENCY MAINTENANCE	50,000		50,000	5,403		44,597	10.80
54310	54310 KITCHEN MAINTENANCE	13,401		13,401	4,908	1,865	6,628	50.50
54313	54313 TREATMENT PLANT REPAIRS	29,000		29,000	3,917	344	24,740	14.70
54320	54320 REPAIR / CONTRACTS	36,500		36,500	2,305	843	33,352	8.60
54330	54330 ALARM SERVICES	12,372		12,372	2,332		10,040	18.90
54340	54340 TELEPHONE MAINTENANCE	14,024		14,024	1,347		12,677	9.60
54420	54420 RENTAL AGREEMENTS	30,851		30,852	1,998	1,577	27,276	11.60
54600	54600 TREE SERVICES	8,828		8,828	2,200		6,628	24.90
54900	54900 PURCHASE SVCES	163		163			163	0.00
55110	55110 STUDENT ACTIV TRANS	31,178	1,500	32,678	556	993	31,129	4.70
55111	55111 REGULAR TRANSPORTATION	2,022,500		2,022,500	462,139	10,000	1,550,361	23.30
55113	55113 FUEL / TRANSPORTATION	283,000		283,000	52,403	46,844	183,753	35.10
55114	55114 SCHOOL CHOICE TRANSPORT	70,000		70,000	15,409		54,591	22.00
55120	55120 SPED TRANSPORTATION	1,261,079		1,261,079	504,793	243,115	513,172	59.30
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	58,025	75,886	18,267	88.00
55302	55302 POSTAGE	20,915		20,915	13,581	6,458	876	95.80
55303	55303 REPORTS/PUBLIC RELATIONS	4,650		4,650			4,650	0.00
55500	55500 PRINTING & BINDING	45,333		45,333	13,034	16,511	15,788	65.20
55501	55501 PRINTING / INSTRU SUPPLI	34,662		34,662	9,880	600	24,182	30.20
55608	55608 TUITION / TYPICALS	(70,000)		(70,000)	(19,975)		(50,025)	28.50
55610	55610 EXT PLACEMENTS / PUBLIC	525,714		525,714	287,039	499,281	(260,605)	149.60
55630	55630 EXT PLACEMENTS / PRIVATE	1,844,581	(23,220)	1,821,361	677,246	1,091,144	52,970	97.10
55640	55640 SCHOOL CHOICE TUITION	76,000		76,000			76,000	0.00

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55641	55641 EXTENDED YEAR SERVICES /	106,000	24,386	130,386	130,529		(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	5,768	5,737	16,064	41.70
55802	55802 TRAVEL (BOE)	320		320			320	0.00
55900	55900 MISC PURCH SERVICES	8,850	2,000	10,850	2,390	8,440	20	99.80
56101	56101 OFFICE SUPPLIES	40,453		40,453	14,118	1,422	24,913	38.40
56110	56110 INSTRUCTIONAL SUPPLIES	409,005	571	409,576	198,268	29,594	181,715	55.60
56120	56120 INSTRUCTIONAL SOFTWARE	37,885	4,895	42,780	27,811	11,771	3,199	92.50
56130	56130 CUSTODIAL SUPPLIES	82,132		82,132	73,419	6,467	2,246	97.30
56131	56131 MAINTENANCE SUPPLIES	78,000		78,000	33,216	10,907	33,877	56.60
56140	56140 FIELDS MAINTENANCE	112,900		112,900	79,310	8,391	25,199	77.70
56206	56206 GAS SERVICES	274,012		274,012	29,810		244,202	10.90
56207	56207 HEATING FUEL	10,944		10,944			10,944	0.00
56210	56210 WATER	43,503		43,503	7,200		36,303	16.60
56220	56220 ELECTRICITY	785,257		785,257	254,428	38,856	491,972	37.30
56260	56260 EQUIPMENT MAINTENANCE	21,672		21,672	9,620		12,052	44.40
56410	56410 TEXTBOOKS & REPLACEMENT	33,668	(500)	33,168	16,536	2,988	13,644	58.90
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	6,421	8,864	18,790	44.90
56422	56422 PERIODICALS	25,600		25,600	15,833	4,175	5,592	78.20
56423	56423 PRINT COLLECTION	48,000	(5,389)	42,611	11,337		31,274	26.60
56550	56550 STAFF UNIFORMS	5,258		5,258	5,091	167		100.00
56551	56551 UNIFORMS / STUDENT GROUP	25,000	(4,500)	20,500	6,195		14,305	30.20
56900	56900 SUPPLIES	69,487		69,487	13,367	3,025	53,095	23.60
57301	57301 EQUIPMENT	204,539	(4,241)	200,298	34,896	35,422	129,979	35.10
57302	57302 OS SOFTWARE	297,100		297,100	181,718	1,725	113,657	61.70
57303	57303 EQUIP - LEASE/PURCHASE	39,120		39,120			39,120	0.00
57304	57304 COMPUTER HARDWARE	549,550	2,245	551,795	325,734	161,301	64,760	88.30
57400	57400 PUBLIC SAFETY	6,623		6,623		1,193	5,430	18.00
58100	58100 DUES, FEES & MEMBSHPS	62,483	324	62,807	43,869	2,698	16,240	74.10
58101	58101 ATHLETIC EVENT FEES	11,000		11,000	1,430		9,570	13.00
59999	59999 RESERVE APPROPRIATION		25,536	25,536	25,536			100.00
Grand Total		50,376,687	138,336	50,515,024	15,733,094	27,578,275	7,203,655	85.80

#2230

Workplace Safety Committee

The Madison Public Schools recognizes its responsibilities to manage public funds in a responsible manner, which includes identifying, addressing and appropriately managing any risks that may affect (1) the safety and well-being of its employees, (2) its financial stability, (3) its ability to achieve its mission, or (4) its ability to maintain a safe school community.

The Madison Public Schools further recognizes that, as a public entity providing a wide range of services, it engages in operations that may carry significant risk, and also engages in operations that are subject to possible disruption. Although risks are unavoidable, the Madison Public Schools considers no loss or interruption of services to be acceptable.

Therefore, the Superintendent shall establish a Safety Committee and empower it to assess the risks that may arise from or affect the Madison Public Schools' operations and activities on behalf of its employees and develop regulations for implementing this policy. All Madison Public Schools' employees are required to cooperate with the Safety Committee in this effort.

Date of Adoption: July 15, 2003

First Reading: November 15, 2022

#2260

Administrative Responsibility for Student Placement

The Board of Education affirms that the placement of students into classes is the responsibility of the administrators at each school. Many factors will be considered in the placement decision. One factor is the student's learning style and academic needs, in conjunction with the teacher's instructional style. For grades K-5, another factor is the establishment of classes grouped heterogeneously with respect to academic skills / performance and social and emotional characteristics.

Procedures for Placement**A. Prior to Commencement of the School Year**

Prior to placement, school administrators have the responsibility to gather input about placement from parents / guardians, teachers and support staff. This input must be directly related to the learning needs of each student. It should address learning styles, social and emotional development, and academic needs. Placement decisions will be determined by the administrator.

If, after receiving written commitment of a placement decision, but prior to the commencement of a school year, a parent / guardian has concerns about the suitability of the placement, he / she should contact the school principal to arrange a discussion about the placement issue. The principal shall address parental / guardian questions / concerns and explain the rationale for the student's placement.

B. After Commencement of the School Year

After the commencement of the school year, a parent / guardian with concerns about the suitability of the placement should follow these procedures:

#2260 (continued)

1. The issue or question shall be brought to the attention of the teacher so that the parents / guardians and teacher can work cooperatively toward its resolution.
2. If efforts to resolve the issue with the teacher are not successful, the principal shall be contacted. The role of the principal is to assist in the cooperative effort toward resolution.
3. The administration has the responsibility to use all available resources to cooperatively resolve the issue. This process shall include meeting with the teacher and parents / guardians. Support staff may be requested by the administrator to observe and / or meet with the student, parents / guardians of the student, and / or teacher to better determine the full scope of the issue or concern.
4. The administrator shall meet with the appropriate parties and give a final decision.

Parental / Guardian Appeal Process

If parents / guardians do not agree with the placement decision, they may appeal to the Superintendent. The Superintendent shall obtain all necessary information regarding the placement, shall conference with all parties as appropriate, and shall give a final recommendation to the school administrator.

Cross References:	5070	Assignment of Students to Classes and Grade Levels
	5070.1	Assignment of New Students to Classes and Grade Levels
	5070.2	Assignment of Former Home-Based Students to Classes

Date of Adoption: February 3, 1998
First Reading: November 15, 2022

#2400**Evaluation of Administrative Personnel**

The Superintendent will evaluate annually the performance of all administrative personnel directly responsible to him/her and make recommendations regarding their employment and salary status to the Board of Education. The evaluation program will be aimed at improving administrator performance and promoting professional growth within the framework of District goals and objectives.

Evaluations of administrators shall be conducted in accordance with the guidelines of the State Board of Education and such other guidelines as are mutually agreed upon by the Board and the “teacher’s representative” under the Teacher Negotiations Act. Further, claims of failure to follow such guidelines shall be subject to the grievance procedure in collective bargaining agreements negotiated subsequent to July 1, 2004.

(cf. 2131 – Superintendent of Schools)

(cf. 4060 – Evaluations/Supervision)

Legal Reference: Connecticut General Statutes
10-151a Access of teacher to supervisory records and reports in personnel file.
10-151b Evaluation by superintendents of certain educational personnel.
(amended by PA 04-137, An Act Concerning Teacher’s Evaluations)
10-151c Records of teacher performance and evaluation not public records
10-220a(b) Inservice training. Professional development. Institutes for educators. Cooperating and beginning teacher programs, regulations.

Date of Adoption: April 18, 2006

First Reading: November 15, 2022

#4112.5**Drug-Free Schools**

I. ALL PERSONNEL

The following Employee Standard of Conduct shall apply to all employees of the Madison Public Schools. Employees shall not use, distribute, or possess controlled substances or alcoholic beverages in the building, on the grounds, on transportation provided by the Board, or at any event, trip or activity sponsored by the school or under supervision of the Board, other than as medically prescribed, and as set forth in the regulation of 5141.4, Administration of Medication. The Superintendent shall develop sanctions for employees violating the Standard of Conduct.

**II. FEDERAL GRANT RELATED PERSONNEL:
DRUG-FREE WORKPLACE ACT**

No employee engaged in work related to a federal grant shall unlawfully manufacture, distribute, dispense, possess or use at the workplace any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana or any other controlled substance, as defined in Schedules I through V of section 202 of the Controlled Substances Act (21 U.S.C. 812) and as further defined by regulation at 21 CRF 1300.11 through 1300.15.

The "workplace" is defined to mean the site for the performance of work done in connection with a federal grant. That includes any school building or any school premises; any school-owned vehicle or any other school-approved activity, event or function, such as a field trip or athletic event, where students are under the jurisdiction of the school district where work on a federal grant is performed.

The Board of Education will establish a drug-free awareness program to inform employees about the danger of drug abuse in the workplace and provide information regarding available drug counseling.

As a condition of employment in any federal grant, each employee who is engaged in performance of a federal grant, shall notify his or her supervisor of his or her conviction for a drug related offense occurring in the workplace as defined above, no later than 5 days after such conviction.

As a condition of employment in any federal grant, each employee who is engaged in performance of a federal grant, shall abide by the terms of the school district policy respecting a drug-free workplace.

An employee who violates the terms of this policy may be nonrenewed or his or her employment may be suspended or terminated, at the discretion of the Board.

Procedural due process shall be provided in all disciplinary actions.

#4112.5 (continued)

Legal Reference: Connecticut General Statutes

1-21b Smoking prohibited in certain places.

21a-240 Definitions for dependency producing drugs

Drug-Free Workplace Act. 102 Stat. 4305-4308.

Drug-Free Schools and Community Act, P.L. 99-570, as amended by P.L. 101-226 (199)

21 U.S.C. 812, Controlled Substances Act, I through V, 202.

21 C.F.R. 1300.11 through 1300.15 regulation.

54 Fed. Reg. 4946 (1989) Notice regarding government-wide implementation of the Drug-Free Workplace Act of 1988.

Date of Adoption: May 7, 1991
Date of Revision: January 5, 2006
First Reading: November 15, 2022

**Crisis Management
#2250**

The Board of Education recognizes that students have a basic need for security and safety in the school setting. Any event or circumstance which threatens the safety and security of students and staff will be considered a crisis. There are unlimited possibilities for crisis situations that could impact the district. Those include, but may not be limited to the following situations: medical emergencies, suicide, death, acts of violence, trauma, natural disaster, facility emergencies, and accidents.

The Board of Education acknowledges the necessity to implement a Crisis Management Plan in the event that a crisis should occur. Therefore, the Superintendent shall develop regulations to support this policy in the form of a Crisis Management Plan. The Crisis Management Plan shall provide for:

- an immediate and effective response to the actual emergency if such emergency has occurred on or near school property, at a school-sponsored event or on a field trip; and
- an immediate and effective response to the psychological trauma resulting from such an emergency.

The administration shall provide all staff members with ongoing in-service training concerning implementation of the regulations.

Date of Adoption: December 9, 1997

First Reading: November 15, 2022

Assignment of Former Home-Schooled Students to Classes

Entry Procedures

When a student enters the district from home-schooled instruction, the district is required to determine the appropriate grade level and course level placement for the student. In order to make such determination when a student seeks entry, the administrator of the building will:

- contact Central Office to examine:
 - (a) the "Letter of Intent to Home School" which has been placed on file by the parent / guardian;
 - (b) the annual portfolio review(s) to determine if the student received equivalent instruction in the required courses;
- consult with the parent / guardian;
- review the permanent records of home-schooled instruction which are required to be kept by the parent / guardian, including the annual standardized test and / or annual assessment of educational progress; and
- require a placement assessment per the principal's recommendation.

Students will not be allowed "part-time" status for home-schooled instruction.

Grade Placement Procedures:Elementary and Middle Schools (K-8) Students

Appropriate grade placement on the elementary and middle school levels (K-8) will be determined by the following factors:

- chronological age,
- physical maturity,
- social adjustment,

5070.2 (Continued)

- performance in relation to student learning objectives for grade level,
- individual performance on standardized achievement tests, and
- other assessments as deemed necessary for evaluation.

The decision to place and / or retain will be based upon consideration of all of the above factors and will be made by a team composed of the principal, teacher(s) and the Student Support Team.

High School

In addition to the above criteria, the following applies to students seeking entry from home schooling at the high school level (9-12):

- The student must qualify for admission with appropriate grade level skills.
- The building principal will verify that the student is eligible to be included in school under these procedures.
- Following consultation with parents / guardians and administration of academic standardized tests, when appropriate, the building principal or designee will make a determination of grade level placement. Such determination will be based upon the school district official's professional judgment of:
 - the requests of the parent;
 - the student's verified performance while on home-schooled instruction; and
 - when appropriate, the student's academic ability as documented by the results of district-administered standardized achievement tests.
- Once the appropriate grade level has been determined, the student and his / her parent / guardian and the high school guidance counselor will develop a planned program of study which will enable the student to make appropriate progress toward fulfilling all graduation requirements.
- All students must complete all courses required by state and federal statute.
- In order to graduate from Daniel Hand High School, the student must be enrolled in the district his / her entire twelfth (12th) grade.

5070.2 (Continued)

- A student's transcript will show only courses taken following enrollment in the district. The transcript will note, "standing awarded following home-schooled instruction."

(cf. #6080.23 Home Schooling)

Legal Reference: Connecticut Interscholastic Athletic Conference (CIAC) Eligibility Regulations

Date of Adoption: June 6, 1995
Technical Revision: August 22, 2006
First Reading: November 15, 2022

Regulation #5070.2
Assignment of Former Home-Schooled Students to Classes

No regulations required for Policy #5070.2 per Administrative Council July 10, 2002.

Implemented: July 2002

Assignment of Students to School

The Madison Board of Education (the “Board”) shall identify attendance areas within the Town of Madison and assign schools within the jurisdiction of the Board to serve the students residing in such attendance areas. Students will be required to attend school in the attendance area in which they reside, unless special permission has been granted by the Superintendent or unless attendance at a school outside of the attendance area is required by law. The Madison Public Schools (the “District”) reserves the right to assign students to schools outside their ~~normal~~assigned 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.

Attendance at a school outside of the student’s attendance area is permitted if required by law, including but not limited to the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act, based on a student’s disability. The District will follow all applicable legal procedures to determine if such placement is required and, if required, to implement such placement.

Special permission for a student to attend a school outside the student’s attendance area may be granted by the Superintendent if:

- The change ~~involves an identified special needs student or a hardship case, or if there are medical considerations;~~
- ~~The change appears to be~~is in the best interests of the student or of the school, in the sole discretion of the Superintendent;
- The legal residence of a student changes from one attendance area to another within the Town of Madison ~~district~~ during the school year and the ~~parents~~parent(s)/guardian(s) wish the student to remain in ~~his or her~~the

35 student's former school. Such permission will not extend beyond the ~~current~~
36 school year in which the request is initially made to the Superintendent.

37

38 School bus transportation will not be provided for students attending school outside their
39 attendance area unless ~~they~~one of the following exceptions exist:

40

41 1. The student can be accommodated on an existing bus ~~routes~~route and ~~schedules;~~
42 ~~or unless an identified special needs student is involved; or unless specific~~
43 ~~permission~~bus schedule, without such route or schedule requiring modification;

44 2. Transportation is required in accordance with law, including the Individuals with
45 Disabilities Education Act or Section 504 of the Rehabilitation Act; or

46 3. Permission is granted by the ~~Board~~Superintendent based on emergency or
47 extenuating circumstances.

48

49 (cf. 5030.1 Intradistrict School Attendance Areas)

50 (cf. 5030.2 Interdistrict School Attendance Areas)

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52 Date of Adoption: May 2, 1995

53 Date of Revision: November 7, 2006

54

55 First Reading: October 11, 2022

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#5120.4.2.1

Suicide Prevention and Intervention

The Madison Board of Education recognizes that suicide is a complex issue and that schools are not mental health treatment centers. School personnel may recognize a potentially suicidal youth and, in such cases, may make a preliminary determination of level of risk. ~~_, while the school may recognize a potentially suicidal youth, it cannot make a clinical assessment of risk and provide in-depth counseling. Instead, the~~ The Board directs school staff to refer students who come to their attention as being at risk ~~may be at risk~~ of attempting suicide for professional assessment and treatment services outside of school. ~~to an appropriate service for assessment and counseling.~~

The Board of Education recognizes the need for youth suicide prevention procedures and will establish program(s) to assist staff to identify risk factors, intervention procedures, and procedures for referral to outside services. Training will be provided for teachers and other school staff and students to provide awareness and assistance in this area. ~~for youth suicide, procedures to intervene with such youth, referral services and training for teachers, other school professionals, and students to provide assistance in these programs.~~

Any ~~Board school~~ employee who ~~may have~~ has knowledge of a suicide threat, attempt or ideation must immediately report ~~take the proper steps to report~~ this information to the building principal or his/her designee who will, in turn, notify the appropriate school officials, the student's family and appropriate resource services. Information concerning a student's suicide attempt, threat or risk will be shared with others to the degree necessary to protect that students and others.

Legal Reference: Connecticut General Statutes
~~10-221(e) Boards of education to prescribe rules.~~
Connecticut General Statutes § 10-221(e)

Date of Adoption: May 6, 1996
Date of Revision: February 8, 2006
First Reading: November 15, 2022

Regulation #5120.4.2.1
Suicide Prevention and Intervention

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4 Management of Suicidal Risk

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6 The school cannot be expected to thoroughly evaluate and eliminate suicidal risk.
7 Nevertheless, the Madison Board of Education (the "Board") is committed to respond in a
8 supportive manner, both aggressively and immediately, to a student who has attempted, has
9 threatened, or is seriously considering attempting suicide. The following procedures shall be
10 implemented toward this end.

11
12 I. Any staff member who becomes aware of a student who may be at risk of suicide must
13 immediately notify the building principal or his/her designee. This must be done even if
14 the student has confided in the staff person and asked that his/her communication be kept
15 confidential. The principal or designee will then notify an appropriate Pupil Personnel
16 Service (PPS) staff member.

17
18 II. The PPS staff member shall interview the student, consider available background
19 information and determine whether the student is "at-risk" or in "imminent danger."

20 III. If the student is assessed to be "at-risk":

21
22 A. The PPS staff member shall notify the student's parent/guardian and request a
23 meeting with them as soon as possible, preferably that same day.

