

Madison Public Schools Policy Committee Meeting

Tuesday, October 25, 2022 6:30 PM

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

I. Policies Proposed for Rescission (one reading)

I.A. #2230 - Workplace Safety Committee

I.B. #2260 - Administrative Responsibility for
Student Placement

I.C. #2400 - Evaluation of Administrative Personnel

I.D. #4112.5 - Drug-Free Schools

II. Policies Proposed for Rescission (two readings)

II.A. #2250 - Crisis Management

II.B. #5070.2 - Assignment of Former Home
Schooled Students to Classes

III. Policies for Review

III.A. #5030 - Assignment of Students to Schools

III.B. #5120.4.2.1. - Suicide Prevention and
Intervention

III.C. #5144 - Physical Restraint and Seclusion
of Students and Use of Exclusionary Time Out

III.D. #6080.23 - Home Schooling

III.E. #6080.26.4 - Enrollment in an Advanced
Course or Program or Challenging Curriculum

III.F. #6130.2.2. - Curricular Exemptions

III.G. Policy #6030 - School Calendar

III.H. Policy #5030.2 - Interdistrict School
Attendance Areas

IV. Public Comment

V. 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.

Policy Notes October 2022

Policies proposed for Rescission:

#2230 – Workplace Safety Committee

Shipman has advised this policy is not required. The Board should review the policy and determine if it is being followed and if it is necessary. The Board may wish to maintain this policy, as it provides guidance for the operation of an important committee.

#2260 – Administrative Responsibility for Student Placement

This policy is not required. Recommend that the Board review the policy to determine if it is being followed and remains necessary. Consider moving policy to Series 5000 as it addresses issues directly relating to students.

#2400 – Evaluation of Administrative Personnel

Shipman has advised this policy is not required. Recommend that the Board consider repealing this policy because the relevant issues are addressed by statute and collective bargaining agreement.

#4112.5 – Drug-Free Schools

Shipman recommends that the Board repeal this policy, in light of policy 4116, Alcohol, Drugs and Tobacco, which satisfies the obligations of the Drug Free Workplace Act and includes many of the same policy provisions.

Policies for Review

#5030 – Assignment of Students to Schools

At Dr. Cooke's request, Shipman reviewed, as we are rescinding other related policies.

#5120.4.1 – Suicide Prevention and Intervention

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

Last month, Policy #2250, Crisis Management, was on the Policy Committee agenda for rescission; however, Shipman suggested review of the policies above (in addition to the district's Safety and Security Plan and Safe School Climate Policy) to determine if this policy is necessary or is duplicative. The policies require updating to be in line with Shipman's.

#6080.23 – Home Schooling

Shipman has reviewed and recommends updating.

#6130.2.2. – Curricular Exemptions

Shipman has reviewed and recommends updating.

#6030 – School Calendar

This policy is returning to the October Policy Committee meeting for further discussion.

#5050.2 – Interdistrict School Attendance Areas

Review of this policy will begin as a result of the potential interdistrict opportunity with ACES in New Haven.

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

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

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

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

**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

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,

- 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.

- 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

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)

51
52 Date of Adoption: May 2, 1995
53 Date of Revision: November 7, 2006
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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

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)]****[Crisis Intervention Team (CIT)]****[Student Assistance Team (SAT)]**
17 staff member. **(Note: The principal may have multiple designees.)**

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

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

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

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

28 1. the seriousness of the situation;

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

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

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

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

41
42 C. The ____ staff member shall document in writing the course of events, including
43 what transpired at the meeting, and the outcome.
44

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

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- G. The ____ 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 ____ 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 ____ 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 ____ staff member shall document in writing the course of events and the outcome.

 - 5. The ____ 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 ____ staff member shall meet with the building principal to develop an immediate plan focused on protection of the student.

 - 2. The ____ 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 ____ 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 ____ staff member shall consult and cooperate with DCF and/or the police as necessary.

135 5. The ____ staff member shall document in writing the course of events
136 and the outcome.

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138 J. When a student assessed to have been "in imminent danger" returns to the school,
139 the ____ staff member or the appropriate school-based team (if such referral has
140 been made) shall coordinate consultation with outside professionals, supportive
141 services in school, and changes in the instructional program, when necessary.

142 Suicide Education/Prevention - Students and Staff

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144 I. As part of the Madison Public Schools' Health Education Curriculum and Developmental
145 Guidance Curriculum, students will be educated regarding suicide risk factors and danger
146 signals, and how they might appropriately respond if confronted with suicidal behavior,
147 verbalizations, or thoughts.