24
25 B. When the parent/guardian arrives at school, the PPS staff member shall meet with
26 him/her to discuss:

27 1. the seriousness of the situation;

28
29 2. the need for an immediate suicide risk evaluation at a medical or mental health
30 facility, or other appropriate evaluation(s);

31
32 3. the need for continued monitoring of the student at home if he/she is released
33 following the evaluation;

34
35 4. referral to appropriate professional services outside the school system; and

36
37 5. a request for the parent/guardian to sign a release of information form permitting
38 communication between the school and the facility to which the student will be
39 taken, the student's therapist and other appropriate individuals.

40
41 C. The PPS staff member shall document in writing the course of events, including
42 what transpired at the meeting, and the outcome.

- 44 D. If the parent/guardian does not follow through, thereby leaving the student "at-risk",
45 a medical referral to the Department of Children and Families (DCF) should be
46 made (if the student is less than 18 years of age). The parent/guardian should be
47 notified as soon as possible that such a referral has been made.
48
- 49 E. The PPS staff member may notify other staff, as necessary to protect the student and
50 others.
51
- 52 F. The PPS staff member may refer the student to the school's Child Study Team,
53 Mental Health Team, Crisis Intervention Team, Student Assistance Team, Planning
54 Placement Team or other staff as appropriate for further consultation and planning.
55
- 56 G. The PPS staff member or the team shall monitor the student's progress and shall
57 consult as necessary with family, outside professionals and school staff.
- 58 IV. If the student is assessed to be "in imminent danger":
- 59 A. The PPS staff member shall ensure that the student is not left alone.
60
- 61 B. The PPS staff member shall notify the parent/guardian and request that the student
62 be picked up at school and taken to a medical or mental health professional for
63 thorough suicidal risk evaluation.
64
- 65 C. When the parent/guardian arrives at school, the PPS staff member shall meet with
66 him/her to discuss:
- 67 1. the seriousness of the situation;
68
- 69 2. the need for an immediate suicide risk evaluation at a medical or mental health
70 facility, or other appropriate evaluation(s);
71
- 72 3. the need for continued monitoring of the student at home if he/she is released
73 following the evaluation;
74
- 75 4. referral to appropriate professional services outside the school system; and
76
- 77 5. a request for the parent/guardian to sign a release of information form permitting
78 communication between the school and the facility to which the student will be
79 taken, the student's therapist and other appropriate individuals.
80
- 81 D. The PPS staff member shall document in writing the course of events, including
82 what transpired at the meeting, and the outcome.
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- 84 E. The PPS staff member shall inform the principal of the course of events and the
85 outcome.
86
- 87 F. The PPS staff member may notify other staff, as necessary to protect the student and
88 others.

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- G. The PPS staff member may refer the student to the school's Child Study Team, Mental Health Team, Crisis Intervention Team, Student Assistance Team, Planning and Placement Team or other staff as appropriate for further consultation and planning.

- H. If the parent/guardian is unable to come to school:
 - 1. The PPS staff member shall provide, over the telephone, information as to available resources outside and within the school system, and shall plan follow-up contacts.
 - 2. The PPS staff member will notify the parent/guardian of his/her intent to and arrange transport of the student to an appropriate evaluation/treatment site by means of emergency vehicle (e.g., ambulance or police cruiser).
 - 3. Police may be notified if the student poses a threat to the safety of him/herself or others, or as dictated by other circumstances.
 - 4. The PPS staff member shall document in writing the course of events and the outcome.
 - 5. The PPS staff member shall inform the principal of the course of events and the outcome.

- I. If the parent/guardian does not agree with the school's determination that the student is in imminent danger or for any other reason refuses to take action:
 - 1. The PPS staff member shall meet with the building principal to develop an immediate plan focused on protection of the student.
 - 2. The PPS staff member shall notify the parent/guardian of the plan and shall either a) inform the parent/guardian that the Department of Children and Families (DCF) will be contacted and a medical neglect referral made, if the parent/guardian remains uncooperative and the student is less than 18 years of age; or b) inform the parent or guardian and student that the police will be called if the parent or guardian or student remains uncooperative.
 - 3. The PPS staff member shall arrange for an emergency vehicle to transport the student to the hospital or an appropriate mental health facility; shall inform hospital staff of the situation; shall plan follow-up in relation to hospital staff or mental health facility staff decisions as to how to proceed.
 - 4. The PPS staff member shall consult and cooperate with DCF and/or the police as necessary.

Physical Restraint/ Seclusion/Exclusionary Time Out

The Board of Education believes that maintaining an orderly, safe environment is conducive to learning and is an appropriate expectation of all staff members within the district. To the extent that staff actions comply with all applicable statutes and Board policy governing the use of physical force, including physical restraint of students, staff members will have the full support of the Board of Education in their efforts to maintain a safe environment.

Specific circumstances may sometimes occur in school or other settings in which a child under the supervision of school personnel may require physical restraint. The purpose of this restraint is to prevent the student from endangering his/her safety or the safety of others, particularly when bodily harm may be the result of the behavior.

Definitions

Life-threatening physical restraint means any physical restraint or hold of a person that restricts the flow of air into a person's lungs, whether by chest compression or any other means, or immobilizes or reduces the free movement of a person's arms, legs or head while the person is in the prone position.

Psychopharmacologic agent means any medication that affects the central nervous system, influencing thinking, emotion or behavior.

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

prescribed or recommended by a medical professional and is the least restrictive means to prevent such self-injury of an exclusionary timeout.

School employee means a teacher, substitute teacher, school administrator, Superintendent, guidance counselor, psychologist, social worker, nurse, physician, school paraprofessional, or coach employed by the Board of Education or working in a public elementary, middle or high school; or any other individual who, in the performance of his/her duties has regular contact with students and who provides services to or on behalf of students enrolled in the district's schools, pursuant to a contract with the board of education.

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

Student means a child (A) enrolled in grades kindergarten to twelve, inclusive, in a public school under the jurisdiction of a local or regional Board of Education, (B) receiving special education and related services in an institution or facility operating under contract with a local or regional Board of Education, (C) enrolled in a program or school administered by a regional education service center, or (D) receiving special education and related services from an approved private special education program, but shall not include any child receiving educational services from Unified School District #2 or the Department of Mental Health and Addiction Services.

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

Conditions Pertaining to the Use of Physical Restraint and/or Seclusion

- A. School employees shall not use a life-threatening physical restraint on a student under any circumstance.
- B. If any instance of physical restraint or seclusion of a student exceeds fifteen minutes an administrator or his/her designee, or a school health or mental health personnel, or a board certified behavioral analyst, who has received training in the use of physical

restraint and seclusion shall determine whether continued physical restraint or seclusion is necessary to prevent immediate or imminent injury to the student or to others. Upon a determination that such continued physical restraint or seclusion is necessary, such individual shall make a new determination every thirty minutes thereafter regarding whether such physical restraint or seclusion is necessary to prevent immediate or imminent injury to the student or to others.

C. No student shall be placed in seclusion unless:

- a. The use of seclusion is as an emergency intervention to prevent immediate or imminent injury to the student or to others, provided the seclusion is not used for discipline or convenience and is not used as a substitute for a less restrictive alternative.
- b. Such student is continually monitored by a school employee during the period of such student's seclusion. Any student voluntarily or involuntarily placed in seclusion or restrained shall be regularly evaluated by a school employee for indications of physical distress. The school employee conducting the evaluation shall enter each evaluation in the student's educational record. Monitor shall mean by direct observation or by observation using video monitoring within physical proximity sufficient to provide aid as may be required.
- c. The area in which such student is secluded is equipped with a window or other fixture allowing the student a clear line of sight beyond the area of seclusion.
- d. Seclusion shall not be utilized as a planned intervention in a student's behavioral intervention plan, individualized education program or plan pursuant to Section 504 of the Rehabilitation Act of 1973, as amended from time to time.

D. School employees may not use a psychopharmacologic agent on a student without that student's consent except (1) as an emergency intervention to prevent immediate or imminent injury to the student or to others, or (2) as an integral part of the student's established medical or behavioral support or educational plan, as developed consistent with Section [17a-543](#) of the Connecticut General Statutes or, if no such plan has been developed, as part of a licensed practitioner's initial orders. The use of psychopharmacologic agents, alone or in combination, may be used only in doses that are therapeutically appropriate and not as a substitute for other appropriate treatment.

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- E. In the event that physical restraint or seclusion is used on a student four or more times within twenty school days:
- a. An administrator, one or more of such student's teachers, the parent/guardian of such student and, if any, a mental health professional shall convene for the purpose of:
 - i. Conducting or revising a behavioral assessment of the student;
 - ii. Creating or revising any applicable behavioral intervention plan; and
 - iii. Determining whether such student may require special education.
 - b. If such student is a child requiring special education or is a child being evaluated for eligibility for special education and awaiting a determination, such student's planning and placement team shall convene for the purpose of (1) conducting or revising a behavioral assessment of the student, and (2) creating or revising any applicable behavioral intervention plan, including, but not limited to, such student's individualized education plan.
- F. The parent/guardian of a student who is placed in physical restraint or seclusion shall be notified not later than twenty-four hours after the student is placed in physical restraint or seclusion. A reasonable effort shall be made to provide such notification immediately after such physical restraint or seclusion is initiated.
- G. School employees shall not use a physical restraint on a student or place a student in seclusion unless he/she has received training on the proper means for performing such physical restraint or seclusion.
- H. The Board of Education, and each institution or facility operating under contract with the Board to provide special education for children, including any approved private special education program, shall:
- a. Record each instance of the use of physical restraint or seclusion on a student;
 - b. Specify whether the use of seclusion was in accordance with an individualized education program;
 - c. Specify the nature of the emergency that necessitated the use of such physical restraint or seclusion; and
 - d. Include such information in an annual compilation on its use of such restraint and seclusion on students.

Current Policy

Students

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- I. The Board and institutions or facilities operating under contract with the Board to provide special education for children, including any approved private special education program shall provide such annual compilation to the Department of Education in order to examine incidents of physical restraint and seclusion in schools.
 - J. Any use of physical restraint or seclusion on a student shall be documented in the student's educational record. The documentation shall include:
 - a. The nature of the emergency and what other steps, including attempts at verbal de-escalation, were taken to prevent the emergency from arising if there were indications that such an emergency was likely to arise; and
 - b. A detailed description of the nature of the restraint or seclusion, the duration of such restraint or seclusion and the effect of such restraint or seclusion on the student's established educational plan.
 - K. Any incident of the use of restraint or seclusion that results in physical injury to a student shall be reported to the State Board of Education.

Required Training and Prevention Training Plan

Training shall be provided by the Board to the members of the crisis intervention team for each school in the district. The Board may provide such training to any teacher, administrator, school professional or other school employee, designated by the school principal and who has direct contact with students regarding physical restraint and seclusion of students. Such training shall be provided during the school year commencing July 1, 2017 and each school year thereafter, and shall include, but not be limited to:

1. An overview of the relevant laws and regulations regarding the use of physical restraint and seclusion on students and the proper uses of physical restraint and seclusion. (Such overview is to be provided by the Department of Education commencing July 1, 2017 and annually thereafter, in a manner and form as prescribed by the Commissioner of Education.)
2. The creation of a plan by which the Board will provide training regarding the prevention of incidents requiring physical restraint or seclusion of students. Such plan is to be implemented not later than July 1, 2018.

3. The Board will create a plan, to be implemented not later than July 1, 2018, requiring training regarding the proper means of physical restraint or seclusion of a student, including, but not limited to:
 - a. Verbal defusing and de-escalation;
 - b. Prevention strategies;
 - c. Various types of physical restraint and seclusion;
 - d. The differences between life-threatening physical restraint and other varying levels of physical restraint;
 - e. The differences between permissible physical restraint and pain compliance techniques;
 - f. Monitoring methods to prevent harm to a student who is physically restrained or in seclusion, including training in the proper means of physically restraining or secluding a student; and
 - g. Recording and reporting procedures on the use of physical restraint and seclusion.

Crisis Intervention Teams

For the school year commencing July 1, 2017 and each school year thereafter, the Board requires each school in the District to identify a crisis intervention team. Such team shall consist of any teacher, administrator, school professional or other school employee designated by the school principal and who has direct contact with student and trained in the use of physical restraint and seclusion.

Such teams shall respond to any incident in which the use of physical restraint or seclusion may be necessary as an emergency intervention to prevent immediate or imminent injury to a student or to others.

Each member of the crisis intervention team shall be recertified in the use of physical restraint and seclusion on an annual basis. The Board shall maintain a list of the members of the crisis intervention team for each student.

Exclusionary Time Out

Not later than January 1, 2019, the Board establishes this portion of this policy regarding the use of an exclusionary time out, as defined in this policy which includes, but need not be limited to, the following requirements:

- Exclusionary time outs are not to be used as a form of discipline;
- At least one school employee remain with the student, or be immediately available to the student such that the student and school employee are able to communicate verbally, throughout the exclusionary time out;
- The space used for an exclusionary time out is clean, safe, sanitary and appropriate for the purpose of calming such student or deescalating such student's behavior;
- The exclusionary time out period terminate as soon as possible; and
- If such student is a child requiring special education, as defined in C.G.S. 10-76a, or a child being evaluated for special education, pursuant to C.G.S. 10-76d, and awaiting a determination, and the interventions or strategies are unsuccessful in addressing such student's problematic behavior, such student's planning and placement team shall convene as soon as it is practicable to determine alternative interventions or strategies.

Legal Reference: Connecticut General Statutes

[10-76b](#) State supervision of special education programs and services.

[10-76d](#) Duties and powers of boards of education to provide special education programs and services.

[10-236b](#) Physical restraint and seclusion of students by school employees. (as amended by PA 17-220 and PA 18-51)

[46a-150](#) Definitions. (as amended by PA 07-147 and PA 15-141)

[46a-152](#) Physical restraint, seclusion and use of psychopharmacologic agents restricted. Monitoring and documentation required.

[46a-153](#) Recording of use of restraint and seclusion required. Review of records by state agencies. Reviewing state agency to report serious injury or death to Office of Protection and Advocacy for Persons with Disabilities and to Office of Child Advocate. (as amended by PA 12-88)

[53a-18](#) Use of reasonable physical force or deadly physical force generally.

[53a-19](#) Use of physical force in defense of person.

Current Policy

Students

[53a](#)-20 Use of physical force in defense of premises.

[53a](#)-21 Use of physical force in defense of property.

PA 07-147 An Act Concerning Restraints and Seclusion in Public Schools.

PA 15-141 An Act Concerning Seclusion and Restraint in Schools.

State Board of Education Regulations Sections [10-76b-5](#) through [10-76b-11](#).

Date of Adoption: January 8, 2008
Date of Revision: February 13, 2018
Date of Revision: March 5, 2019

**Physical Restraint and Seclusion of Students
And Use of Exclusionary Time Out**

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6 The Madison Board of Education (the “Board”) seeks to foster a safe and positive learning
7 environment for all students. Board employees will restrict the use of physical restraint and
8 seclusion of students to emergency situations, in accordance with this policy and
9 accompanying administrative regulations and applicable law. Physical restraint or seclusion
10 of a student may be necessary in an emergency situation to maintain the safety of the student
11 or another individual. The Board also regulates the use of exclusionary time out in accordance
12 with this policy and accompanying regulations and applicable law.

13
14 The Board authorizes the Superintendent or his/her designee to develop and implement
15 administrative regulations in accordance with this policy and applicable law. The Board of
16 Education mandates compliance with this policy and the associated administrative regulations
17 at all times. Violations of this policy and/or associated administrative regulations by a Board
18 staff member or other individual working at the direction of, or under the supervision of, the
19 Board, may result in disciplinary action, up to and including possible termination of
20 employment status and/or termination of contract for services.

21
22 Nothing within the associated administrative regulations shall be construed to interfere with
23 the Board’s responsibility to maintain a safe school setting, in accordance with Connecticut
24 General Statutes § 10-220. Under no circumstances shall employees or individuals under the
25 supervision of the Board use corporal punishment with students or physically manage students
26 for purposes of discipline.

27
28 Legal References:

- 29
30 Conn. Gen. Stat. § 10-76b
31 Conn. Gen. Stat. § 10-76d
32 Conn. Gen. Stat. § 10-236b
33 Conn. Gen. Stat. §§ 53a-18 to 53a-22
34 Reg. Conn. State Agencies. §§ 10-76b-5 to 10-76b-11
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37 Other References:

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39 Restraint and Seclusion: Resource Document, United States Department of Education,
40 available at [http://www2.ed.gov/policy/seclusion/restraints-and-seclusion-](http://www2.ed.gov/policy/seclusion/restraints-and-seclusion-resources.pdf)
41 [resources.pdf](http://www2.ed.gov/policy/seclusion/restraints-and-seclusion-resources.pdf).

42

43 Understanding the Laws and Regulations Governing the Use of Restraint and
44 Seclusion, Connecticut State Department of Education (July 2018).

45

46 Guidance Related to Recent Legislation Regarding Restraint and Seclusion,
47 Connecticut State Department of Education (Revised, July 2018).

48

49 First Reading: November 15, 2022

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51

Regulation #5144
Physical Restraint and Seclusion of Students
And Use of Exclusionary Time Out

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5 The Madison Public Schools (the “District”) seeks to foster a safe and positive learning
6 environment for all students. District employees will restrict the use of physical restraint and
7 seclusion of students to emergency situations, in accordance with these administrative
8 regulations and the associated policy and applicable law. Physical restraint or seclusion of a
9 student may be necessary in an emergency situation to maintain the safety of the student or
10 another individual. District employees will restrict the use of exclusionary time out with
11 students to those instances permitted by applicable law, as described in these administrative
12 regulations and applicable law.

13
14 The following sets forth the procedures for compliance with the relevant state law and
15 regulations concerning the physical restraint and seclusion of, and use of exclusionary time
16 out with, students in the District. The Superintendent mandates compliance with these
17 regulations at all times. Violations of these regulations by a Madison Board of Education
18 (“Board”) staff member or other individual working at the direction of, or under the
19 supervision of, the Board, may result in disciplinary action, up to and including possible
20 termination of employment status and/or termination of contract for services.

21
22 Nothing within these regulations shall be construed to interfere with the responsibility of the
23 District to maintain a safe school setting, in accordance with Connecticut General Statutes §
24 10-220.

25
26 I. Definitions:

- 27
28 A. Exclusionary Time Out: A temporary, continuously monitored separation of a student
29 from an ongoing activity in a non-locked setting, for the purpose of calming such
30 student or deescalating such student’s behavior.
31
32 B. Life-Threatening Physical Restraint: Any physical restraint or hold of a person that (1)
33 restricts the flow of air into a person’s lungs, whether by chest compression or any
34 other means, or (2) immobilizes or reduces the free movement of a person’s arms, legs
35 or head while the person is in the prone position.
36
37 C. Psychopharmacological Agent: Any medication that affects the central nervous
38 system, influencing thinking, emotion or behavior.
39
40 D. Physical Restraint: Any mechanical or personal restriction that immobilizes or reduces
41 the free movement of a person’s arms, legs or head, including, but not limited to,
42 carrying or forcibly moving a person from one location to another. The term does not
43 include: (1) briefly holding a person in order to calm or comfort the person; (2)
44 restraint involving the minimum contact necessary to safely escort a person from one
45 area to another; (3) medical devices, including, but not limited to, supports prescribed
46 by a health care provider to achieve proper body position or balance; (4) helmets or

47 other protective gear used to protect a person from injuries due to a fall; (5) helmets,
48 mitts and similar devices used to prevent self-injury when the device is (i) part of a
49 documented treatment plan or an Individualized Education Program (“IEP”); or (ii)
50 prescribed or recommended by a medical professional, as defined in section 38a-976
51 of the Connecticut General Statutes, and is the least restrictive means available to
52 prevent such injury; or (6) an exclusionary time out.

53
54 E. School Employee: (1) Any individual employed by the District who is a teacher,
55 substitute teacher, administrator, superintendent, guidance counselor, psychologist,
56 social worker, nurse, physician, paraprofessional, coach; and (2) any other individual
57 who, in the performance of his or her duties, has regular contact with students and who
58 provides services to or on behalf of students enrolled in the District pursuant to a
59 contract with the District.

60
61 F. Seclusion: The confinement of a person in a room from which the student is physically
62 prevented from leaving. Seclusion does not include the following: (i) an exclusionary
63 time out; or (ii) any confinement of a student in which the person is physically able to
64 leave the area of confinement including, but not limited to, in-school suspension.

65
66 G. Student: a child who is

- 67
68 1. enrolled in grades kindergarten to twelve, inclusive, in a public school under the
69 jurisdiction of a local or regional board of education;
- 70
71 2. receiving special education and related services in an institution or facility
72 operating under a contract with a local or regional board of education pursuant to
73 subsection (d) of section 10-76d of the Connecticut General Statutes;
- 74
75 3. enrolled in a program or school administered by a regional education service center
76 established pursuant to section 10-66a of the Connecticut General Statutes; OR
- 77
78 4. receiving special education and related services from an approved private special
79 education program.

80
81 II. Life-Threatening Physical Restraint

82
83 A. No school employee shall under any circumstance use a life-threatening physical
84 restraint on a student.

85
86 B. Nothing in this section shall be construed as limiting any defense to criminal
87 prosecution for the use of deadly physical force that may be available under sections
88 53a-18 to 53a-22, inclusive, of the Connecticut General Statutes.

89
90 III. Procedures for Physical Restraint and Seclusion of Students

- 92 A. No school employee shall use physical restraint or seclusion on a student EXCEPT as
93 an emergency intervention to prevent immediate or imminent injury to the student or
94 to others.
95
- 96 B. Seclusion shall not be used as a planned intervention in a student’s behavioral
97 intervention plan, individualized education program or plan pursuant to Section 504
98 of the Rehabilitation Act.
99
- 100 C. No school employee shall use physical restraint or seclusion on a student unless the
101 school employee has received training in accordance with state law and/or the
102 District’s training plans as described in Section XI below, upon implementation
103 thereof.
104
- 105 D. Physical restraint and seclusion of a student shall never be used as a disciplinary
106 measure or as a convenience.
107
- 108 E. School employees must explore ALL less restrictive alternatives prior to using
109 physical restraint or seclusion for a student.
110
- 111 F. School employees must comply with all regulations promulgated by the Connecticut
112 State Department of Education in their use of physical restraint and seclusion with a
113 student.
114
- 115 G. Monitoring
116
- 117 1. Physical restraint: A school employee must continually monitor any student who
118 is physically restrained. The monitoring must be conducted by either:
119
- 120 a. direct observation of the student; or
121
- 122 b. observation by way of video monitoring within physical proximity sufficient
123 to provide aid as may be needed.
124
- 125 2. Seclusion: A school employee must frequently monitor any student who is
126 placed in seclusion. The monitoring must be conducted by either:
127
- 128 a. direct observation of the student; or
129
- 130 b. observation by way of video monitoring within physical proximity sufficient
131 to provide aid as may be needed.
132
- 133 H. Length
134
- 135 1. Any period of physical restraint or seclusion:
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- 137 a. shall be limited to that time necessary to allow the student to compose him or
138 herself and return to the educational environment; and

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b. shall not exceed fifteen (15) minutes, except as provided below.

2. If any instance of physical restraint or seclusion of a student used as an emergency intervention exceeds fifteen (15) minutes, one of the following individuals, who have received training in the use of physical restraint or seclusion, will determine whether continued physical restraint or seclusion is necessary to prevent immediate or imminent injury to the student or to others:

a. an administrator, or such administrator’s designee;

b. a school health or mental health personnel; or

c. a board certified behavior analyst.

3. The individual identified under subsection 2 (a-c) shall make a new determination every thirty (30) minutes thereafter regarding whether such physical restraint or seclusion is necessary to prevent immediate or imminent injury to the student or to others.

I. A school employee must regularly evaluate the student being physically restrained or secluded for signs of physical distress. The school employee must record each evaluation in the educational record of the person being physically restrained or secluded.

IV. Seclusion Room Requirements

Seclusion can happen in any location, although the District may designate an area or room for this purpose. Regardless of location, any room used for seclusion must:

A. be of a size that is appropriate to the chronological and developmental age, size and behavior of the student;

B. have a ceiling height that is comparable to the ceiling height of the other rooms in the building in which the seclusion room is located;

C. be equipped with heating, cooling, ventilation and lighting systems that are comparable to the systems that are used in the other rooms of the building in which the seclusion room is located;

D. be free of any object that poses a danger to the student who is being placed in the seclusion room;

E. conform to applicable building code requirements.

If the door or doors to a room used for seclusion are to be locked, latched or otherwise secured, a modification from the State Fire Marshal’s office shall be secured prior to the

186 installation of a locking mechanism. If a door-locking mechanism is used, the student
187 shall be constantly monitored notwithstanding any other provisions of the Connecticut
188 General Statutes or Regulations to the contrary. The locking mechanism to be used shall
189 be a device that shall be readily released by staff as soon as possible but in no case
190 longer than within two minutes of the onset of an emergency and is connected to the fire
191 alarm system so that the locking mechanism is released automatically when a fire alarm
192 is sounded. An “emergency,” for purposes of this subsection, includes but is not limited
193 to the following:

- 194
- 195 1. the need to provide direct and immediate medical attention to the student;
 - 196 2. fire;
 - 197 3. the need to remove the student to a safe location during a building lockdown; or
 - 198 4. other critical situations that may require immediate removal of the student from
199 seclusion to a safe location.
- 200
- 201 F. have an unbreakable observation window or fixture located in a wall or door, which
202 allows the student a clear line of sight beyond the area of seclusion, to permit
203 frequent visual monitoring of the student and any school employee in such room.
204 The requirement for an unbreakable observation window does not apply if it is
205 necessary to clear and use a classroom or other room in the school building as a
206 seclusion room for a student.

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210
211 V. Use of Psychopharmacologic Agent

- 212
- 213 A. No school employee may use a psychopharmacologic agent on a student without that
214 student’s consent and the consent of the student’s parent/guardian, except:
- 215 1. as an emergency intervention to prevent immediate or imminent injury to the
216 student or to others; or
 - 217 2. as an integral part of the student’s established medical or behavioral support or
218 educational plan, or, if no such plan has been developed, as part of a licensed
219 practitioner’s initial orders.
- 220
- 221 B. The use of psychopharmacologic agents, alone or in combination, may be used only in
222 doses that are therapeutically appropriate and not as a substitute for other appropriate
223 treatment.
- 224
- 225 C. Any administration of a psychopharmacologic agent must ONLY be done in
226 accordance with applicable federal and state law and the Board of Education’s
227 Administration of Medication Policy.

228
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230
231 VI. Procedures for Exclusionary Time Out

232

- 233 A. No school employee may use exclusionary time out as a form of discipline for a
234 student.
- 235
- 236 B. At least one school employee must remain with the student, or be immediately
237 available to the student such that the student and the employee are able to
238 communicate verbally, throughout the exclusionary time out.
- 239
- 240 C. The space used for an exclusionary time out must be clean, safe, sanitary and
241 appropriate for the purpose of calming the student or deescalating the student's
242 behavior.
- 243
- 244 D. The exclusionary time period must end as soon as possible.
- 245
- 246 E. Consistent with subsection D above, the exclusionary time out period may vary
247 depending on the student's chronological and developmental age, individual needs
248 and behavior.
- 249

250 VII. Required Meetings

- 251 A. Students not eligible for special education (and not being evaluated for eligibility for
252 special education)
- 253
- 254
- 255 1. In the event that physical restraint or seclusion is used on a student **four (4) or**
256 **more times within twenty (20) school days**, a team composed of an
257 administrator, one or more of the student's teachers, a parent or guardian of the
258 student, and, if any, a school mental health professional, shall convene to:
259
 - 260 a. conduct or revise a behavioral assessment of the student;
 - 261
 - 262 b. create or revise any applicable behavior intervention plan; and
 - 263
 - 264 c. determine whether such student may require a referral for consideration for
265 special education pursuant to federal and state law.
 - 266
- 267 2. The requirement to convene this meeting shall not supersede the District's
268 obligation to refer a student to a planning and placement team ("PPT") as may be
269 required in accordance with federal and state law.
- 270
- 271 B. Students eligible for special education (and students being evaluated for eligibility
272 for special education)
- 273
- 274 1. In the event that physical restraint or seclusion is used on a student **four (4) or**
275 **more times within twenty (20) school days**, the student's PPT shall convene to:
276
 - 277 a. conduct or revise a functional behavioral assessment ("FBA");
 - 278

- 279 b. create or revise any applicable behavior intervention plan (“BIP”), including
280 but not limited to, such student’s individualized education program (“IEP”);
281 and
282
283 c. review or revise the student’s IEP, as appropriate.
284
285 2. In the event that the exclusionary time out process is unsuccessful in addressing a
286 student’s problematic behavior, the student’s PPT shall convene as soon as
287 practicable to determine alternative interventions or strategies to address the
288 student’s behavior.
289
290 C. A District and/or school administrator(s) shall determine the school employee(s)
291 responsible for reviewing the number of occurrences of the use of physical restraint
292 or seclusion on a monthly basis to ensure that the appropriate meeting(s) has been
293 convened following the fourth occurrence of physical restraint or seclusion in a
294 twenty (20) day period.
295

296 VIII. Crisis Intervention Team
297

- 298 A. Each school year, each school in the District must identify a crisis intervention team
299 consisting of any teacher, administrator, school paraprofessional or other school
300 employee designated by the school principal (in coordination with other appropriate
301 administrators), and who has direct contact with students.
302
303 B. Members of crisis intervention teams shall respond to any incident in which the use
304 of physical restraint or seclusion may be necessary as an emergency intervention to
305 prevent immediate or imminent injury to a student or others.
306
307 C. The District shall maintain a list of the members of the crisis intervention team for
308 each school.
309

310 IX. Documentation and Communication
311

- 312 A. After each incident of physical restraint or seclusion, and no later than the school day
313 following the incident, a school employee must complete the form provided by the
314 District for reporting incidents of physical restraint and seclusion. The incident form
315 must be included in the educational file of the student who was physically restrained or
316 secluded. The information documented on the form must include the following:
317
318 1. in the case of an emergency use, the nature of the emergency and what other steps,
319 including attempts at verbal de-escalation, were taken to prevent the emergency
320 from arising if there were indications that such an emergency was likely to arise;
321
322 2. a detailed description of the nature of the restraint or seclusion;
323
324 3. the duration of the restraint or seclusion;
325

- 326 4. the effect of the restraint or seclusion on the student’s established behavioral
327 support or educational plan; AND
328
- 329 5. whether the seclusion of a student was conducted pursuant to an IEP.
330
- 331 B. A school employee must notify the parent or guardian of a student of each incident that
332 the student is physically restrained or secluded.
333
- 334 1. A school employee must make a reasonable attempt to immediately notify a parent
335 or guardian after a student is initially placed in physical restraint or seclusion; in all
336 circumstances, a school employee shall notify the parent or guardian within
337 twenty-four (24) hours after a student is initially placed in physical restraint or
338 seclusion.
339
- 340 2. Notification must be made by telephone, e-mail, or other method which may
341 include, but is not limited to, sending a note home with the student.
342
- 343 3. The parent or guardian of a student who has been physically restrained or placed in
344 seclusion shall be sent a copy of the completed incident report of such action no
345 later than two (2) business days after the use of physical restraint or seclusion,
346 regardless of whether the parent received the notification described in subsections
347 1 and 2 above.
348
- 349 4. The Director of Special Education [**or other responsible administrator**] shall
350 determine what school employees shall be permitted to ensure that required
351 parent/guardian notifications are made.
352
- 353 C. The Director of Special Education [**or other responsible administrator**], or his or her
354 designee, must, at each initial PPT meeting for a student, inform the child’s parent,
355 guardian, or surrogate parent, or the student if such student is an emancipated minor or
356 eighteen years of age or older, of the laws relating to physical
357 restraint and seclusion as expressed through this regulation, and of the laws and
358 regulations adopted by the Connecticut State Department of Education relating to
359 physical restraint and seclusion.
360
- 361 1. The Director of Special Education [**or other responsible administrator**], or his or
362 her designee, shall provide to the child’s parent, guardian, or surrogate parent, or
363 the student if such student is an emancipated minor or eighteen years of age or
364 older, at the first PPT meeting following the student’s referral to special education
365 the plain language notice of rights regarding physical restraint and seclusion
366 developed by the Connecticut State Department of Education.
367
- 368 2. The plain language notice developed by the Connecticut State Department of
369 Education shall also be provided to the student’s parent, guardian, or surrogate
370 parent, or the student if such student is an emancipated minor or eighteen years of
371 age or older at the first PPT meeting at which the use of seclusion as a behavior
372 intervention is included in the student’s IEP.

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- D. The Director of Special Education [**or other responsible administrator**], or his or her designee, must be notified of the following:
 - 1. each use of physical restraint or seclusion on a student;
 - 2. the nature of the emergency that necessitated its use;
 - 3. whether the seclusion of a student was conducted pursuant to an IEP; AND
 - 4. if the physical restraint or seclusion resulted in physical injury to the student.

- X. Responsibilities of the Director of Special Education [**or other responsible administrator**]
 - A. The Director of Special Education [**or other responsible administrator**], or his or her designee, must compile annually the instances of physical restraint and seclusion within the District, the nature of each instance of physical restraint and seclusion, and whether instances of seclusion were conducted pursuant to IEPs.

 - B. The Director of Special Education [**or other responsible administrator**], or his or her designee, must report to the Connecticut State Department of Education within two (2) business days any instance of physical restraint or seclusion that resulted in physical injury (serious and non-serious) to the student.

- XI. Professional Development Plan and Training
 - A. The District shall provide training regarding the physical restraint and seclusion of students to the members of the crisis intervention team for each school in the District identified in Section VIII, above. The District may provide such training to any teacher, administrator, school paraprofessional or other school employee, designated by the school principal and who has direct contact with students. The District shall provide such training annually and the training shall include, but not be limited to:
 - 1. Beginning with the school year commencing July 1, 2017, an annual overview of the relevant laws and regulations regarding the use of physical restraint and seclusion on students and the proper uses of physical restraint and seclusion. Such overview shall be provided by the Department of Education in a manner and form as prescribed by the Commissioner of Education.

 - 2. The creation of a plan to provide training regarding the prevention of incidents requiring physical restraint or seclusion of students. This plan shall be implemented not later than July 1, 2018.

 - 3. The creation of a plan to provide training regarding the proper means of physical restraint or seclusion of a student, including, but not limited to:

- 420 a. verbal defusing or de-escalation;
- 421
- 422 b. prevention strategies;
- 423
- 424 c. various types of physical restraint;
- 425
- 426 d. the differences between life-threatening physical restraint and other varying
- 427 levels of physical restraint;
- 428
- 429 e. the differences between permissible physical restraint and pain compliance
- 430 techniques;
- 431
- 432 f. monitoring methods to prevent harm to a student who is physically restrained
- 433 or in seclusion; and
- 434
- 435 g. recording and reporting procedures on the use of physical restraint and
- 436 seclusion.
- 437

438 This plan shall be implemented not later than July 1, 2018.

- 439
- 440 B. Each member of a crisis intervention team must be recertified in the use of
- 441 physical restraint and seclusion pursuant to Section XI.A.3, above, on an annual
- 442 basis.
- 443

444 XII. Review and Revision of Policies, Regulations and Procedures

- 445
- 446 A. The District shall make available policies and procedures regarding the physical
- 447 restraint and seclusion of students and the use of exclusionary time out on the
- 448 District's Internet web site and procedures manual.
- 449
- 450 B. The District shall update any policies, regulations and/or procedures regarding the
- 451 physical restraint and seclusion of students and the use of exclusionary time out
- 452 within sixty (60) days after the State Department of Education's adoption or
- 453 revision of regulations regarding the same. Any and all such updates shall be made
- 454 available in accordance with subsection A of this section.
- 455
- 456

457 Legal References:

- 458
- 459 Conn. Gen. Stat. § 10-76b
- 460 Conn. Gen. Stat. § 10-76d
- 461 Conn. Gen. Stat. § 10-236b
- 462 Conn. Gen. Stat. §§ 53a-18 to 53a-22
- 463

464
465 Conn. Agencies Reg. §§ 10-76b-5 to 10-76b-11

466
467 Other References:

468
469 Restraint and Seclusion: Resource Document, United States Department of Education,
470 available at [http://www2.ed.gov/policy/seclusion/restraints-and-seclusion-
472 resources.pdf](http://www2.ed.gov/policy/seclusion/restraints-and-seclusion-
471 resources.pdf).

473 Understanding the Laws and Regulations Governing the Use of Restraint and
474 Seclusion, Connecticut State Department of Education (July 2018).

475
476 Guidance Related to Recent Legislation Regarding Restraint and Seclusion,
477 Connecticut State Department of Education (Revised, July 2018).

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481

The Madison Board of Education (the “Board”) recognizes its legal responsibility to ~~ensure that all~~ provide school accommodations to children five years of ~~compulsory school age~~ age and over and under twenty-one years of age who are not graduates of a high school or technical education and career school. The Board further recognizes the state law requiring parents/guardians to cause children ages five to eighteen to attend a public school regularly, unless such child is a high school graduate or the parent/guardian is able to show that the child is ~~adequate and~~ elsewhere receiving equivalent ~~to that which they are entitled under the law~~ instruction in the studies taught in the public schools.

Parents wishing to educate children in the home may do so in compliance with Connecticut General Statutes and regulations of the Connecticut State ~~Board of Education~~ Agencies. The parent or guardian shall provide the Assistant Superintendent for Curriculum, Instruction and Assessment with the following:

- (a) a ~~“Letter of Intent to Home School” to be placed on file;~~ and
- (b) an outline of the annual portfolio to be ~~used to determine if the student received~~ completed by the parent/guardian or provider of homeschool instruction that details the instruction being provided, which is required to be equivalent instruction in the ~~required courses~~ studies taught in the public schools.

~~When parents / guardians choose to educate their children at home, the school district shall provide whatever reasonable assistance it can to ensure such children benefit appropriately from home instruction.~~

~~If decisions are made by parents / guardians to return children to local schools who for a time have been educated at home, school staff shall provide an appropriate return to the public schools per Policy #5070.2~~

The Board authorizes the Superintendent of Schools or designee to develop administrative regulations to implement this policy, if necessary.

37
38 Legal Reference: Connecticut General Statutes
39 10-184 Duties of Parents
40 10-220 Duties of Boards of Education
41 Regulations of the Connecticut State Board of Education
42
43 Date of Adoption: January 21, 1997
44 Date of Revision: May 18, 2010
45 First Reading: November 15, 2022

~~5070.2~~6080.23-Administrative Regulations

Home Schooling

~~Assignment of Former Home-Schooled Students to Classes~~

Entry Procedures

When a student enters the ~~district~~Madison Public Schools (the "District") from home-schooled instruction, the ~~district is required to~~District shall determine the appropriate grade level and course level placement for the student. In order to make such determination when a student seeks entry, the building principal or designated building administrator~~of the building~~ will:

- contact Central Office to examine ~~(a)~~the "Letter of Intent to Home School," which has been placed on file by the parent / guardian;
- ~~(b)~~
- verify that the student is eligible to be included in school in accordance with state law
- review the ~~annual~~homeschool portfolio ~~review~~(s) provided by the parent to determine, in the judgment of the administrator, if the student received equivalent instruction in the required courses;
- consult with the parent / guardian;
- review ~~the permanent~~any records of home-schooled instruction ~~which are required to be kept~~maintained by the parent / guardian, including the annual standardized test and / or annual assessment of educational progress; ~~and~~
- require a placement assessment ~~perfor~~ the ~~principal's recommendation~~student, if determined necessary in the discretion of the building administrator, if the records provided by the parent/guardian are not sufficient to determine the appropriate grade level and course level placement for the student.
- follow the additional requirements identified below depending on the grade level in which the parent/guardian is seeking placement.

Students ~~will not be allowed "part time" status for~~transferring into the District from home-schooled instruction shall be required to enroll fully in the District's school and

44 shall not be permitted to participate in home-schooling during the regular school day,
45 unless otherwise required by law.

46

47 **Grade Placement Procedures:**

48

49 Elementary and Middle Schools (K-8) Students

50

51 Appropriate grade placement on the elementary and middle school levels (K-8) will be
52 determined by the following factors:

53

- 54 • chronological age,
- 55 • physical maturity,
- 56 • social adjustment,
- 57 • performance in relation to student learning objectives for proposed grade
58 level,
- 59 • individual performance on standardized achievement tests, and
- 60 • other assessments as deemed necessary for evaluation.

61

62 The placement decision ~~to place and / or retain~~ will be based upon consideration of all of
63 the above factors and will be made by a team composed of the building principal or
64 administrative designee, teacher(s) and the Student Support Team.