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149 II. Annually, in-service training for school staff will be held in each school building to
150 discuss suicide risk factors, danger signals, and the procedures outlined in these
151 regulations.

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155 Legal Reference:

156 Connecticut General Statutes § 10-221(e)

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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

- 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

#5144

**Physical Restraint and Seclusion of Students
And Use of Exclusionary Time Out
(formerly Restraint & Seclusion)**

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

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

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

28
29 Legal References:

- 30
31 Conn. Gen. Stat. § 10-76b
32 Conn. Gen. Stat. § 10-76d
33 Conn. Gen. Stat. § 10-236b
34 Conn. Gen. Stat. §§ 53a-18 to 53a-22
35 Reg. Conn. State Agencies. §§ 10-76b-5 to 10-76b-11
36

37 Other References:

38

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

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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).

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49 APPROVED:

50 REVISED:

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Regulation #5144
Physical Restraint and Seclusion of Students
And Use of Exclusionary Time Out
(formerly Restraint & Seclusion)

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

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

24
25 Nothing within these regulations shall be construed to interfere with the responsibility of the
26 District to maintain a safe school setting, in accordance with Connecticut General Statutes §
27 10-220.

28
29 I. Definitions:

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

47 restraint involving the minimum contact necessary to safely escort a person from one
48 area to another; (3) medical devices, including, but not limited to, supports prescribed
49 by a health care provider to achieve proper body position or balance; (4) helmets or
50 other protective gear used to protect a person from injuries due to a fall; (5) helmets,
51 mitts and similar devices used to prevent self-injury when the device is (i) part of a
52 documented treatment plan or an Individualized Education
53 Program (“IEP”); or (ii) prescribed or recommended by a medical professional, as
54 defined in section 38a-976 of the Connecticut General Statutes, and is the least
55 restrictive means available to prevent such injury; or (6) an exclusionary time out.

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

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

68
69 G. Student: a child who is

- 70
71 1. enrolled in grades kindergarten to twelve, inclusive, in a public school under the
72 jurisdiction of a local or regional board of education;
- 73
74 2. receiving special education and related services in an institution or facility
75 operating under a contract with a local or regional board of education pursuant to
76 subsection (d) of section 10-76d of the Connecticut General Statutes;
- 77
78 3. enrolled in a program or school administered by a regional education service center
79 established pursuant to section 10-66a of the Connecticut General Statutes; OR
- 80
81 4. receiving special education and related services from an approved private special
82 education program.

83
84 II. Life-Threatening Physical Restraint

85
86 A. No school employee shall under any circumstance use a life-threatening physical
87 restraint on a student.

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89 B. Nothing in this section shall be construed as limiting any defense to criminal
90 prosecution for the use of deadly physical force that may be available under sections
91 53a-18 to 53a-22, inclusive, of the Connecticut General Statutes.

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93 III. Procedures for Physical Restraint and Seclusion of Students

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- A. No school employee shall use physical restraint or seclusion on a student EXCEPT as an emergency intervention to prevent immediate or imminent injury to the student or to others.
- B. Seclusion shall not be used as a planned intervention in a student’s behavioral intervention plan, individualized education program or plan pursuant to Section 504 of the Rehabilitation Act.
- C. No school employee shall use physical restraint or seclusion on a student unless the school employee has received training in accordance with state law and/or the District’s training plans as described in Section XI below, upon implementation thereof.
- D. Physical restraint and seclusion of a student shall never be used as a disciplinary measure or as a convenience.
- E. School employees must explore ALL less restrictive alternatives prior to using physical restraint or seclusion for a student.
- F. School employees must comply with all regulations promulgated by the Connecticut State Department of Education in their use of physical restraint and seclusion with a student.
- G. Monitoring
 - 1. Physical restraint: A school employee must continually monitor any student who is physically restrained. The monitoring must be conducted by either:
 - a. direct observation of the student; or
 - b. observation by way of video monitoring within physical proximity sufficient to provide aid as may be needed.
 - 2. Seclusion: A school employee must frequently monitor any student who is placed in seclusion. The monitoring must be conducted by either:
 - a. direct observation of the student; or
 - b. observation by way of video monitoring within physical proximity sufficient to provide aid as may be needed.
- H. Length
 - 1. Any period of physical restraint or seclusion:

- 140 a. shall be limited to that time necessary to allow the student to compose him or
141 herself and return to the educational environment; and
142
143 b. shall not exceed fifteen (15) minutes, except as provided below.
144
145 2. If any instance of physical restraint or seclusion of a student used as an
146 emergency intervention exceeds fifteen (15) minutes, one of the following
147 individuals, who have received training in the use of physical restraint or
148 seclusion, will determine whether continued physical restraint or seclusion is
149 necessary to prevent immediate or imminent injury to the student or to others:
150
151 a. an administrator, or such administrator’s designee;
152
153 b. a school health or mental health personnel; or
154
155 c. a board certified behavior analyst.
156
157 3. The individual identified under subsection 2 (a-c) shall make a new
158 determination every thirty (30) minutes thereafter regarding whether such
159 physical restraint or seclusion is necessary to prevent immediate or imminent
160 injury to the student or to others.
161
162 I. A school employee must regularly evaluate the student being physically restrained or
163 secluded for signs of physical distress. The school employee must record each
164 evaluation in the educational record of the person being physically restrained or
165 secluded.
166

167 IV. Seclusion Room Requirements
168

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

- 171
172 A. be of a size that is appropriate to the chronological and developmental age, size and
173 behavior of the student;
174
175 B. have a ceiling height that is comparable to the ceiling height of the other rooms in
176 the building in which the seclusion room is located;
177
178 C. be equipped with heating, cooling, ventilation and lighting systems that are
179 comparable to the systems that are used in the other rooms of the building in which
180 the seclusion room is located;
181
182 D. be free of any object that poses a danger to the student who is being placed in the
183 seclusion room;
184
185 E. conform to applicable building code requirements.
186

187 If the door or doors to a room used for seclusion are to be locked, latched or otherwise
188 secured, a modification from the State Fire Marshal’s office shall be secured prior to the
189 installation of a locking mechanism. If a door-locking mechanism is used, the student
190 shall be constantly monitored notwithstanding any other provisions of the Connecticut
191 General Statutes or Regulations to the contrary. The locking mechanism to be used shall
192 be a device that shall be readily released by staff as soon as possible but in no case
193 longer than within two minutes of the onset of an emergency and is connected to the fire
194 alarm system so that the locking mechanism is released automatically when a fire alarm
195 is sounded. An “emergency,” for purposes of this subsection, includes but is not limited
196 to the following:

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

213

214 V. Use of Psychopharmacologic Agent

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- 216 A. No school employee may use a psychopharmacologic agent on a student without that
217 student’s consent and the consent of the student’s parent/guardian, except:
218
 - 219 1. as an emergency intervention to prevent immediate or imminent injury to the
220 student or to others; or
221
 - 222 2. as an integral part of the student’s established medical or behavioral support or
223 educational plan, or, if no such plan has been developed, as part of a licensed
224 practitioner’s initial orders.
225
 - 226 B. The use of psychopharmacologic agents, alone or in combination, may be used only in
227 doses that are therapeutically appropriate and not as a substitute for other appropriate
228 treatment.
229
 - 230 C. Any administration of a psychopharmacologic agent must ONLY be done in
231 accordance with applicable federal and state law and the Board of Education’s
232 Administration of Medication Policy.
233

- 234 VI. Procedures for Exclusionary Time Out
235
236 A. No school employee may use exclusionary time out as a form of discipline for a
237 student.
238
239 B. At least one school employee must remain with the student, or be immediately
240 available to the student such that the student and the employee are able to
241 communicate verbally, throughout the exclusionary time out.
242
243 C. The space used for an exclusionary time out must be clean, safe, sanitary and
244 appropriate for the purpose of calming the student or deescalating the student’s
245 behavior.
246
247 D. The exclusionary time period must end as soon as possible.
248
249 E. Consistent with subsection D above, the exclusionary time out period may vary
250 depending on the student’s chronological and developmental age, individual needs
251 and behavior.
252
- 253 VII. Required Meetings
254
255 A. Students not eligible for special education (and not being evaluated for eligibility for
256 special education)
257
258 1. In the event that physical restraint or seclusion is used on a student **four (4) or**
259 **more times within twenty (20) school days**, a team composed of an
260 administrator, one or more of the student’s teachers, a parent or guardian of the
261 student, and, if any, a school mental health professional, shall convene to:
262
263 a. conduct or revise a behavioral assessment of the student;
264
265 b. create or revise any applicable behavior intervention plan; and
266
267 c. determine whether such student may require a referral for consideration for
268 special education pursuant to federal and state law.
269
270 2. The requirement to convene this meeting shall not supersede the District’s
271 obligation to refer a student to a planning and placement team (“PPT”) as may be
272 required in accordance with federal and state law.
273
- 274 B. Students eligible for special education (and students being evaluated for eligibility
275 for special education)
276
277 1. In the event that physical restraint or seclusion is used on a student **four (4) or**
278 **more times within twenty (20) school days**, the student’s PPT shall convene to:
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280 a. conduct or revise a functional behavioral assessment (“FBA”);