65

66 High School

67

68 ~~In addition to the above criteria, the~~The following applies to students seeking entry from
69 home schooling at the high school level (9-12):

70

- 71 • The student must qualify for admission with appropriate grade level skills:
72 ~~The building principal will verify that the student is eligible to be included~~
73 ~~in school under these procedures, which includes completion of~~
74 ~~coursework warranting an award of credit and enough credits to be placed~~
75 ~~within the specific grade level.~~
76
- 77 • Following consultation with parents / guardians and administration of
78 academic standardized tests, when appropriate, the building principal or
79 designee will make a determination of grade level placement. ~~Such~~
80 ~~determination will be based upon the school district official's professional~~
81 ~~judgment of~~The following factors shall be considered in determining grade
82 placement:

- 83
- 84 = [chronological age](#),
- 85 = [physical maturity](#),
- 86 = [social adjustment](#),
- 87 = [performance in relation to student learning objectives for proposed](#)
- 88 [grade level](#),
- 89 = [individual performance on standardized achievement tests](#),
- 90 - the requests of the parent;
- 91 - the student's verified performance while on home-schooled
- 92 instruction; and
- 93 - when appropriate, the student's academic ability as documented by
- 94 the results of district-administered standardized achievement tests.
- 95
- 96 • Once the appropriate grade level has been determined, the student and his /
- 97 her parent / guardian and the high school guidance counselor will develop
- 98 a planned program of study which will enable the student to make
- 99 appropriate progress toward fulfilling all graduation requirements.
- 100
- 101 • All students must complete all [courses credit requirements, in accordance](#)
- 102 [with Madison Board of Education policies and state law, unless otherwise](#)
- 103 required by state [and/or](#) federal [statute law](#).
- 104
- 105 • In order to graduate from ~~Daniel Hand High School~~ [the District with a high](#)
- 106 [school diploma](#), the student must be enrolled in the ~~district his / her~~ [District](#)
- 107 [for the student's](#) entire twelfth (12th) grade [year](#).
- 108
- 109 • A student's transcript will show only courses taken following enrollment in
- 110 the ~~district~~ [District](#). The transcript will note, "standing awarded following
- 111 home-schooled instruction."

112

113 ~~(cf. #6080.23 Home Schooling)~~

114

115 Legal ~~Reference~~ [References](#):

116

[Connecticut General Statutes](#)

117

[10-184 Duties of Parents](#)

118

[10-220 Duties of Boards of Education](#)

119

[Regulations of the Connecticut State Board of Education](#)

120

Connecticut Interscholastic Athletic Conference (CIAC) Eligibility Regulations

121

122

123

124

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 and the LEARN recommended regional calendar to the extent possible without violating other principles of calendar design;
5. observe all legally-required state & federal holidays, as well as Rosh Hashanah, Yom Kippur and the day after Thanksgiving as school holidays; ~~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 Memorial Day and Independence Day as legal holidays for students.~~

~~5.6. Veterans Day – observe Veterans Day by holding school-based Veterans Day observance activities;~~

~~6.7. schedule the high school graduation ceremony no earlier than the 180th ~~183rd~~ 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 in 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.~~

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~~ January. 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.

66 Legal Reference: Connecticut General Statutes
67 1-4 Days designated as legal holidays
68 10-15 Towns to maintain schools
69 10-16 Length of school day
70 10-29a Certain days to be proclaimed by governor. Distribution and number of
71 proclamations
72 10-261 Definitions
73 PA 95-182 An Act Concerning Reduction of Education Mandates
74

75 Date of Adoption: February 25, 1997
76 Date of Revision: March 21, 2006
77 Date of Revision: November 15, 2011
78
79 First Reading: November 15, 2022

**#6130.2.2
Exemptions From Instruction**

Religious

If the religious belief and / or teachings of a student or his / her parents or guardian are contrary to the content of a school subject, or to any part of a school activity, the student may be exempt from participation. To receive such an exemption, the parent or guardian must present a written request for exemption to the principal stating the conflict involved.

Medical

If a student is unable to participate in a physical education class, he / she must present to the principal or designee a statement from a physician stating the reason for his / her inability to participate. In addition, school regulations may prohibit a student's participation for medical reasons.

HIV / AIDS Instruction

The Board of Education encourages parents to support student participation in HIV / AIDS instruction (cf 5120.3.2 HIV Infection). However, a student will be exempted from instruction on Human Immunodeficiency Virus (HIV) / Acquired Immune Deficiency Syndrome (AIDS) upon receipt of a written request for exemption from his / her parent or guardian.

Bilingual Education

A student will be exempted from the bilingual program upon receipt of a written request for exemption from his / her parent or guardian.

Dissection of Animals

A student will be exempted from the dissection of animals upon receipt of a written request for exemption from his / her parent or guardian.

6130.2.2 (continued)**Substance Abuse Education**

Substance abuse education is required by state statutes for all students annually and students are not exempt.

Exemptions from required instruction do not excuse a student from the total semester hours required for graduation.

Family Life and Sex Education

Students, parents or guardians shall be informed of their right to exempt the student from the family life program. The student will be exempted upon a written request for exemption from his / her parent or guardian.

Legal Reference: Connecticut General Statutes
10-16b Prescribed courses of study
10-16e Students not required to participate in the family life education program.
10-17f Required bilingual program (as amended by PA 98-168)
10-19(b) AIDS education
10-19 Effect of alcohol, nicotine or tobacco and drugs to be taught

Date of Adoption: April 21, 1998
Date of Revision: October 20, 1998

**Curricular Exemptions
(formerly Exemptions from Instruction)**

[NOTE: Boards of education are required, by statute, to provide HIV/AIDS instruction and implement the sexual abuse and assault awareness and prevention program described in this policy. Boards of education may, but are not required to, provide family life education and firearms safety programs. For instruction in any of these areas, as well as dissection, state law provides that parents and guardians may submit a written request for a curricular exemption, which must be granted in accordance with the terms described below.]

Mandatory Curricular Exemptions:

Upon the written request of a parent or guardian received by the school district prior to planned instruction in the areas set forth below, the Madison Board of Education (the “Board”) shall permit curricular exemptions for instruction in the following areas:

1. Dissection;
2. Family life education;
3. HIV/AIDS;
4. Sexual abuse and assault awareness and prevention program; or
5. Firearms safety programs.

Definitions:

“Dissection Instruction” is defined as instruction in which a student must participate in, or observe, the dissection of any animal.

“Family Life Education Instruction” is defined as instruction pertaining to family planning, human sexuality, parenting, nutrition and the emotional, physical, psychological, hygienic, economic and social aspects of family life.

“HIV/AIDS Instruction” is defined as ongoing and systematic instruction on Acquired Immune Deficiency Syndrome (AIDS) offered by the district pursuant to state law.

36 “Sexual abuse and assault awareness and prevention program” is defined as the state-wide
37 program identified or developed by the Department of Children and Families, in collaboration
38 with the Department of Education and Connecticut Sexual Assault Crisis Services, Inc. (or a
39 similar entity) that includes age-appropriate educational materials designed for children in
40 grades kindergarten to twelve, inclusive, regarding child sexual abuse and assault awareness
41 and prevention that may include, but not be limited to, (A) the skills to recognize (i) child
42 sexual abuse and assault, (ii) boundary violations and unwanted forms of touching and
43 contact, and (iii) ways offenders groom or desensitize victims, and (B) strategies to (i)
44 promote disclosure, (ii) reduce self-blame, and (iii) mobilize bystanders.

45

46 Written Request for Mandatory Exemption:

47

48 Parents who wish to exercise such exemptions must notify the school district in writing in
49 advance of the instruction to be provided.

50

51 Permissive Curricular Exemptions:

52

53 Except for the mandatory curricular exemptions noted above, or otherwise required by law,
54 the Board does not require teachers to exempt students from any other aspect of the
55 curriculum.

56

57 Alternative Assignments:

58

59 1. Any student excused from participating in, or observing, the dissection of any animal as
60 part of classroom instruction shall be required to complete an alternate assignment to be
61 determined by the teacher.

62

63 2. Any student excused from participating in the sexual abuse and assault awareness and
64 prevention program or a firearm safety program shall be provided, during the period of time in
65 which the student would otherwise be participating in such program, an opportunity for other
66 study or academic work as determined by the teacher.

67

68 3. Any student excused from any other aspect of the curriculum may be required by the
69 teacher to complete an alternative assignment as determined by the teacher.

70

71

72 Legal References:

73

74 Conn. Gen. Stat. § 10-16c.

75 Conn. Gen. Stat. § 10-16e.

76 Conn. Gen. Stat. § 10-18c.

77 Conn. Gen. Stat. § 10-18d.

78 Conn. Gen. Stat. § 10-19(b).

79 Conn. Gen. Stat. § 17a-101q.

80

81 First Reading: November 15, 2022

82

Advanced Courses Placement

Students shall be advanced academically at a pace appropriate for them, including advanced courses for exceptionally able and academically motivated students. The Superintendent and/or his/her designee shall develop and approve criteria for student placement in advanced courses.

Legal Reference: Connecticut General Statutes
10-221 Boards of education to prescribe rules, policies, and procedures.

Date of Adoption: February 25, 1997

#6080.26.4

**Enrollment in an Advanced Course or
Program and Challenging Curriculum
(formerly Advanced Courses Placement)**

The Madison Board of Education (the “Board”) understands the importance of providing opportunities for students to enroll in an advanced course or program and offering students challenging curriculum in the Madison Public Schools (the “District”). In accordance with Connecticut law, this policy shall explain the manner in which the District determines eligibility for enrollment in advanced courses or programs and creates academic plans for students in the District.

I. Definitions

For purposes of this policy:

"Advanced course or program" means an honors class, advanced placement class, International Baccalaureate program, Cambridge International program, dual enrollment, dual credit, early college or any other advanced or accelerated course or program offered by the Board in grades nine to twelve, inclusive.

“Advanced placement” program is a program authorized by the College Board that offers college-level courses and exams that students take in high school.

“Cambridge International program” is an internationally recognized academic program for students aged five (5) to nineteen (19). High school level courses, available only through approved Cambridge International Schools, provide students the opportunity to earn postsecondary credit that is accepted by colleges in the United States and abroad.

“Dual credit/Dual enrollment” courses are college courses offered by high schools in partnership with a college or university. Students taking these courses in high school are simultaneously enrolled with the partner higher education institution. Students who successfully complete a dual credit/dual enrollment course earn credit toward high school

34 graduation as well as college course credit that appears on a student transcript issued by a
35 college or university.

36
37 “International Baccalaureate (“IB”) program” is a program that offers international
38 education through four programs for students aged three (3) to nineteen (19). The four
39 programs are: Primary Years, Middle Years, Diploma Program, and Career-related
40 Program. Schools must be authorized to teach IB programs. Every authorized school is
41 known as an IB World School.

42
43 "Prior academic performance" means the course or courses that a student has taken, the
44 grades received for such course or courses and a student's grade point average.

45
46 **II. Eligibility Criteria**

47
48 Consistent with state law, the District will identify students in grades eight and nine who
49 may be eligible to take or enroll in an advanced course or program. Students will be
50 eligible to enroll in advanced courses or programs throughout their high school career,
51 even if they are not identified as eligible in grades eight or nine.

52
53 Eligibility for enrollment in an advanced course or program shall not be based exclusively
54 on a student’s prior academic performance. There are multiple methods by which a student
55 may satisfy the eligibility criteria for enrollment in an advanced course or program,
56 including:

- 57
- 58 • Recommendations from teachers, administrators, school counselors or other school
59 personnel.
 - 60 • A student’s prior academic performance, as determined by evidence-based indicators
61 of how a student will perform in an advanced course or program.
 - 62 • The District administration may, in its discretion, identify and publicize additional
63 criteria, including but not limited to student or parent request. Any such criteria shall
64 be established prior to the commencement of an academic term.

65

66 **III. Creation of an Academic Plan/Challenging Curriculum**

67

68 The District will create an academic plan for each student who is identified in grade eight
69 or nine as eligible for enrollment in an advanced course or program. Such plan will be
70 designed to enroll the student in one or more advanced courses or programs and allow the
71 student to earn college credit or result in career readiness. Such academic plan will also be
72 aligned with:

73

- 74 • The courses or programs offered by the Board,
- 75 • The student’s student success plan, created pursuant to Conn. Gen. Stat. § 10-
76 221a(j),
- 77 • High school graduation requirements, and
- 78 • Any other policies or standards adopted by the Board relating to the eligibility for
79 student enrollment in advanced courses or programs.

80

81 The academic plan may be part of the student’s success plan, which plan is required for
82 each student by Conn. Gen. Stat. §10-221a.

83

84 A student, or the student’s parent or guardian, may decline to implement the provisions of
85 an academic plan created for such student.

86

87 **IV. Guiding Principles and Implementation**

88 The Board recognizes that course access and academic planning should be guided by
89 considerations beyond traditional course eligibility criteria. Specifically, the Board
90 recognizes that academic achievement and engagement in middle school are strong
91 precursors to high school success. In addition, the Board recognizes the importance of
92 engaging with a student’s parents and/or guardians throughout the student’s educational
93 experience, reducing barriers to opportunities for advanced courses and programs, and
94 providing a wide range of advanced courses that appeal to students with various interests.

95

96 The Superintendent or designee shall be responsible for implementing this policy and
97 developing procedures in furtherance of this policy and in accordance with guidance
98 provided by the Connecticut Department of Education.

99

100 Legal Reference:

101

102 Connecticut General Statutes § 10-221a

103

104 Connecticut General Statutes § 10-221w

105

106 Connecticut General Statutes § 10-221x

107

108 Connecticut State Department of Education, *District Guidance for Developing an*
109 *Advanced Course Participation Policy* (April 2022)

110

111 First Reading: November 15, 2022

112



Overview of the Regional Trauma Coordinator Role

October 13, 2022

Bridgette Gordon-Hickey, Deputy Executive Director
Tianna L. Hill, MSW, Regional Trauma Coordinator

Today's Objective

- Introduction and Role of the Regional Trauma Coordinator
- Understanding Trauma
- National Context & CT Data
- Trauma-Informed Approach
- RESC's Vision



Introduction to Regional Trauma Coordinator

Tianna L. Hill, brief bio:

- Former Project Coordinator for CHDI
- Fellow of Georgetown University
- Research interest includes; trauma, school mental health, exclusionary discipline and juvenile justice
- Trained and coordinated school mental health for 20+ CT schools
- Masters in Social Work from UConn
- BA in Communications from Goucher College



Purpose – An Act Concerning Children’s Mental Health (HB 5001, Sec 17 & 18)

- (1) Developing a trauma-informed care training program in accordance with the provisions of section 18 of this act,
- (2) implementing the trauma-informed care training program,
- (3) providing technical assistance to the local and regional boards of education that are members of the regional educational service center in implementing the trauma-informed care training program,
- (4) training school mental health specialists, as defined in section 12 of this act, to be the trainers under the trauma-informed care training program, and
- (5) ensuring that such trainers are properly training teachers, administrators, school staff and coaches under the trauma-informed care training program.



LEARN's Vision

To ensure that every child has access to high quality public education through systems of education, support and service.

Goals:

- To provide exemplary, innovative, and equitable school-based programs that advance achievement for all students and nurture the cognitive, physical, and emotional well-being of students in safe, respectful, rigorous, and diverse learning communities.
- To provide expertise, leadership, and innovative programs and services that build regional capacities and supports, to create equity in education, and positive outcomes for all students.
- To provide cost effective, customized organizational and operational services for our members.



Understanding Trauma

A deeply distressing or disturbing experience. Exposure to death, threatened death, actual or threatened serious injury, or actual or threatened sexual violence of self or loved one

- **Direct Exposure**
- **Witnessing**
- **Indirect Exposure**

Simple versus Complex Trauma

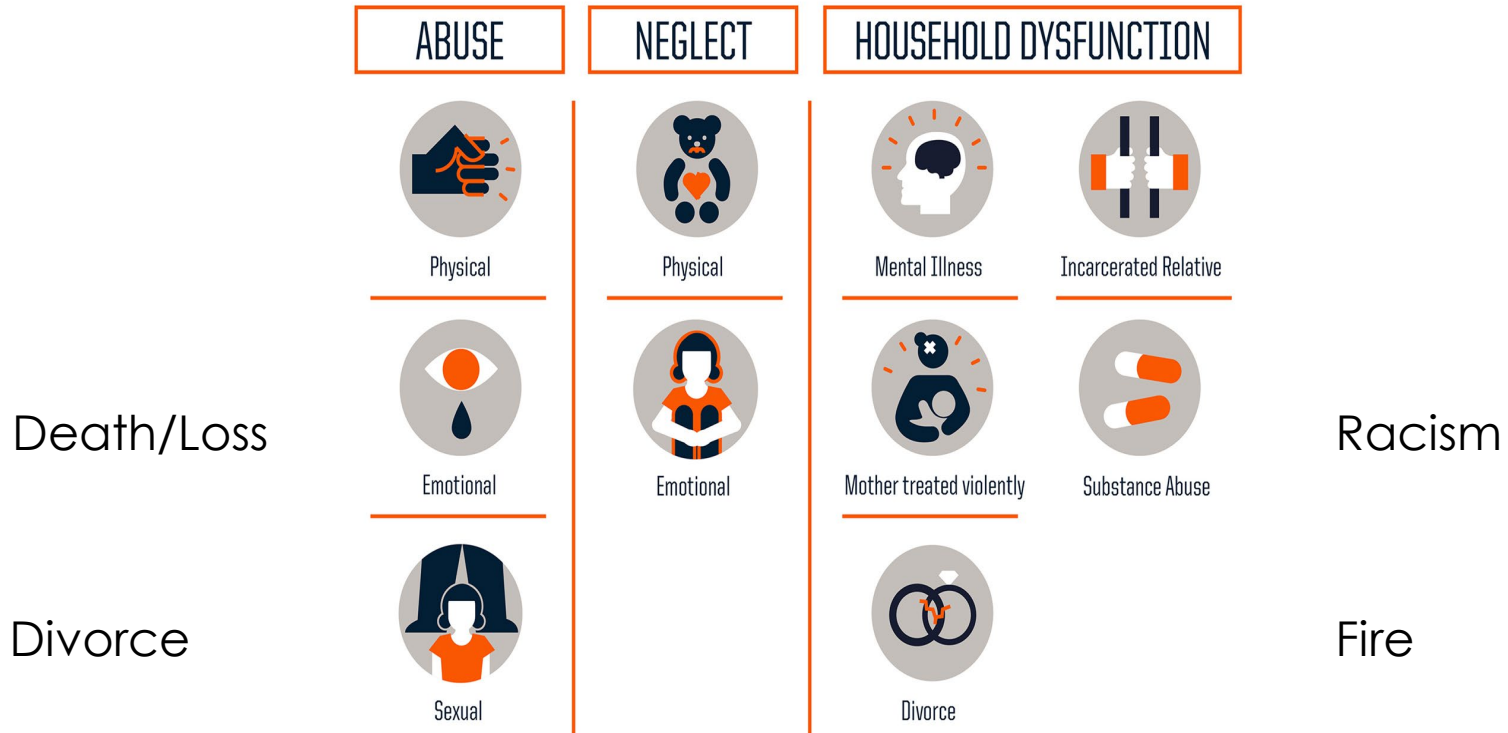
- **Simple** = Single, discrete incident
- **Complex** = Prolonged, recurrent



Source: Post Traumatic Stress Center



Types of Adverse Childhood Experiences (ACEs)



Natural Disaster

Vehicle Accident

National Context & Background

- Over 20% of children have faced more than three categories of trauma
- 63% of children have faced some form of adverse life experience
- 1 in 6 U.S. youth aged 6-17 experience a mental health disorder each year



Source: NAMI Factsheet "Mental Health in Connecticut" (February 2021)
Child and Adolescent Health Measurement Initiative (2021)



CT by the Numbers

- 49% of youth in CT aged 12-17 who have depression did not receive any care last year
- 35% of children aged 0-17 in CT have experienced 1+ Adverse Childhood Experience (ACEs).



Source: NAMI Factsheet "Mental Health in Connecticut" (February 2021)



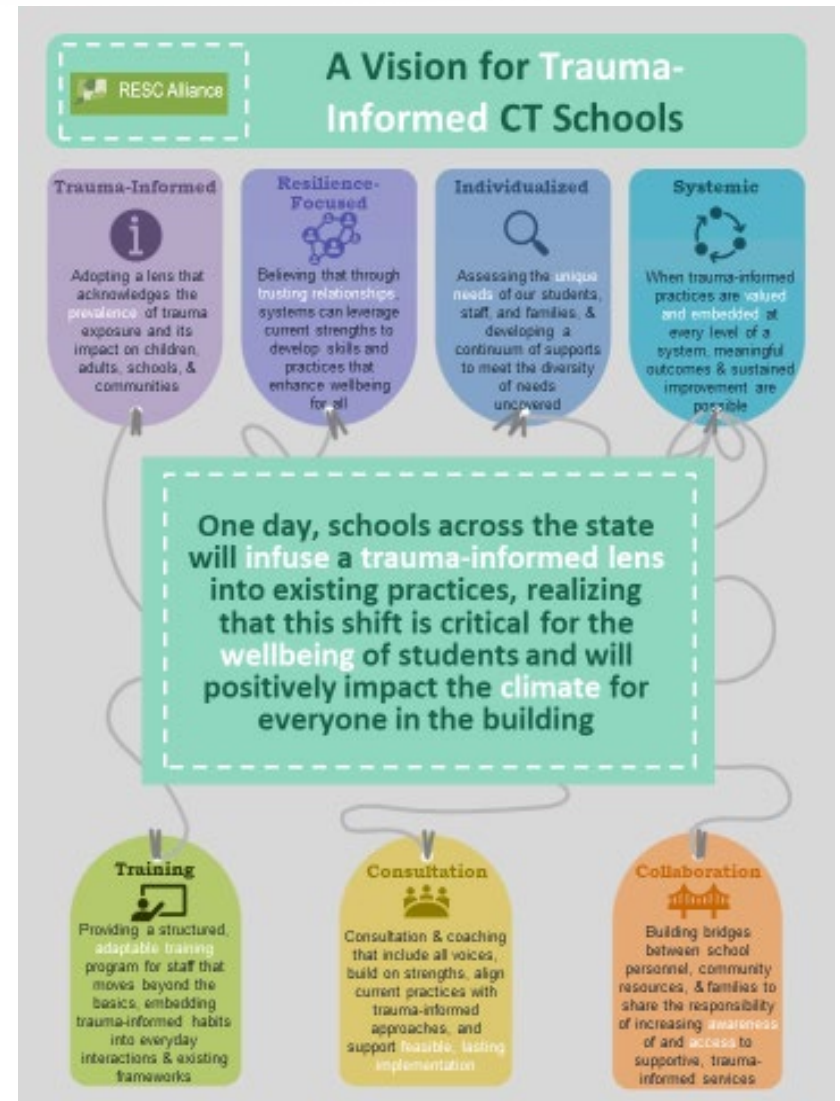
Draft Vision

One day schools across the state will infuse a trauma-informed lens into existing practices, realizing that this shift is critical for the wellbeing of students and will positively impact the climate for everyone in the building.



Core Concepts

- Trauma-Informed
- Resilience-Focused
- Individualized
- Systemic
- Training
- Consultation
- Collaboration



Trauma-Informed Approach

Trauma-informed approaches integrate understanding of trauma throughout a program, organization, or system to enhance the quality and scope of services for those affected by trauma.



Source: *Child Health and Development Institute*



Benefits of Trauma-Informed Approach

Growing evidence to support trauma-informed approaches

A few studies have shown:

- Reduction in suspensions
- Reduction in expulsions
- Increase in student attendance
- Meeting or exceeding academic performance

Incorporating Evidence-Based Treatments (EBTs) has been shown to be effective, using programs in schools such as Bounce Back and Cognitive Behavior Intervention Treatments (CBITs).

Sources: Education Law Center and Child Health and Development Institute



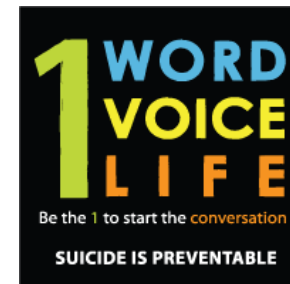
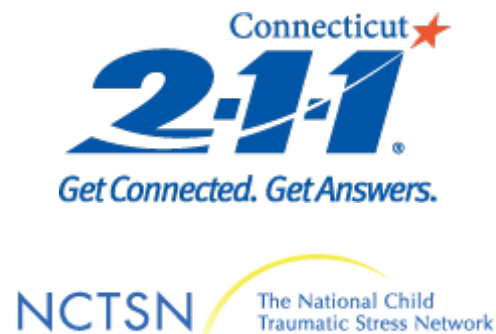
Resources

Mobile Crisis Intervention Services: Dial 211

National Childhood Stress Network: nctsn.org

Paces Connection: pacesconnection.com

Suicide & Crisis Lifeline: Dial 988



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

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 at 7:30 p.m. Mr. Klaskin led the Pledge of Allegiance.

Present: Galen Cawley, Mary Ann Connelly, Jen Gordon (Zoom), Diane Infantine-Vyce, Seth Klaskin, Maureen Lewis (Zoom), Cathy Miller, Steven Pynn, Emily Rosenthal.

Also present: Craig Cooke, Ph.D., Superintendent; Gail Dahling-Hench, Assistant Superintendent.

Action Item: Motion to move Item 7, Board of Selectmen Liaison, to Item 4.

MOTION: by Rosenthal, seconded by Miller to move Agenda Item 7 to Agenda Item 4.

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

NAYS: None

ABSTAIN: None

MOTION CARRIED: 9-0

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

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

Lucy was not in attendance this evening. Eli provided the following – Sr. Picnic took place 2 weeks ago – day started with a sr. breakfast and wake-up call followed by a pep rally and pizza truck lunch. Back to School night well attended. Advisory groups meet tomorrow and Homecoming is this week. New system for the Sr. parking lot – students are assigned numbers. Class of 2024 pancake breakfast a success.

4. Board of Selectmen Liaison
Scott Murphy

Mr. Murphy reported the Board of Selectmen met this morning. Planning & Zoning discussed affordable housing. Discussed marijuana; budget referendum question (not this November,

following referendum) focusing on allowing commercial or retail space. Beach & Rec gave an end of summer update. Dog park is a go. Academy playground is a topic of discussion. Bauer Park Harvest Festival and Pollinator Festival this weekend. Polson locker replacement approved 5-0. Town Facilities Committee charge was approved 5-0 which would include a Board of Education representative. Sr. Tax Relief was discussed as well as the next steps regarding sea level rise and what this means for our coastal residents.

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

Presentation: Profile of a Graduate Rubric

Jen Aguzzi, World Language Coordinator at Daniel Hand High School presented, with the assistance of Stacey Daly, Math Specialist, Grades 4-6 and Michael Kiefer, Technology Instructional Specialist, Grades 6-12 who spoke to the Independent Project. A suggestion was made to have a student(s) participate in a future Board of Education Meeting to report on their independent project. The presentation and Board member questions can be viewed in their entirety on the meeting recording posted on the district website.

Open Choice Program Discussion

Dr. Cooke noted this is on tonight's agenda strictly to begin the discussion and for the board's support to begin the process. Discussions have occurred with the Diversity and Equity Inclusion Committee, as well as the administrative group, both of which are enthusiastic about the program. It would be at least two years before students actually enter the district. Participation requires legislative approval. Guilford was approved this past year but do not have students this year. This would require that we become part of the ACES area for this program, but would remain with LEARN for all else. Dr. Infantine-Vyce expressed concerns: Policy 5030.2, Interdistrict School Attendance Areas would require updating, how the district would handle another potential public health issue, the cost per student to the district, and transportation home from after school activities. A discussion ensued. Dr. Cooke will have further discussions with superintendents of districts that have participated in Open Choice and report back to the Board.

Board Retreat Follow-Up

Dr. Cooke thanked the board for their participation in the September 27, 2022 Board Retreat. The retreat focused on 3 main areas – academics, projections (including budgeting and enrollment) and social emotional supports. Basic minutes of this meeting are included in tonight's board package; the Executive Committee will be meeting to discuss next steps.

October 1, 2022 Enrollment Report

Dr. Cooke noted the report shows increase in grades K-3 and smaller numbers at the high school.

6. Board Members' Comments

Dr. Infantine-Vyce attended a CABE webinar, Parliamentary Procedure, and provided a summary of what was covered (all based on Robert's Rules of Order). Policy 9500, School Board Meetings, will require revision (as previously suggested by Shipman & Goodwin). Maureen Lewis commented on the retreat, noting how valuable and professionally organized the meeting was and thanked those who organized it.

Chair Klaskin suggested the Chair of the Facilities Committee (or designee) serve as the voting member on the Town Ad Hoc Facilities Committee. Our final CIP plan has been favorably received by the Board of Selectmen but still needs to be approved by the CIP Committee. Chair Klaskin thanked all who worked to revise this plan multiple times.

7. Audience Response to Information Presented (Ref. Bylaw #9540.10) - No members of the public present.

Note: Mary Ann Connelly left the meeting at 9:00 p.m.

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

8.1. Line Item Transfers as of October 11, 2022

8.2. Budget Expenditures as of October 11, 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, Miller, Pynn, Rosenthal

NAYS: None

ABSTAIN: None

MOTION CARRIED: 8-0

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

10.1. Curriculum and Student Development

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

Mr. Pynn reported the committee met this evening and was given two presentations – K-6 Math and World Literature and Humanities. Carol Sullivan, Stacey Daly and Jen Maxwell highlighted the revisions that were made to the Math Guiding Document, based on teacher observations of where there was need for improvement. Stephanie Fumiatti gave a presentation regarding World Literature and Humanities, highlighting the revisions that have been made.

10.2. Facilities Committee

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

Mrs. Rosenthal reported the committee met this evening. BL Companies was chosen for the Polson Mechanical Improvements and Justin Kababik, Project Manager, provided an update of what has been done and what is scheduled. A report was given regarding the new school, as well as the Brown School improvements, and it is anticipated there will be updates with the full board November 15. Polson Locker replacement was approved by the Board of Selectmen at their meeting this morning. A bid was received today for the high school stage lighting which Bill McMinn and Blair Richardson of Colliers will review. The Board of Selectmen voted today to create a new Town Facilities Committee which would include a member of the Boards of Finance, Selectmen and Education. It was recommended that the Chair of the Board of Education Facilities Committee, or designee, serve in that role. Status of car charging stations – it is likely one will be placed at Town Campus and one at the Sr. Center.

10.3. Finance Committee

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

Mr. Cawley reported the Finance Committee met on September 20. Stacy Nobitz reported the close of the fiscal year end 2022 will result in approximately \$156K being returned to the town. The committee reviewed a draft of the budget calendar for 2022-23 and discussed the pros and cons of budget guidelines and objectives (and decided to continue using both). Dr. Cooke reported on the status of funding the armed school security specialists in the 2022-23 budget, which is less than the \$156K being returned to the town. Administration is looking into possible grants for funding. Initial plans are to include the funding until 2025.

10.4. Personnel Committee

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

Mrs. Lewis reported the MAESS Union has reached a tentative agreement for the new contract. The Union will hold the ratification vote on October 17, and the new contract will be an action item at the next Board of Education meeting. The nurses within that union have separated and formed a new unit within that union. Those negotiations will be forthcoming.

10.5. Policy Committee

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

Dr. Infantine-Vyce reviewed the policies on tonight's agenda, noting that the School Calendar Policy, #6030, will be removed from the motion for approval and will return to the Policy Committee for further discussion (next meeting October 25). Going forward, the committee would like to waive a second reading of policies proposed for rescission, noting that if any board member(s) would like further review of a one of those policies, it can be returned to committee.

10.6. LEARN Liaison

Mary Ann Connelly

Mr. Klaskin reported in Mrs. Connelly's absence – LEARN will meet this Thursday.

10.7. Town American Rescue Plan Funding Committee

Emily Rosenthal

Mrs. Rosenthal reported the committee is meeting Thursday.

10.8. Town Marijuana Advisory Committee

Mary Ann Connelly

Mr. Klaskin reported in Mrs. Connelly's absence –the committee has not met.

Action Item: Motion to remove Policy #6030, School Calendar and return it to the Policy Committee for further discussion and potential revision.

MOTION: by Infantine-Vyce, seconded by Cawley to remove Policy #6030, School Calendar and return it to the

Policy Committee for further discussion and potential revision.

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

NAYS: None

ABSTAIN: None

MOTION CARRIED: 8-0

11. Action Item: Motion to approve Policies #1150, Prohibition Against Smoking, Possession & Use of Tobacco, Cannabis & Alcohol; #5120.3.3, Administration of Student Medications in the Schools and #9460, Advisory Committees.

MOTION: by Miller, seconded by Infantine-Vyce to approve the following policies:

- #1150, Prohibition Against Smoking, Possession & Use of Tobacco, Cannabis & Alcohol
- #5120.3.3, Administration of Student Medications in the Schools
- #9460, Advisory Committees

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

NAYS: None

ABSTAIN: None

MOTION CARRIED: 8-0

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

MOTION: by Miller, seconded by Infantine-Vyce to approve Grades 4, 5 and 7 ELA Curriculum Units.

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

NAYS: None

ABSTAIN: None

MOTION CARRIED: 8-0

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

MOTION: by Miller, seconded by Infantine-Vyce to approve minutes of the September 6, 2022 Board of Education Meeting.

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

NAYS: None

ABSTAIN: None

MOTION CARRIED: 8-0

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

MOTION: by Infantine-Vyce, seconded by Rosenthal to approve minutes of the September 20, 2022 Board of Education Meeting.

AYES: Cawley, Gordon, Infantine-Vyce, Klaskin,
Lewis, Miller, Pynn, Rosenthal
NAYS: None
ABSTAIN: None
MOTION CARRIED: 8-0

15. Action Item: Motion to approve minutes of the September 27, 2022 Board of Education Retreat (Ref. Bylaw #9540.9) and renumber the remaining agenda items accordingly.

MOTION: by Infantine-Vyce, seconded by Rosenthal to approve minutes of the September 20, 2022 Board of Education Meeting.

AYES: Cawley, Gordon, Infantine-Vyce, Klaskin,
Lewis, Miller, Pynn, Rosenthal
NAYS: None
ABSTAIN: None
MOTION CARRIED: 8-0

16. Old Business

17. Future Agenda Items

18. Meetings / Dates of Importance (see attached)

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

MOTION: by Infantine-Vyce, seconded by Miller to enter into Executive Session - Discussion Concerning Administrative Assignments.

AYES: Cawley, Connelly, Gordon, Infantine-Vyce,
Klaskin, Lewis, Miller, Pynn, Rosenthal
NAYS: None
ABSTAIN: None
MOTION CARRIED: 8-0

20. Action Item: Motion to conclude Executive Session

MOTION: by Infantine-Vyce, seconded by Miller to conclude Executive Session at 10:03 p.m.

AYES: Cawley, Gordon, Infantine-Vyce, Klaskin,
Lewis, Miller, Pynn, Rosenthal
NAYS: None
ABSTAIN: None
MOTION CARRIED: 8-0

20. Adjournment

MOTION: by Infantine-Vyce, seconded by Rosenthal to adjourn the meeting at 10:03 p.m.

AYES: Cawley, Gordon, Infantine-Vyce, Klaskin,
Lewis, Miller, Pynn, Rosenthal
NAYS: None
ABSTAIN: None
MOTION CARRIED: 8-0

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 at least five (5) business days prior to the meeting.

Madison Public Schools
Board of Education Regular Meeting
Tuesday October 25, 2022 7:30 PM
Town Campus Hammonasset Room/Zoom
10 Campus Drive, Madison, CT 06443

Subject to Approval

Meeting Minutes

1. Call to Order / Attendance

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

Present: Galen Cawley, Mary Ann Connelly, Jen Gordon, Diane Infantine-Vyce, Seth Klaskin, Maureen Lewis (Zoom), Cathy Miller, Steven Pynn (Zoom), Emily Rosenthal.

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

2. Motion to enter into Executive Session for purposes of discussing a union contract matter and inviting Dr. Cooke and Heather Dobson.

MOTION: by Miller, seconded by Gordon to enter into Executive Session for purposes of discussing a union contract matter and inviting Dr. Cooke and Heather Dobson.

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

NAYS: None

ABSTAIN: None

MOTION CARRIED: 9-0

MOTION: by Rosenthal, seconded by Miller, to re-enter Regular Session.

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

NAYS: None

ABSTAIN: None

MOTION CARRIED: 9-0

3. Action Item: Motion to approve the MAESS bargaining agreement effective July 1, 2022 - June 30, 2025

MOTION: by Miller, seconded by Gordon to approve minutes MAESS Bargaining Agreement effective July 1, 2022 – June 30, 2025

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

NAYS: None

ABSTAIN: None

MOTION CARRIED: 9-0

4. Action Item: Motion to approve the Report of the September 27, 2022 Board of Education Retreat

THIS MOTION HAS BEEN TABLED

MOTION: by Gordon, seconded by Connelly to table this motion.

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

NAYS: None

ABSTAIN: None

MOTION CARRIED: 9-0

5. School / Community Session
Lisa Nee
40 Chestnut Hill Road

Ms. Nee addressed the Board regarding the way in which the budget is segregated on the district website, indicating General Education and Special Education.

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

Dr. Cooke and the administrative team gave a presentation on the District & School Development plans, which can be viewed in its entirety on the district website. Additionally, the Finance Committee finalized the 2023-2024 Budget Guidelines and calendar at its meeting earlier in the evening. Approval of these documents will take place at the November Board of Education meeting.

7. Board Members' Comments

Board member comments can be heard in their entirety in the recording posted on the district website.

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

9. Future Agenda Items

10. Meetings / Dates of Importance (see attached)

11. Adjournment

MOTION: by Gordon, seconded by Miller to adjourn the meeting at 9:58 p.m.

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

NAYS: None

ABSTAIN: None

MOTION CARRIED: 9-0

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 at least five (5) business days prior to the meeting.

Kindergarten Math Curriculum Overview

2022-2023

<p><u>Unit A</u> <i>Working Through Five</i></p>	<p>In Unit A, teachers establish a math workshop environment for the year. Routines center around structuring small groups and utilizing work places. Throughout the unit, students learn the structure of our number system with emphasis on the following skills:</p> <ul style="list-style-type: none">• understanding the number word sequence and answering "How many?"• one-to-one correspondence• cardinality• recognize the quantity without counting (subitizing) <p>The five-frame, ten-frame, and finger patterns are key models featured in this unit to help students subitize quantities from 0 to 10.</p> <p>Profile of a Graduate Capacities: Analyzing</p>
<p><u>Unit B</u> <i>Five and Ten, Do It Again!</i></p>	<p>In this unit, the question of "how many" begins to shift to "which is more and which is less". Student activities should focus on promoting flexible ways of interpreting or representing and recognizing quantities, not memorizing combinations. Students visually represent numbers by using five frames, ten frames, number racks, finger patterns and tallies to:</p> <ul style="list-style-type: none">• find and recognize combinations of numbers that make 5• recognize and compare quantities within 10• compose and decompose numbers less than 5• compare numbers <p>Profile of a Graduate Capacities: Analyzing</p>
<p><u>Unit C</u> <i>How Much? How Many?</i></p>	<p>This unit introduces interval counting through the use of the number line and length measurement. Students are introduced to the number line model through hands-on activities that help them interpret the structure of the number line and the difference between discrete and interval counting. Students investigate the number line model in order to:</p> <ul style="list-style-type: none">• order and compare numbers less than 20• solve addition and subtraction problems within 10• count on from a given number• compare objects to see which is longer, shorter or the same length• add with pennies and nickels <p>As students enter first grade, interval counting becomes crucial as the number line becomes the primary model for solving addition and subtraction problems.</p> <p>Profile of a Graduate Capacities: Analyzing</p>

Kindergarten Math Curriculum Overview

2022-2023

<p><u>Unit D</u> <i>Shaping Up</i></p>	<p>Students begin to examine, identify, compare, and sort two-dimensional and three-dimensional shapes. They explore largely through play, how to describe the world around them using geometry terms. Attributes are realized through careful analysis as students notice how some are helpful in defining the geometry of a shape, while others are not. They will construct and deconstruct a variety of shapes in order to build both realistic and imagined objects.</p> <p>Profile of a Graduate Capacities: Analyzing, Product Creation</p>
<p><u>Unit E</u> <i>Ten and Then Some</i></p>	<p>In this unit, students will use a variety of materials to represent mathematical situations. Students will read, write, and compare numerals with one-to-one correspondence and cardinality. They will also relate comparing numbers to comparing the weight of two objects.</p> <p>Students will decompose or break numbers into their component parts based on place value in order to:</p> <ul style="list-style-type: none">• recognize numbers 11-20 as "ten and some more"• compare numbers to 20 using greater than and less than <p>Profile of a Graduate Capacities: Analyzing, Product Creation</p>
<p><u>Unit F</u> <i>Problems All Around Us</i></p>	<p>Throughout the next 3-4 weeks, students strengthen their understanding of the connections between quantity, number related combinations, and written notation to 20. They spend more time developing fluency with addition and subtraction to 5 and continue to develop strategies for adding and subtracting to 10. A deeper understanding of subtraction is developed seeing subtraction as both taking away and comparing. Students learn to identify and solve problems by applying known facts or using materials to model and then solve problems.</p> <p>Profile of a Graduate Capacities: Analyzing</p>