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- b. create or revise any applicable behavior intervention plan (“BIP”), including but not limited to, such student’s individualized education program (“IEP”); and
- c. review or revise the student’s IEP, as appropriate.

2. In the event that the exclusionary time out process is unsuccessful in addressing a student’s problematic behavior, the student’s PPT shall convene as soon as practicable to determine alternative interventions or strategies to address the student’s behavior.

C. A District and/or school administrator(s) shall determine the school employee(s) responsible for reviewing the number of occurrences of the use of physical restraint or seclusion on a monthly basis to ensure that the appropriate meeting(s) has been convened following the fourth occurrence of physical restraint or seclusion in a twenty (20) day period.

VIII. Crisis Intervention Team

- A. Each school year, each school in the District must identify a crisis intervention team consisting of any teacher, administrator, school paraprofessional or other school employee designated by the school principal (in coordination with other appropriate administrators), and who has direct contact with students.
- B. Members of crisis intervention 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 others.
- C. The District shall maintain a list of the members of the crisis intervention team for each school.

IX. Documentation and Communication

- A. After each incident of physical restraint or seclusion, and no later than the school day following the incident, a school employee must complete the form provided by the District for reporting incidents of physical restraint and seclusion. The incident form must be included in the educational file of the student who was physically restrained or secluded. The information documented on the form must include the following:
 - 1. in the case of an emergency use, 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;
 - 2. a detailed description of the nature of the restraint or seclusion;
 - 3. the duration of the restraint or seclusion;

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4. the effect of the restraint or seclusion on the student’s established behavioral support or educational plan; AND
 5. whether the seclusion of a student was conducted pursuant to an IEP.
- B. A school employee must notify the parent or guardian of a student of each incident that the student is physically restrained or secluded.
1. A school employee must make a reasonable attempt to immediately notify a parent or guardian after a student is initially placed in physical restraint or seclusion; in all circumstances, a school employee shall notify the parent or guardian within twenty-four (24) hours after a student is initially placed in physical restraint or seclusion.
 2. Notification must be made by telephone, e-mail, or other method which may include, but is not limited to, sending a note home with the student.
 3. The parent or guardian of a student who has been physically restrained or placed in seclusion shall be sent a copy of the completed incident report of such action no later than two (2) business days after the use of physical restraint or seclusion, regardless of whether the parent received the notification described in subsections 1 and 2 above.
 4. The Director of Special Education [**or other responsible administrator**] shall determine what school employees shall be permitted to ensure that required parent/guardian notifications are made.
- C. The Director of Special Education [**or other responsible administrator**], or his or her designee, must, at each initial PPT meeting for a student, inform the child’s parent, guardian, or surrogate parent, or the student if such student is an emancipated minor or eighteen years of age or older, of the laws relating to physical restraint and seclusion as expressed through this regulation, and of the laws and regulations adopted by the Connecticut State Department of Education relating to physical restraint and seclusion.
1. The Director of Special Education [**or other responsible administrator**], or his or her designee, shall provide to the child’s parent, guardian, or surrogate parent, or the student if such student is an emancipated minor or eighteen years of age or older, at the first PPT meeting following the student’s referral to special education the plain language notice of rights regarding physical restraint and seclusion developed by the Connecticut State Department of Education.
 2. The plain language notice developed by the Connecticut State Department of Education shall also be provided to the student’s parent, guardian, or surrogate parent, or the student if such student is an emancipated minor or eighteen years of

374 age or older at the first PPT meeting at which the use of seclusion as a behavior
375 intervention is included in the student's IEP.