<p><u>Unit A</u> <i>Numbers All Around Us</i></p>	<p>To begin the year, students will establish their rights and responsibilities within the math workshop and Number Corner environment. Students use Work Places as regular opportunities to socially engage in mathematical learning while sharing strategies with fellow students. Small guided math groups are facilitated during this time to help students consolidate or extend their learning.</p> <p>Unit A is designed to help students develop a sense of numbers and their relationships to one another through looking at several key counting and number concepts.</p> <ul style="list-style-type: none"> • Organizing and counting objects moving to counting forward and backward • Grouping and counting in 2s, 5s, and 10s • Subitizing is developed through the use of models such as number racks, ten frames, tally marks, graphs, and number lines <p>Subitizing is a key step in developing strategies to add and subtract. Students will begin to develop part-part- whole reasoning which is useful in problem contexts involving combining and separating numbers. Throughout the unit, students analyze mathematical problems and situations by deconstructing questions or problems to identify relevant information and appropriate strategies for solving the problem. By the end of the unit, students understand how to use, visualize and create models such as number racks and ten frames to solve a novel problem that they have analyzed in order to find a solution pathway.</p> <p>Profile of a Graduate Capacities: Analyzing</p>
<p><u>Unit B</u> <i>Equal: To Be or Not to Be?</i></p>	<p>In this unit students will continue modeling with mathematical tools to build confidence using efficient and effective strategies to add and subtract single-digit numbers. While students have been using the equals sign before, this is the first time they learn that two expressions are of equal value (rather than just the symbol that means "the answer"). Students identify, select, and implement efficient strategies when problem solving in order to:</p> <ul style="list-style-type: none"> • develop their part-part-whole reasoning in order to see the part as distinct from the whole • subitize within combinations of 5 and 10 • justify the most applicable and/or efficient tool/strategy for solving a given problem • find missing addends and subtrahends (the number being subtracted) • develop mastery with number facts up to 10 and use of strategies to model number families to 20 <p>Profile of a Graduate Capacities: Analyzing</p>

Grade 1 Math Curriculum Overview

2022-2023

<p>Unit C <i>Leap Frogging</i></p>	<p>This unit begins with a place value introduction using estimation jars and counting collections. Students develop an understanding of our number system and build two-digit numbers. Students learn:</p> <ul style="list-style-type: none">• that ten ones makes one ten• there are ten digits in our number system that make up all numbers• to identify the number of tens and ones in a number <p>Then the unit shifts into placing two-digit numbers on the number line, helping students visualize number relationships in order to count and calculate.</p> <ul style="list-style-type: none">• Closed and open number lines are used both as models of our number system, as well as models for beginning operations with addition and subtraction.• Numbers lines with both large scales (skip-count by 10s or 50s) and small scales (skip count by 1s or 5s) ranging to 120 are introduced.• Students learn that addition and subtraction problems can be solved in different ways. <p>Profile of a Graduate Capacities: Analyzing, Product Creation</p>
<p>Unit D <i>One of These Shapes Is Not Like the Others</i></p>	<p>Students build upon their kindergarten understanding to examine, identify, compare, and sort two-dimensional and three-dimensional shapes. They explore largely through play, how to describe the world around them using geometry terms. Attributes are realized through careful analysis as students notice how some are helpful in defining the geometry of a shape, while others are not. They will construct and deconstruct a variety of shapes in order to build both realistic and imagined objects. They will also develop a basic understanding of fractions as they learn that shapes can be divided into equal parts.</p> <p>Profile of a Graduate Capacities: Collective Intelligence, Product Creation</p>
<p>Unit E <i>Reviewing Strategies & Word Problems</i></p>	<p>In this unit, first graders will continue to:</p> <ul style="list-style-type: none">• develop fluency with addition and subtraction within 10• develop strategies to solve addition facts to 20• use tools to model, solve, and create story problems of all types (start unknown, change unknown and result unknown) <p>Through careful analysis, students will begin to recognize patterns within problem types and become skilled at solving and writing story problems.</p> <p>Profile of a Graduate Capacities: Analyzing, Product Creation</p>
<p>Unit F <i>To 100 and Beyond</i></p>	<p>The focus of this unit is on place value, deepening understanding of numbers to 120. Students will estimate, count, compare, add, and subtract two-digit numbers using models including the number line and sticks & bundles. Computation strategies, such as making "jumps" of 2s, 5s, and 10s on pathways develops students' problem solving ability. The use of coins is incorporated to further explore place value at the end of the unit.</p> <p>Profile of a Graduate Capacities: Analyzing</p>

<p><u>Unit A</u> <i>Figure the Facts</i></p>	<p>To begin the year, students will establish their rights and responsibilities within the math workshop and Number Corner environment. Students use Work Places as regular opportunities to socially engage in mathematical learning while sharing strategies with fellow students. Small guided math groups are facilitated during this time to help students consolidate or extend their learning.</p> <p>In this first unit, students develop confidence and fluency with number relationships, operations, and facts in the range of 0 to 20. This operational sense depends heavily on a solid number foundation developed in earlier grades. The goal of this unit is to help students develop solid understandings of addition and subtraction and some of the ways in which these two operations complement each other, which will lead to the development of confidence and fluency with the number facts as they appear in real-world contexts. Fact retrieval is based on models, the use of strategies, and intuition, as opposed to rote memorization and recall. They can create a variety of combinations of 20 and justify their solutions using models, pictures and words.</p> <p>Profile of a Graduate Capacities: Analyzing, Product Creation</p>
<p><u>Unit B</u> <i>Place Value and Adding/Subtracting within 100</i></p>	<p>Throughout Unit B, students build upon their operational sense with number relationships to 20 developed in Unit A as they explore base ten concepts and models within 1,000. Students focus on the first three place value units: ones, tens, and hundreds.</p> <p>Students will decompose or break numbers into their component parts based on place value in order to:</p> <ul style="list-style-type: none"> • use models for grouping including tallying with bundled objects, discrete counters, base ten area pieces, and the number line (open and close) • employ splitting strategies • solve word problems involving addition and subtraction within 100 with unknowns in all positions • recognize subtraction as finding the difference between 2 points on a number line. <p>Profile of a Graduate Capacities: Analyzing, Product Creation</p>
<p><u>Unit C</u> <i>Sizing It Up</i></p>	<p>The focus of this unit shifts from earlier work with addition, subtraction and place value concepts to those concerning measurement. Students will discover the need for a standard unit of measurement as their attempts to measure without one become widely varied and confusing. Students learn to measure inches, feet, yards, centimeters and meters and recognize connections and relationships between units of measure. The effect the size of the unit has on the corresponding measurement is recognized. This understanding lends itself to informal pictorial experience with ratios and proportional reasoning, laying groundwork for the multiplicative thinking required in third grade. With this understanding comes greater ability to justify a most appropriate tool and/or unit to use when measuring objects of various sizes. Because of this, students will also become more adept at making unit conversions.</p> <p>Profile of a Graduate Capacities: Analyzing</p>

Grade 2 Math Curriculum Overview

2022-2023

<p><u>Unit D</u> <i>How ... is 1000?</i></p>	<p>Throughout the course of the next 4-5 weeks, students develop a deeper understanding of place value of numbers to 1,000. This will build upon concepts and models students refined for adding and subtracting within 100 as was introduced in Unit B. Students will compose and decompose numbers based on place value using multiple models and representations including sticks, cubes, paper clips and coins in order to understand:</p> <ul style="list-style-type: none">• sets of 10 and 100 as single entities (unitizing);• the position of any individual digit determines the size of the group that digit is counting;• multi-digit numbers are formed by following the same counting pattern present in single digit counting;• any number can be decomposed based on place value groupings in multiple ways. <p>Profile of a Graduate Capacities: Analyzing, Product Creation</p>
<p><u>Unit E</u> <i>Name It, Make It, Shape It, Break It, Build It, Move It and Compare It</i></p>	<p>In this unit students reason with shapes and their attributes. Students will identify, describe, construct, draw, compare, contrast, and sort various types of triangles and quadrilaterals, as well as other shapes. They partition shapes into equal shares. In addition, they relate halves, fourths and skip counting by 5's to tell time and solve problems involving money.</p> <p>Profile of a Graduate Capacities: Analyzing, Product Creation</p>
<p><u>Unit F</u> <i>Adding/Subtracting within 1000</i></p>	<p>This unit incorporates concepts of multi-digit addition and subtraction within story problem contexts. Students will spend time working together to solve and create story problems involving adding and subtracting 3-digit numbers within real-world applications such as a toy store and party planning. Emphasis is placed on student-invented and generated strategies, such as concrete models, drawings, and strategies based on place value through 1,000.</p> <p>Profile of a Graduate Capacities: Analyzing, Collective Intelligence</p>

Grade 3 Math Curriculum Overview

2022-2023

<p><u>Unit 1</u> <i>Addition and Subtraction Patterns within 1,000</i></p>	<p>This unit begins reviewing patterns in addition and subtraction facts to 20, the pattern of adding 10s, and problem solving which were taught in grade 2. The concept of rounding to the nearest ten and/or hundred is introduced which is then used as a strategy to estimate and partition three-digit numbers in order to add and subtract efficiently. Later in the unit, the students apply the addition and subtraction strategies they have learned to add and subtract multi-digit numbers efficiently on the open number line. They practice place value splitting with addition. Students are introduced to adding and subtracting numbers using expanded notation as well as the standard algorithm for each. Students gain experiences and strategies for making sense of problems and communicating effectively about the accuracy and efficiency of various solutions. In this unit, expectations for working cooperatively on learning tasks are established.</p> <p>Profile of a Graduate Capacities: Analyzing</p>
<p><u>Unit 2</u> <i>Introduction to Multiplication & Division Concepts</i></p>	<p>In Unit 2, students begin to develop a conceptual understanding of multiplication and division. Investigations begin with contexts and problems that invite students to multiply and divide and to think about equal groups. Students are introduced to loops and groups, skip counting, repeated addition and then make use of a variety of models for multiplication and division including equal groups, arrays and number lines. They learn the zero, identity and associative properties. They apply what they have learned by solving problems involving all four operations.</p> <p>Profile of a Graduate Capacities: Analyzing</p>
<p><u>Unit 4F</u> <i>Fractions</i></p>	<p>In this unit, students begin by building, comparing, and investigating relationships between unit and common fractions using several models including parts of a whole and number line models. The number line model is further developed to understand fractions greater than a whole and representing whole numbers as fractions, i.e. $3 = 3/1$. Using models, students explore comparing fractions with like denominators or like numerators and begin building an understanding of equivalent fractions. Students then learn how to measure to the nearest $1/2$ and $1/4$ inch on a ruler and create line plots using measurement data.</p> <p>Profile of a Graduate Capacities: Analyzing</p>
<p><u>Unit 4M</u> <i>For Good Measure</i></p>	<p>This unit focuses on measurement concepts and skills. Students tell time to the minute and solve elapsed time problems. Then, the class explores measuring mass/ weight and volume using metric units of measurement. Students estimate, measure, and compare the masses of different objects and work with volume. The unit builds upon the strategies to add and subtract 3-digit numbers that were introduced in Unit 3 as students solve measurement-related story problems. Perimeter problems are also solved while addition strategies are further refined.</p> <p>Profile of a Graduate Capacities: Analyzing</p>

Grade 3 Math Curriculum Overview

2022-2023

<p><u>Unit 5</u> <i>Extending Multiplication & Division Concepts</i></p>	<p>Unit 5 returns to the study of multiplication, especially as it relates to division. Students focus on multiplication strategies and multiplying by multiples of 10. During this unit, students will practice strategies for multiplying single digit numbers by 0 -5 which should be learned "from memory" by the end of grade 3. They will also be introduced to strategies for multiplying by 6 - 9. Story problems play a major role in the unit helping students to connect their everyday experiences with division to more formal mathematical concepts. They will encounter different interpretations of division such as the area model and will have multiple opportunities to build understanding of different models and meanings. The connection between multiplication and division is also drawn through work that revolves around fact families. Toward the end of the unit, area is also introduced.</p> <p>Profile of a Graduate Capacities: Analyzing</p>
<p><u>Unit 6</u> <i>Quadruple the Fun</i></p>	<p>In Unit 6, students analyze polygons in various contexts including in relationship to fractions. They develop increasingly precise ways to describe, classify, and make generalizations about two-dimensional shapes, particularly quadrilaterals. Models such as tangrams, toothpicks, colored tiles, linear units, and geoboards help build an understanding that shared attributes can define a larger category. In addition, quadrilaterals are partitioned into parts with equal areas and the area of each equal part is expressed as a unit fraction of the whole.</p> <p>Profile of a Graduate Capacities: Design</p>

Grade 4 Math Curriculum Overview

2022-2023

<p><u>Unit 1</u> <i>Multiplicative Thinking</i></p>	<p>This unit focuses on developing concepts related to multiplication and division through models (open number line, tile arrays, area model and the ratio table), strategies for multiplication facts and multiplicative comparisons. Students continue to transition from additive to multiplicative thinking, a process begun in third grade, by studying multiplicative comparisons presented in story problems involving both multiplication and division. The first lessons set the tone for the year with community building and introduce expectations for problem strings and math forums. This unit also establishes expectations for working cooperatively on learning tasks.</p> <p>Profile of a Graduate Capacities: Collective Intelligence, Product Creation</p>
<p><u>Unit 2</u> <i>Multiplication, Division and Strategies Oh My!</i></p>	<p>This unit focuses on an applied and visual approach to multi-digit multiplication and early division with remainders. Students deepen their understandings of multiplication and division continuing on the journey to multiplicative reasoning developed in unit 1. They apply number sense to developing useful models such as the ratio table and the array or area model and mental strategies such as doubling and halving for multiplying and dividing with an increasing degree of efficiency. They also continue to develop proficiency with basic multiplication and division facts. As they are solving various problems, students justify their reasoning using clear models and mathematical language as they create products.</p> <p>Profile of a Graduate Capacities: Analyzing</p>
<p><u>Unit 3</u> <i>Full of Wholes</i></p>	<p>In this unit, students use concrete manipulatives and visual models to explore unit fractions, common fractions, mixed numbers, improper fractions, equivalent fractions, and decimals as well as addition and subtraction of fractions. Students begin to understand how two fractions with unlike numerators and unlike denominators can be equal and they develop methods for generating and recognizing equivalent fractions. The connection between unit fractions and common fractions leads toward multiplying fractions by whole numbers. Fraction works extends into decimals by considering the equivalence of tenths and hundredths. Students must understand that comparisons of fractions or decimals are valid only when the two fractions or decimals refer to the same whole.</p> <p>Profile of a Graduate Capacities: Analyzing, Product Creation</p>
<p><u>Unit 4</u> <i>It All Adds Up to This</i></p>	<p>Unit 4 focuses on place value to 1,000,000 and multi-digit addition and subtraction strategies. Students will investigate place value of numbers to a million including rounding numbers to any given place. In this unit, a strand of numeric exploration and investigation that was launched in Grade 1 and developed throughout Grades 2 and 3 comes to a logical conclusion as students are introduced to the standard, or traditional, algorithms for multi-digit addition and subtraction.</p> <p>Profile of a Graduate Capacities: Analyzing</p>

Grade 4 Math Curriculum Overview

2022-2023

<p><u>Unit 5</u> <i>Measurement and Geometry</i></p>	<p>The unit begins developing an understanding of units of measurement for length, capacity and mass in both the customary and metric systems. Students also explore converting units of measurement within the same system primarily using ratio tables. They also solve elapsed time problems and expanded their knowledge of time to the second level. Determining measurements such as perimeter, area, and angle measurement are introduced. After exploring measurement units, students are given opportunities to compare, analyze, classify, and measure polygons and angles. They develop understanding of numerous properties of shapes, including symmetry, congruence, parallel and perpendicular sides. The purpose of this unit is to deepen their thinking from visualization and analysis stages to that of informal deduction, or "if-then" reasoning.</p> <p>Profile of a Graduate Capacities: Analyzing, Product Creation</p>
<p><u>Unit 6</u> <i>Refining Multiplication and Division Strategies</i></p>	<p>The instruction in Unit 6 picks up where Unit 2 left off, further developing the skills and concepts associated with multi-digit multiplication and division. Students discover that the models they have been using and strategies they have developed for multi-digit multiplication work equally well for division. They learn to divide numbers into the thousands by 1-digit divisors, using strategies based on the relationship between multiplication and division, as well as on place value, and the properties of operations.</p> <p>Profile of a Graduate Capacities: Analyzing</p>

Grade 5 Math Curriculum Overview

2022-2023

<p><u>Unit A</u> <i>Expressions, Equations and Volume</i></p>	<p>In this unit, students use the study of volume to review and extend a host of skills and concepts related to multiplication. Students investigate a scenario in which they find different ways to arrange 24 cubes into a rectangular prism. This prompts a deeper look at the associative and commutative properties of multiplication as students use expressions with parentheses to represent different rectangular prisms. Students develop major multi-digit multiplications strategies to solve real world and mathematical problems in elegant and efficient ways. The link between multiplication and division is revisited through the lens of the area model.</p> <p>Profile of a Graduate Capacities: Analyzing</p>
<p><u>Unit B</u> <i>Strategies for Multiplying and Dividing</i></p>	<p>In this unit, students continue their study of multiplication and division strategies. The teacher formally introduces the standard multiplication algorithm after reviewing the area model and partial products. Students investigate a number of strategies that capitalize on their estimation and mental math skills that help them to continue to develop strong number sense. These include strategies that leverage the relationships between multiplication and division such as the fact that 5 is half of 10 and the process of doubling and halving. The connection is made between multiplication and division using the area model and ratio tables to help students develop a degree of comfort with division problems. Students are introduced to the partial quotients strategy for division problems. Throughout the unit, students continue to solve volume problems using their new multiplication and division strategies.</p> <p>Profile of a Graduate Capacities: Analyzing</p>
<p><u>Unit C</u> <i>Adding and Subtracting Fractions</i></p>	<p>In this unit, students add and subtract fractions with unlike denominators, using a variety of strategies to find common denominators. Money, clocks and double number lines serve to help students develop intuitions about finding common denominators in order to compare, add, and subtract fractions. Students are introduced to the use of ratio tables to rewrite fractions with common denominators. They extend these strategies and models to solving a variety of story problems, and make generalizations about finding common denominators. When using the double number line strategy, they multiply fractions by whole numbers in order to find distances on the number line. They create line plots involving fractional lengths and solve problems using the data displayed in the line plots. In addition, students learn to simplify fractions.</p> <p>Profile of a Graduate Capacities: Analyzing</p>
<p><u>Unit D</u> <i>Place Value and Decimals</i></p>	<p>In this unit, students study skills and concepts related to the place value of decimals to the thousandth place, from reading, writing and comparing decimals to rounding and examining the relationship of decimal patterns including multiplying and dividing numbers by 10. Students use their place value understandings of whole numbers and decimals to add and subtract decimals to the hundredths as well as multiply and divide decimals using ratio tables and other models. Place value patterns are used to convert units of measurement in the metric system.</p> <p>Profile of a Graduate Capacities: Analyzing</p>

Grade 5 Math Curriculum Overview

2022-2023

<p><u>Unit E</u> <i>Multiplying and Dividing Fractions</i></p>	<p>In Unit 5, students extend their understandings of multiplication and division to working with fractions. The unit begins with a review and extension of skills and concepts first introduced in Grade 4 to solidify their understandings of whole-number-by-fraction multiplication. Then, students use rectangular arrays to model and solve fraction-by-fraction multiplication problems. Students generalize their understanding of the model to be able to multiply fractions without a model and to consider how the size of the factors when multiplying with fractions impacts the size of the product relative to the factors. Students are also introduced to division of whole numbers by unit fractions, and unit fractions by whole numbers. There is a strong emphasis throughout the unit on sense-making and understanding, as students tackle material that is conceptually challenging.</p> <p>Profile of a Graduate Capacities: Analyzing</p>
<p><u>Unit F</u> <i>Geometry and Coordinate Graphing</i></p>	<p>In this unit, students encounter several new geometric concepts. Coordinate graphing in the first quadrant is formally introduced. Students learn how to identify and plot coordinates using the x- axis and y-axis. They also begin to look at patterns represented by graphing on a coordinate grid. In addition, the use of hierarchies to classify two-dimensional shapes by their properties is presented. Specifically students study triangles and quadrilaterals. When classifying 2-D shapes, students understand that while the properties that belong to a category of two-dimensional figures also belong to all the subcategories, the reverse is not true.</p> <p>Profile of a Graduate Capacities: Analyzing, Product Creation</p>

<p><u>Unit A</u> <i>Area & Surface Area</i></p>	<p>In this unit, students extend their reasoning about area begun in third grade to include shapes that are not composed of rectangles. Through activities designed and sequenced to allow students to make sense of problems and persevere in solving them, students build their knowledge of areas of rectangles to find the areas of polygons by decomposing and rearranging them to make figures whose areas they can determine. They learn strategies for finding areas of parallelograms and triangles, and use regularity in repeated reasoning to develop formulas for these areas, using geometric properties to justify the correctness of these formulas. They use these formulas to solve problems. They understand that any polygon can be decomposed into triangles, and use this knowledge to find areas of polygons. Students find the surface areas of polyhedra with triangular and rectangular surfaces. They study, assemble, and draw nets, a pattern that you can cut and fold to make a model of a solid shape, for polyhedra and use nets to determine surface areas.</p> <p>Profile of a Graduate Capacities: Design</p>
<p><u>Unit B</u> <i>Introducing Ratios, Unit Rate and Percentages</i></p>	<p>In this unit, students learn that a ratio is an association between two quantities, e.g., “1 teaspoon of drink mix to 2 cups of water.” Students analyze contexts that are often expressed in terms of ratios, such as recipes, mixtures of different paint colors, constant speed (an association of time measurements with distance measurements), and uniform pricing (an association of item amounts with prices). Students develop an understanding of ratios, equivalent ratios, and unit rates. Students analyze situations involving both discrete and continuous quantities, and involving ratios of quantities with units that are the same and that are different. They learn all ratios that are equivalent to can be made by multiplying both and by the same non-zero number. Throughout the unit, students are introduced to discrete diagrams, double number line diagrams and ratio tables as tools that can assist in solving ratio problems. After developing an understanding of what a ratio is, students begin exploring “part-part-whole” ratios. They learn how to interpret ratios as rates per 1 or unit rate. Measurement conversions provide other opportunities to use rates. Students learn that “percent” means “per 100” and indicates a rate. Just as a unit rate can be interpreted in context as a rate per 1, a percentage can be interpreted in the context from which it arose as a rate per 100.</p> <p>Profile of a Graduate Capacities: Analyzing</p>
<p><u>Unit C</u> <i>Computing with Fractions and Decimals</i></p>	<p>The unit begins with students considering division situations. They consider how the relative sizes of numerator and denominator affect the size of their quotient which is very important as they begin to solve problems dividing fractions. Equal groups and comparison situations are represented by tape diagrams and equations. Students learn to interpret, represent, and describe these situations, using terminology such as “What fraction of 6 is 2?”, “How many 3s are in 12?”, “How many fourths are in 3?”, “is one-third as long as,” “is two-thirds as much as,” and “is one-and-one-half times the size of.” After working with diagrams to represent division with fraction situations, students build on their work from the previous section by considering quotients related to products of numbers and unit fractions, to establish that dividing by a fraction is the same as multiplying by its reciprocal. Students then use their learning of the algorithm for dividing fractions to solve volume measurement problems. This builds upon</p>

	<p>work begun in Unit A.</p> <p>The unit then moves to calculating and solving problems with decimals. The algorithms for addition, subtraction, and multiplication, which students used with whole numbers in earlier grades, are extended to decimals of arbitrary length. Students review strategies learned in earlier grades for adding and subtracting and discuss efficient algorithms and their advantages. Multiplication of decimals, begins by asking students to estimate products of a whole number and a decimal, allowing students to be reminded of appropriate magnitudes for results of calculations with decimals. In this section, students extend their use of efficient algorithms for multiplication from whole numbers to decimals. They begin by writing products of decimals as products of fractions, calculating the product of the fractions, then writing the product as a decimal. They discuss the effect of multiplying by powers of 0.1, noting that multiplying by 0.1 has the same effect as dividing by 10. The multiplication algorithms are introduced and students use them, initially supported by area diagrams. Students are formally introduced to the algorithm for long division. They begin with quotients of whole numbers, first representing these quotients with base-ten diagrams, then proceeding to efficient algorithms, initially supporting their use with base-ten diagrams. Students then tackle quotients of whole numbers that result in decimals, quotients of decimals and whole numbers, and finally quotients of decimals.</p> <p>Profile of a Graduate Capacities: Analyzing</p>
<p>Unit D <i>Expressions, Equations & Rational Numbers</i></p>	<p>Students begin the unit by working with linear equations that have single occurrences of one variable. They represent relationships with tape diagrams and with linear equations, explaining correspondences between these representations. They examine values that make a given linear equation true or false, and what it means for a number to be a solution to an equation. Balanced and unbalanced “hanger diagrams” are introduced as a way to reason about solving the linear equations of the first section. Students then write expressions with whole-number exponents and whole-number, fraction, or variable bases. They evaluate such expressions, using properties of exponents strategically. They understand that a solution to an equation in one variable is a number that makes the equation true when the number is substituted for all instances of the variable. They represent algebraic expressions and equations in order to solve problems.</p> <p>In the second part of the unit, signed numbers are introduced. Students begin by considering examples of positive and negative temperatures, plotting each temperature on a vertical number line on which 0 is the only label. Next, they consider examples of positive and negative numbers used to denote height relative to sea level. In the second lesson, they plot positive and negative numbers on horizontal number lines, including “opposites”—pairs of numbers that are the same distance from zero. They use “less than,” “greater than,” and the corresponding symbols to describe the relationship of two signed numbers. They learn that the absolute value of a number is its distance from zero, how to use absolute value notation, and that opposites have the same absolute value because they have the same distance from zero. In comparing two signed numbers, students distinguish between magnitude (the absolute value of a number) and order (relative position on the number line), distinguishing between “greater</p>

	<p>than” and “greater absolute value,” and “less than” and “smaller absolute value.” Students examine opposites of numbers, noticing that the opposite of a negative number is positive.</p> <p>Students graph simple inequalities in one variable on the number line, using a circle or disk to indicate when a given point is, respectively, excluded or included. Students represent situations that involve inequalities, symbolically and with the number line, understanding that there may be infinitely many solutions for an inequality. They interpret and graph solutions in contexts (MP2), understanding that some results do not make sense in some contexts, and thus the graph of a solution might be different from the graph of the related symbolic inequality.</p> <p>In this unit, students work in all four quadrants of the coordinate plane, plotting pairs of signed number coordinates in the plane. They understand that for a given data set, there are more and less strategic choices for the scale and extent of a set of axes. They understand the correspondence between the signs of a pair of coordinates and the quadrant of the corresponding point. They interpret the meanings of plotted points in given contexts and use coordinates to calculate horizontal and vertical distances between two points.</p> <p>Profile of a Graduate Capacities: Analyzing</p>
<p><u>Unit E</u> <i>Data Sets and Distributions</i></p>	<p>Building on, and reinforcing their understanding of number, students begin to develop their ability to think statistically. First, they learn what makes a good statistical question. Students recognize that different ways to measure center yield different values. Students recognize that a measure of variability can also be useful for summarizing data because two very different sets of data can have the same mean and median yet be distinguished by their variability. Students learn to describe and summarize numerical data sets, identifying clusters, peaks, gaps, and symmetry, considering the context in which the data were collected. They work with measures of variability—understanding and using the terms “range”, “mean absolute deviation” or MAD, “quartile,” and “interquartile range” or IQR. Students will use data on dot plots, bar graphs, histograms and box plots. Although the students will be creating data displays, throughout the unit, the emphasis should be on the student reading, understanding and critically reflecting on displayed data.</p> <p>Profile of a Graduate Capacities: Product Creation</p>

Grade 11 World Literature Curriculum Overview

2022-2023

<p><u>Unit 1</u> <i>Humans and Their Stories</i></p>	<p>Junior year the focus on analysis continues with literature from around the world. When analyzing literature from other cultures, students will use research and reading strategies to understand ancient texts and their importance in creating foundations for the literature that came afterwards. Students will read, comprehend, and analyze stories from various countries and cultures. These texts might include any of the following titles in the list provided, with a preference to <i>The Odyssey</i> or <i>The Epic of Gilgamesh</i>.</p> <p>While reading the ancient stories from other cultures, students will also complete short journal entries about connections to their own lives that will be used later in the course during the personal essay writing assignment (college essay).</p> <p>Profile of a Graduate Capacities: Analyzing, Alternate Perspective</p>
<p><u>Unit 2</u> <i>Cultures, Characters, and Motivation</i></p>	<p>This unit will dive into <i>Shakespeare's Macbeth</i>. This unit can show the beginning of change in cultures, including but not limited to: new people in a culture, new ideas, challenging older ideas, etc. Doing so prepares students for the second thematic part of this course. Students enrolled in Courage, Hope, and Adversity will be better prepared for the clash of cultures in the trimester two whole-class novel, <i>The Purple Hibiscus</i>. Students enrolled in Reality and Unreality will get a taste for the hidden messages found in literature through magical realism, fantasy, and science fiction, including titles like <i>Metamorphosis</i> and <i>Frankenstein</i>. Students will think deeply about the characters and their motivations in order to write persuasively using rhetorical devices.</p> <p>Profile of a Graduate Capacities: Alternate Perspective</p>
<p><u>Unit 3</u> <i>Courage, Hope, Adversity: Purple Hibiscus</i></p>	<p>Students have experienced many ancient works of literature at this point in the course, and have experienced the human condition through the ages. This is a perfect time to reflect on who they are through the writing of a college essay /personal narrative. Students will look back on the journal writings they did in Trimester 1 and focus on audience, purpose, and message as they figure out what aspects of themselves to share with the world. The writing of a first draft happens in this unit, while the revisions occur in the next unit after students have had some time away from their writing pieces.</p> <p>As students are working on their personal narratives, they will also move to more contemporary literary works. This shift mirrors that of many cultures, at times experiencing very rapid changes, causing cultural and generational shifts. Students will look for the cultural values they noted in earlier texts and analyze the way literature supports continuity and changes to those values. Students will conduct research more independently, creating their own research questions and noting important need-to-know topics for both a class text and an independent or small group text. Student responsibility for learning will increase in this trimester as students will be expected to continue to build up their analysis tools, and apply their prior learning to new situations.</p> <p>PLEASE NOTE: This is the first unit in the thematic course offering Courage, Hope, and Adversity. Students will continue to work on skills, strategies, and concepts from the first trimester version of World Literature, but will not focus on thematic representations of human courage, the importance of hope, and overcoming adversity.</p> <p>Profile of a Graduate Capacities: Inquiry, Analyzing, Design</p>

Grade 11 World Literature Curriculum Overview

2022-2023

<p><u>Unit 4</u> <i>Courage, Hope, Adversity</i></p>	<p>At this point in the course, students are ready to be more independent in applying the skills they have learned and will branch off into book clubs to create a “practice” project that will prepare them further for the final exam. This culminating unit serves as an opportunity for students to transfer the skills and strategies from previous units in this course into their own independent book clubs. Students have experienced a variety of ways to make their thinking visible this year through posters, poetry, presentations, and writing. The "practice" project is an opportunity for students to show all of the different ways by creating a display of their learning. The reading for this unit is varied and encompasses many different cultures and issues.</p> <p>While students are in book clubs and/or reading independently, they are also conferring about the personal narratives written in the last unit. Putting away our writing for a while can help us notice what we need to do to make it better.</p> <p>PLEASE NOTE: This is the last unit in the second half of World Literature. It is the final unit of the thematic course, Courage, Hope, and Adversity.</p> <p>Profile of a Graduate Capacities: Inquiry, Design, Collective Intelligence</p>
<p><u>Real & Unreal</u> <u>Unit 1</u> <i>Real-Life Magic</i></p>	<p>Students have experienced many ancient works of literature at this point in the course, and have experienced the human condition through the ages. This is a perfect time to reflect on who they are through the writing of a college essay /personal narrative. Students will look back on the journal writings they did in Trimester 1 and focus on audience, purpose, and message as they figure out what aspects of themselves to share with the world. The writing of a first draft happens in this unit, while the revisions occur in the next unit after students have had some time away from their writing pieces.</p> <p>Students who found new appreciation for the fantastical throughout the ancient texts like <i>The Odyssey</i> and <i>The Epic of Gilgamesh</i> will now move forward in time to modern versions of the fantastical. While we will no longer discuss the gods and mythology, we will dive deep into a world like our own with elements beyond our comprehension. Students will consider a text for its superficial meaning, as well as its subversive commentary on the author's society. With the fantasy genre, students will encounter fictionalized stories that act as criticisms on society as a whole. This requires research and background knowledge, which will act as an integral part of their analysis and understanding.</p> <p>PLEASE NOTE: This is the first unit in the thematic course offering Real and Unreal. Students will continue to work on skills, strategies, and concepts from the first trimester version of World Literature, but will not focus on thematic representations of human courage, the importance of hope, and overcoming adversity.</p> <p>Profile of a Graduate Capacities: Inquiry, Analyzing</p>

Grade 11 World Literature Curriculum Overview

2022-2023

<p><u>Real & Unreal</u> <u>Unit 2</u> <i>Intro to Sci-Fi + Book Clubs</i></p>	<p>Students will continue to navigate challenging and dense texts that depict a variety of human experiences unlike their own. In the previous unit, students studied the craft of magical realism, as well as the surrealist text <i>The Metamorphosis</i>, to understand how authors use fantastical situations to subversively critique human nature, society, or political events. As students move to their next genre study, they will be analyzing the purpose of science fiction as a genre (hint: these types of authors act similarly to authors of magical realism and surrealism). Once students are introduced to various elements of science fiction, they will engage with a self-selected text in book clubs. Throughout their book club study, they will analyze the various elements of sci-fi, surrealism, and magical realism. As they read and comprehend, they will research the element of society their author is critiquing. Ultimately, students will use their research to show how they've critically analyzed the text and its overall message.</p> <p>Profile of a Graduate Capacities: Inquiry, Analyzing, Product Creation</p>
<p><u>Real & Unreal</u> <u>Unit 3</u> <i>Sci-fi: A Critical Look at Our Future</i></p>	<p>In this unit, students will continue the process of blending fiction and nonfiction to better support their understanding of world literature. Here, students will encounter Romanticism in the form of <i>Frankenstein</i>. Not only will students study the literary value of the text, but they will also be tasked with making connections to Shelley's world to determine her ultimate purpose in writing the masterpiece.</p> <p>Profile of a Graduate Capacities: Analyzing, Citizenship</p>

Grade 12 Humanities Curriculum Overview

2022-2023

<p><u>Unit 1</u> <i>Real Versus Ideal</i></p>	<p>In this launch unit, students practice aesthetic and efferent reading while familiarizing themselves with the interconnected nature of Humanities. By examining primary and secondary sources from philosophers, artists, historians, and writers, the natural tendency of humans to attain the ideal begins to emerge.</p> <p>Beginning with ancient cultures, students will investigate the effect of this basic human quest throughout time and across cultures. Students will begin by examining the ideal and real as presented by philosophers of the ancient and Enlightenment eras using close reading techniques which results in insight into modern problems using these philosophies. Students will then seek connections between artworks and philosophy, developing their synthesis skills. As students gain a firm grasp on humans' search for the ideal, they take a close look at the way different societies come to idealize thinking vs. production. The unit culminates in an analyze the DHHS Program of Studies, commenting to the Board of Education about the ideal graduate desired by Madison, and the reality of that expectation in 21st century American Society.</p> <p>Profile of a Graduate Capacities: Analyzing, Product Creation</p>
<p><u>Unit 2</u> <i>Religions</i></p>	<p>Throughout this unit, students will learn about the core tenets of various religions to evaluate the common ground many religions share. Students will first encounter Christianity and Islam, where they will understand the basis of these religions before moving on to their analysis of paired literary texts. Additionally, students will evaluate religious artworks and music to support their understanding of the main tenets of the religion. Next, students will begin to explore Buddhism and Hinduism in the same light. Finally, students will consider the similarities across these religions.</p> <p>Profile of a Graduate Capacities: Product Creation, Alternate Perspectives</p>
<p><u>Unit 3</u> <i>Power to the People/ Individual and Collective</i></p>	<p>The final unit of our Humanities course focuses on power dynamics throughout history. As the unit progresses, students will continue to perform close reads of both primary and secondary sources, as well as various elements of literature. Students have been using a variety of texts (informational and fictional, art, music, literature, essays, and so on) to understand how fiction and reality intersect. In this unit, students will encounter various forms of power structures and will watch as the idea of the collective develops over time.</p> <p>Profile of a Graduate Capacities: Analyzing, Citizenship</p>



Office of the Superintendent
Madison Public Schools
Madison, CT 06443

School Trip Proposal / Request Form Student International Travel

School: Daniel Hand High School Principal: Mr. Anthony Salutari

Date(s) of Trip: April 4th - April 13th, 2024 Trip Organizer(s): Mary Merkle & Davey Brine

Destination of Trip: Rome, Italy & Paris, France

Grade level of student participants: 10-12 No. of Students: 20-24

Educational Objectives including related classroom activities prior to / following the trip:

- opportunity to use French language in context; to experience and to tour some of Paris' most important sites & neighborhoods; chance to feast on French & Italian cuisine.

- opportunity to learn the history and culture of the Roman sites, understand the role of the Vatican and its place in history and in contemporary Italian culture; chance to visit Pompeii and understand its role & importance in history

Funding Source(s): students & their families

Complete if students are paying for all or part of the trip.

Total fees required from each student: Tour Fee = \$4,690

Transportation Fee = included in tour fee

Name of Tour Company: Prométour

Name of transportation service vendor: Durham Bus Service to/from airport to keep costs down

No. of buses required: 1 Cost per bus: \$35-50 pp for RT airport transportation w/Durham Bus Services

Date / Time of trip: Departing Madison: 2:00P, April 4th Returning to Madison: 10:00P, April 13th

Number of chaperones on trip: 3

CHAPERONES:

Mary Merkle - 203.980.8175
Davey Brine - 860.608.0315
Sasha Gauley - 860.301.2112

Include the information below when submitting this approval form. (Place a check mark by each item indicating its inclusion in the approval packet.)

- Information outlining parental financial responsibility should there be an emergency cancellation
- Parent / Guardian letter explaining the trip and travel itinerary
- Parent / Guardian Permission and Acknowledgment of Risk for Student International Travel Form
- Emergency Plan (Includes arrangements for medical needs, parent / guardian contact information, access to communication devices, and procedures for general potential emergency situations)
- List of Chaperone Names and Phone Numbers with MPS employees noted
- Telephone Tree in the event of an emergency

Be sure the school administrator has a list of those students participating in the activity and a copy of the emergency contact numbers.



Office of the Superintendent
Madison Public Schools
Madison, CT 06443

School Trip Proposal / Request Form Student International Travel

I / We certify that this trip proposal is in accordance with Madison Public Schools policies #5100.8 and #6100.16.1 and corresponding regulations:

[Signature] [Signature]
Signature, Trip Organizer(s)

Trip approved

[Signature] 10-20-22
Signature, Principal / Assistant Principal Date

[Signature] 10/31/22
Signature, Superintendent or Designee Date

Trip Denied

Reason: _____

Signature, Superintendent or Designee Date

International Travel Checklist

- Obtained approval at least six (6) months prior to the trip.
- Submitted list of participating students to Principal and Health Office at least three (3) months prior to the trip.
- Submitted an updated list of participating students to Principal and Health Office one (1) month prior to trip.
- Submitted flight, hotel, charter bus, and airport information one (1) month prior to trip.
- Arranged appropriate number of chaperones and provided orientation.
- Clearly explained expectations of students
- Received parent permission forms and emergency medical forms

#PROMETOUR

YOUR ITINERARY



USA: 1-800-304-8446 CAN: 1-800-657-7754 INFO@PROMETOUR.COM

ITALY & FRANCE

Rome - Paris

Daniel Hand High School
April 4 - 13, 2024 (tbc)
10 DAYS

Jennifer Page
Tour Consultant
jennifer.page@prometour.com

DAY 1: TRAVEL TO ITALY

Thursday 04-Apr-2024



Board your **flight** from **New York** and begin the journey to Italy

DAY 2: ROME

Friday 05-Apr-2024



Benvenuti In Italia! Meet your **Italian Prometour Tour Director** at the airport in Rome

Transfer by **motor coach** to the **hotel** to drop off your luggage, check-in will be done later

While in Rome, do as the Romans do by **walking and taking public transportation** to get around the city

Have a **guided visit of the Catacombs of St. Callixtus**; among the greatest and most important of Rome, they began in the middle of the **second century** and are part of a **cemeterial complex** where many martyrs, **Christians and 16 popes** are buried

Have lunch on your own

Explore some of **Rome's Piazzas** with your **Tour Director** such as: **Piazza della Rotonda** and the **Pantheon**, the **Fountain of Four Rivers** in **Piazza Navona**, and historic **Piazza del Popolo**

Enjoy dinner in a local restaurant with your group

Make a wish as you toss a coin in the **Trevi Fountain**, legend says it will one day bring you back to Rome

Overnight accommodation in Rome

DAY 3: ROME

Saturday 06-Apr-2024



Enjoy breakfast at the hotel with your group

At the **Gladiator School of Rome**, learn what it takes to be an ancient Roman gladiator with an **interactive workshop** on how to battle with authentic weapons while wearing a traditional gladiator tunic and belt, it's a fun way to learn about the role that this sport played in ancient Rome

Have lunch on your own

Discover the most monumental elements of this majestic city with your **local guide** who will bring the **spirit of Ancient Rome to life**. See the **Colosseum**, where gladiators once battled, the **Roman Imperial Forum**, and walk through the **Roman Forum** ending at the **Palatine Hill**

Enjoy **traditional music during dinner** at **Le Terme del Colosseo** (or similar)

Overnight accommodation in Rome

DAY 4: ROME

Sunday 07-Apr-2024

Herculaneum - Pompeii



Enjoy breakfast at the hotel with your group

Board your **motor coach** and head out for a full-day excursion to **Herculaneum and Pompeii**

Experience the **Virtual Herculaneum Archeological Museum**; with the help of modern technology, it is now possible to **relive the eruption of the Vesuvius in 79 AD**

Have lunch on your own

Meet your **local guide** for a **half-day visit (3-hours)** of the ruins of **Pompeii**; try to imagine what daily life was like as you explore the ruins including the **Forum Baths**, **Villa of the Mysteries**, **House of the Small Fountain** and the **Garden of the Fugitives**

Board your motor coach and return to Rome

Enjoy dinner with your group in a local restaurant close to the hotel

Overnight accommodation in Rome

DAY 5: ROME

Vatican City

Monday 08-Apr-2024



Enjoy breakfast at the hotel with your group

With a local guide, visit **St. Peter's Basilica** and the **Vatican Museum** including the Raphael Rooms, Tapestry Gallery and Sistine Chapel, then have time to discover **St-Peter's Square** at your own pace

Have lunch on your own

Discover the **Trastevere** with your **Tour Director** and its ancient city hidden below the modern street level; see Largo Argentina and the Senate House where Julius Caesar was murdered, then go across Tiber Island to Campo de' Fiori, once the site of executions during the Inquisition and today, one of the Rome's most lively piazzas

With your Prometour Tour Director have a tasty treat of **Italian Gelato**

Enjoy an authentic Italian **pizza** meal with your group and Prometour Tour Director

Overnight accommodation in Rome

DAY 6: ROME - PARIS

Travel By Plane

Tuesday 09-Apr-2024



Enjoy breakfast at the hotel with your group

Transfer by **motor coach** from your hotel to the **airport**

Say a fond *Arrivederci* to your **Italian Prometour Tour Director** and continue on with your trip

Board your **flight from Rome to Paris**

Bienvenue en France! Meet your **French Prometour Tour Director** upon arrival at the airport

Transfer by **motor coach** to the **hotel** to drop off your luggage, check-in will be done later

While in Paris, travel as the locals do by **walking** or taking **public transportation**

Have lunch on your own

Head to **Place du Trocadéro**, it's a must-go-to for all photo seekers, with the **Eiffel Tower** providing the perfect backdrop

Admire the architecture of Paris as you cruise along the River Seine on board a **Bateau Mouche**

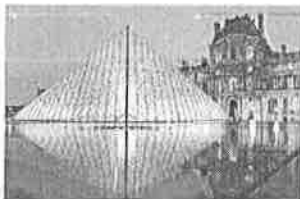
Enjoy dinner with your group in a local restaurant

Admire the view from the **2nd floor of the Eiffel Tower** (*subject to availability, no access to 3rd floor*)

Overnight accommodation in Paris

DAY 7: PARIS

Wednesday 10-Apr-2024



Enjoy breakfast at the hotel with your group

Have a **guided tour** of the **Musée du Louvre**, the world's most-visited museum, a Paris historic landmark, and home to more than 480,000 works of art and antiquities including the **Mona Lisa** and the **Venus de Milo**

Have lunch on your own

Enter **Sainte Chapelle**; a masterpiece of flamboyant Gothic architecture with its unique stained glass windows, rendering the air iridescent with light and colour

With your Prometour Tour Director, discover some of the highlights of the **Quartier Latin** like the **Luxembourg Gardens**, the **Pantheon**, the **Sorbonne University**, the famed **Shakespeare & Co.** bookstore, and the **Petit Prince Store** dedicated to St-Exupéry's masterpiece

Enjoy dinner with your group at a local Flams Restaurant, they are renowned for their "Flammekueches"

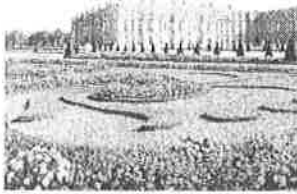
Make a photo stop at Cathédrale Notre-Dame de Paris to see the progress of its restoration from the 2019 fire

Overnight accommodation in Paris

DAY 8: PARIS

Château de Versailles

Thursday 11-Apr-2024



Enjoy breakfast at the hotel with your group

Board a local RER train and travel to Versailles

Discover **Marché de Notre Dame de Versailles** by interacting with the vendors and experiencing daily life as a local

Explore the elegantly landscaped **Gardens of Château de Versailles**

Have lunch on your own

Have a guided visit of **Château de Versailles**, one of the most beautiful achievements of 18th-century French art; some of the rooms open to visit are the Grand Apartments, the Royal Chapel and the Hall of Mirrors

Board a local RER train and return to Paris

Discover **Quartier Montmartre**, "La Butte", it was and still is the source of inspiration to many artists such as Pissarro and Delacroix; stop at **Sacré Coeur Basilica** to admire its mosaic interior, take a selfie at the **Wall of Love**, and spend time in the always lively **Place du Tertre**

Enjoy dinner with your group in a local restaurant

Overnight accommodation in Paris

DAY 9: PARIS

Friday 12-Apr-2024



Enjoy breakfast at the hotel with your group

Discover **Opéra Garnier** at your own pace; it is probably the most famous Opera house in the world, and known to be the inspiration for Leroux's "The Phantom of the Opera" (**non-guided**)

Have time to explore **Quartier Opéra**; walk along rue Rivoli, admire the spectacular ceiling at **Galeries Lafayette**, or shop at the numerous boutiques like *A la Mère de Famille*, Paris' first sweets shop

Have lunch on your own

Stroll along the **Champs-Élysées** where luxury boutiques mix with French brand stores, and is lined with majestic monuments like the **Arc de Triomphe**

Enjoy an authentic **Crêpe** dinner at a local restaurant

Overnight accommodation in Paris

DAY 10: PARIS - RETURN HOME

Saturday 13-Apr-2024



Enjoy breakfast at the hotel with your group

Transfer by motor coach from your hotel to the airport

Say a fond *Au Revoir* to your French Prometour Tour Director

Board your flight from Paris and begin the journey back home

PRICE PER PERSON SHEET

This is a privately operated tour - you will not be combined with another group

40 + participants : (maximum 1 bus)	4 420 USD
35 to 39 participants :	4 470 USD
30 to 34 participants :	4 520 USD
25 to 29 participants :	4 590 USD
20 to 24 participants :	4 690 USD

SUPPLEMENTS

Adult Insurance Premium \$ 15 per day, per person
Adult Activity Supplement \$ 15 per day, per person
Twin Room Supplement \$ 45 per night, per person
Single Room Supplement \$ 90 per night, per person

This trip is quoted as a student tour, prices are subject to increase if number of adults exceeds 30% of group size

PAYMENT SCHEDULE

Based on Dates of Travel

30-Jan-2023 \$ 500 pp
30-Apr-2023 \$ 800 pp
30-Jun-2023 \$ 800 pp
30-Sep-2023 \$ 800 pp
30-Nov-2023 \$ 800 pp
20-Jan-2024 Balance (determined by final group size)

Monthly installments available at time of online registration

Deposit is 100% refundable until the group has been confirmed to travel by your Group Leader

Please check with your credit card company and/or financial institution for any extra applicable fees

PRICE INCLUDES

PROMETOUR PEACE OF MIND PROGRAM

Student Group Insurance Program covering group dates of travel

Coverage Includes:

Trip Cancellation, Interruption and Delay
Cancel for Any Reason up to 75% of prepaid, forfeited, non-refundable payments or deposits
Baggage & Personal Effects; Damage Loss & Delay
Emergency Medical & Dental Expenses
Emergency Evacuation/Repatriation
24 hour Accidental Death & Dismemberment
Travel Assistance & Concierge

Transportation

Round trip airfare: New York / Rome / - Paris / New York
One-way airfare: Rome / Barcelona
Round trip RER train ticket: Paris / Versailles / Paris
Motor coach transfer: Rome airport / hotel x 2
Motor coach transfer: Paris airport / hotel x 2
Full-day motor coach service: Herculaneum & Pompeii
Public transportation tickets in Rome & Paris as required by program

Accommodation

8 nights' accommodation in quality, well located hotels
3 star standard
Students: 3 (& 4) per room, by gender, single beds not guaranteed
Chaperones: 2 per room, by gender, single beds guaranteed

Meals

8 Breakfasts / 8 Dinners
Restaurant meals are group menu with 1 non-alcoholic beverage + vegetarian option

Activities / Sightseeing

All aforementioned visits, activities, tours and admissions

Tour Guides

Service of a bilingual Italian Tour Director while in Italy
Service of a bilingual French Tour Director while in France
Local city / activity guides as indicated in the program

Complimentary Trips

PRICE DOES NOT INCLUDE

Airline baggage charges according to their policies

Motor coach transfer: USA School / Airport / USA School

Meals that are not indicated in the daily program

Service of a hotel night hall monitor

Service of a Prometour Tour Director on the Rome / Paris flight

Tips - these are standard guidelines

Tour Director: € 3 EUR per day, per person
Bus Drivers: € 1 EUR per day, per person

Personal spending money

Costs associated with travel documents, visas, medical testing, vaccinations, or other as required by your destination(s) or home country

Costs associated with changes to itinerary due to unforeseen circumstances including but not limited to: pandemics, epidemics, natural disasters, or other

Any applicable Prometour processing fees (\$35)

1:6 complimentary trip ratio
1:8 complimentary trip ratio - SAVE \$120
Based on full paying participants

Other

Applicable service fees, taxes and FICAV contribution

Notes

*These prices are based on 2022- 2023 seasonal rates. The program will be reviewed in April 2023 and possibly updated to reflect 2024 pricing (maximum 10%).

AIRLINE FUEL SURCHARGE (already included in these prices): Airlines have the legal right to impose fuel surcharges to tickets even after bookings have been made. Departure taxes and airline fuel surcharges at time of this quote = \$645

Prométour reserves the right to alter your itinerary before or during your tour for reasons including but not limited to: severe weather conditions, government restrictions, holidays, special events, or other unforeseen circumstances. When a scheduled activity or tourist site is not possible, we will make every effort to minimize inconvenience by adjusting the itinerary or replacing the item with a similar item of equal standard and value.

Prométour's Green Initiative!

Prométour's target is to be a 100% carbon neutral company. Complimentary CO2 offsetting is now included on all tours including bus or air

EXCHANGE RATE Prométour has quoted this package at an exchange of 1 EUR = 1,10 USD

Useful Information / Documentation

Your Role as a Group Leader

SAFETY PROTOCOL

TERMS & CONDITIONS

PROTECTION PLAN / PEACE OF MIND 2020

These prices are valid until March 2023

Prométour Educational Tours

339 rue Saint-Paul East, Montreal, Quebec, H2Y 1H3, Canada

www.prometour.com

info@prometour.com

USA: 1-800-304-9446 / CAN: 1-800-657-7754



**Madison Public Schools
2023-2024 Budget Calendar
DRAFT**

Date	Scheduled Meeting	Time	Location	Agenda
9/20/2022	Y	5:30 p.m.		Discuss Proposed Budget calendar / Budget Assumptions with Finance Committee
9/21/2022	Y	1:00 p.m.		Preliminary Budget Discussion: Calendar / Budget Guidelines, if applicable, with Admin. Council
9/26/2022	Y	9:00 a.m.		COAT Budget Discussion Calendar / Budget Guidelines, if applicable
10/3/2022	Y	9:00 a.m.		COAT Budget Discussion Calendar / Budget Guidelines, if applicable
10/5/2022	Y	1:00 p.m.		Preliminary Budget Discussion: Calendar / Budget Guidelines, if applicable, with Admin. Council
10/10/2022	Y	9:00 a.m.		COAT Budget Discussion Calendar / Budget Guidelines, if applicable
10/25/2022	Y	5:30 p.m.		Approve Proposed Budget calendar/Budget Guidelines, if applicable, with Finance Committee , if needed
10/25/2022	Y	7:30 p.m.		Approve Budget Calendar/Discuss Budget Guidelines, if applicable, w/ Board of Education
11/18/2022 Deadline		-		Proposed District Budgets entered on Accounting System
11/29/2022	Y	5:30 p.m.		Budget Discussion with Finance Committee
12/5/2022	Y	9:00 a.m.		COAT Discussion of Budget Entered into Accounting System
12/7/2022	Y	1:00 - 3:30 p.m.		Budget retreat - Administrative Council
12/13/2022	Y	6:30 p.m.		Budget discussion with Finance Committee
12/21/2022				Distribution of Proposed Administrations Budget to BOE
1/10/2023	Y	7:30 p.m.		BOE/Administration Budget workshop #1
1/17/2023	Y	6:30 p.m.		BOE/Administration Budget workshop #2, Possible action by BOE on Admin. Recommended Budget
1/24/2023	Y	7:30 p.m.		Action by BOE on Administration Recommended Budget, if necessary
Town Budget 2023-2024 Dates:				
				Board of Education submits budget to Board of Selectmen and Board of Finance
				Board of Education presentation to the Board of Selectmen and Board of Finance
				<u>Public Hearing</u> / Board of Finance, Board of Selectmen and Board of Education Presentation
				Tri-Board Meeting Budget Review
				2nd <u>Public Hearing</u> Review of Town Budget
				Referendum (date must be a Tuesday)

Madison Public Schools
ANNUAL OPERATING BUDGET GUIDELINES



ANNUAL OPERATING BUDGET GUIDELINES	Review line items and reallocate funding, based on expenditure history, to fund priority needs.
	Include known costs, and project anticipated contractual settlements, associated with employee contracts
	Align staffing profiles in accordance with enrollment projections, class size policy, state mandates and programmatic needs.
	Align per pupil core allocation funding levels for students based on projected Pre-K – 12 enrollments.
	Where possible, pre-purchase electricity and diesel fuel, while estimating pricing on natural gas market.
	Realize efficiencies in the following areas <ul style="list-style-type: none"> ○ Energy conservation, ○ Preventative facilities maintenance, ○ Collaborative staffing arrangements with the Town of Madison, ○ Participation in purchasing consortiums
	Prepare for new state guidelines and legislation.
	Support and prepare for district reconfiguration to K-5/PreK-5.
	Continue to provide the funding for special education services which are outlined in students’ individual education plan.
	Include Health Insurance funding projections.

B.O.E. PRIORITIES	Provide students with the opportunity to demonstrate knowledge in testing platforms with test familiarity.
	Create a budget that reflects reasonable expectations with room for supporting priorities.
	Foster a strong culture of students who promote inclusion and respectful discourse. Such school climates would provide an environment for all students to develop a sense of self, with opportunities for active student voice.
	Support approaches that help to mitigate the impact of student anxiety and depression.

2023-2024 ADMINISTRATIVE COUNCIL OPERATING BUDGET OBJECTIVES	<i>Budget Objectives as of This Date: October 24, 2022</i>
	Prepare for end of ESSER funding on June 30, 2024: Effective School Solutions (expansion only) at Polson is anticipated to discontinue for 2023-2024.
	Respond to identified priorities to the curriculum cycle: <ul style="list-style-type: none"> ○ Year Two support for the Wellness Cycle which promotes: <ul style="list-style-type: none"> ▪ Health and Physical Literacy ▪ Awareness of students’ own personal physical and emotional needs ▪ Safety-enhancing choices to build physical, intellectual, social/emotional health and well-being for self and others ○ Plan and start writing process for systemic revision of: <ul style="list-style-type: none"> ▪ World Language ▪ Social Studies and ▪ Attention to State Mandates
	Fund transition plan for Director of Facilities.
	Transition from a Curriculum Lead model to a Curricula Generalist.
	Continuation of Armed Security coverage.
	Technology: <ul style="list-style-type: none"> ○ Support of technology obsolescence replacement plan, which now includes the 1:1 Chromebook and Promethean Board initiatives for K-12
	Continue to respond to planned and cycled maintenance needs, as well as adequately fund repairs and maintenance by increasing annual funding
	Address increased costs of trash and recycling and custodial supplies



Office of the Superintendent
Madison Public Schools
Madison, CT 06443

Donation (Cash / Property) to the Madison Public Schools

Completion of this form is required prior to the district's consideration of a proposed donation to the Madison Public Schools. This form is to be completed in its entirety and submitted to the building principal / assistant principal, Athletic Director, or Superintendent prior to receipt of any donated goods, services, or funds. Donations valued in excess of \$1,000 must be approved by the Board of Education. (Reference Policy #3281)

Date Form Completed: October 12, 2022

Organization / Individual Making Donation: Jeffrey School PTO

Address: 331 Copse Rd Madison CT 06443
(Street) (City, State, Zip)

Daytime Phone # 203 494 6455

Description of Donation / Gift: Cash Approximate Value: \$1500

Explain how this gift will be used? to fund items from school "wish list"

Monetary Gift: Explain how the funds will be used: _____

Recipient(s) of Donation (school, athletics program, etc.): Jeffrey School

Acknowledgments: (optional)

In honor of: _____

In memory of: _____

Acknowledgement Contact: _____

Acknowledgement Address: _____

This request cannot be acted upon before the building Principal / Assistant Principal, Athletic Director, or Superintendent has been consulted concerning this gift. Please provide the name of the person with whom you consulted.

Signature of Person Consulted: Rebecca Frost

Are there conditions of use attached to the gift: Yes No

If yes, please explain conditions: _____

Are there installation costs, site preparation costs, labor costs, or equipment need for installation, etc? No

If yes, who will be responsible for the costs? _____

What is the annual maintenance cost of the donation if any? (be specific) None

Are there additional costs to the school district not indicated above? (be specific) No

[Signature]
(Signature of Donor)

For Central Office Use Only

Accepted by Superintendent: [Signature]
Signature

11/3/22
(Date)

Accepted by Board of Education on: _____
Date



Donation (Cash / Property) to the Madison Public Schools

Completion of this form is required prior to the district's consideration of a proposed donation to the Madison Public Schools. This form is to be completed in its entirety and submitted to the building principal / assistant principal, Athletic Director, or Superintendent prior to receipt of any donated goods, services, or funds. Donations valued in excess of \$1,000 must be approved by the Board of Education. (Reference Policy #3281)

Date Form Completed: October 12, 2022

Organization / Individual Making Donation: Jeffrey School PTO

Address: 331 Copse Rd Madison CT 06443

Daytime Phone # 203 494 6455 (City, State, Zip)

Description of Donation / Gift: To Support School-wide Cultural Events Approximate Value: \$ 6750

Explain how this gift will be used? to pay for performances, programs

Monetary Gift: Explain how the funds will be used: _____

Recipient(s) of Donation (school, athletics program, etc.): Jeffrey School

Acknowledgments: (optional)

In honor of: _____
In memory of: _____
Acknowledgement Contact: _____
Acknowledgement Address: _____

This request cannot be acted upon before the building Principal / Assistant Principal, Athletic Director, or Superintendent has been consulted concerning this gift. Please provide the name of the person with whom you consulted.

Signature of Person Consulted: Rebecca Frost

Are there conditions of use attached to the gift: Yes No

If yes, please explain conditions: _____

Are there installation costs, site preparation costs, labor costs, or equipment need for installation, etc? No

If yes, who will be responsible for the costs? _____

What is the annual maintenance cost of the donation if any? (be specific) None

Are there additional costs to the school district not indicated above? (be specific) No

[Signature]
(Signature of Donor)

Accepted by Superintendent: [Signature]
Signature

11/3/22
Date

Accepted by Board of Education on: _____
Date



DATES OF IMPORTANCE

- 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.
- December 13, 2022 Curriculum & Student Development Cmte. Meeting – 5:30 p.m.
Finance Committee Meeting – 6:30 p.m. (**Facilities Cmte. Meeting originally scheduled on this date**)
Board of Education Meeting – 7:30 p.m.
- December 20, 2022 Policy Committee Meeting – 4:30 p.m. (originally 6:30 p.m.)
Facilities Committee Meeting – 5:30 p.m. (**originally scheduled for December 13**)
No Board Meeting (Board meets only 1X in December)