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377 D. The Director of Special Education [**or other responsible administrator**], or his or her
378 designee, must be notified of the following:

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380 1. each use of physical restraint or seclusion on a student;

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382 2. the nature of the emergency that necessitated its use;

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384 3. whether the seclusion of a student was conducted pursuant to an IEP; AND

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386 4. if the physical restraint or seclusion resulted in physical injury to the student.

387

388 X. Responsibilities of the Director of Special Education [**or other responsible**
389 **administrator**]

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

395

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

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401 XI. Professional Development Plan and Training

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403 A. The District shall provide training regarding the physical restraint and seclusion of
404 students to the members of the crisis intervention team for each school in the District
405 identified in Section VIII, above. The District may provide such training to any
406 teacher, administrator, school paraprofessional or other school employee, designated
407 by the school principal and who has direct contact with students. The District shall
408 provide such training annually and the training shall include, but not be limited to:

409

410 1. Beginning with the school year commencing July 1, 2017, an annual overview of
411 the relevant laws and regulations regarding the use of physical restraint and
412 seclusion on students and the proper uses of physical restraint and seclusion.
413 Such overview shall be provided by the Department of Education in a manner
414 and form as prescribed by the Commissioner of Education.

415

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

419

- 420 3. The creation of a plan to provide training regarding the proper means of physical
421 restraint or seclusion of a student, including, but not limited to:
422
423 a. verbal defusing or de-escalation;
424
425 b. prevention strategies;
426
427 c. various types of physical restraint;
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429 d. the differences between life-threatening physical restraint and other varying
430 levels of physical restraint;
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432 e. the differences between permissible physical restraint and pain compliance
433 techniques;
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435 f. monitoring methods to prevent harm to a student who is physically restrained
436 or in seclusion; and
437
438 g. recording and reporting procedures on the use of physical restraint and
439 seclusion.

440
441 This plan shall be implemented not later than July 1, 2018.
442

- 443 B. Each member of a crisis intervention team must be recertified in the use of
444 physical restraint and seclusion pursuant to Section XI.A.3, above, on an annual
445 basis.
446

447 XII. Review and Revision of Policies, Regulations and Procedures
448

- 449 A. The District shall make available policies and procedures regarding the physical
450 restraint and seclusion of students and the use of exclusionary time out on the
451 District's Internet web site and procedures manual.
452

- 453 B. The District shall update any policies, regulations and/or procedures regarding the
454 physical restraint and seclusion of students and the use of exclusionary time out
455 within sixty (60) days after the State Department of Education's adoption or
456 revision of regulations regarding the same. Any and all such updates shall be made
457 available in accordance with subsection A of this section.
458

459
460 Legal References:

- 461 Conn. Gen. Stat. § 10-76b
462 Conn. Gen. Stat. § 10-76d
463 Conn. Gen. Stat. § 10-236b
464 Conn. Gen. Stat. §§ 53a-18 to 53a-22
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Conn. Agencies Reg. §§ 10-76b-5 to 10-76b-11

Other References:

Restraint and Seclusion: Resource Document, United States Department of Education, available at <http://www2.ed.gov/policy/seclusion/restraints-and-seclusion-resources.pdf>.

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

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

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~~ have the opportunity to receive an education 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.

36

37

Legal Reference:

Connecticut General Statutes

38

10-184 Duties of Parents

39

10-220 Duties of Boards of Education

40

Regulations of the Connecticut State Board of Education

41

42

Date of Adoption: January 21, 1997

43

Date of Revision: May 18, 2010

44

Document comparison by Workshare Compare on Friday, October 14, 2022
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Description	#11996733v2<SG> - Madison--Policy 6080.23 - Home Schooling (Rev. Oct 2022)
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Total changes	23

~~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

#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

112

**Current Policy
Instruction**

#6080.26.4

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

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.

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.

Substance Abuse Education

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

Family Life and Education Instruction

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

Sexual Abuse and Assault Awareness and Prevent Program

“Sexual Abuse and Assault Awareness and Prevent Program” is defined as the state-wide program identified or developed by the Department of Children, in collaboration with the Department of Education and Connecticut Sexual Assault Crisis Services, Inc. (or a similar entity) that includes age-appropriate educational materials designed for children in grades kindergarten to twelve, inclusive, regarding child sexual abuse and assault awareness and prevention that may include, but not be limited to:

- a. The skills to recognize:
 - Child sexual abuse and assault
 - Boundary violations and unwanted forms of touching and contact
 - Ways offenders groom or desensitize victims
- b. Strategies to:
 - Promote disclosure
 - Reduce self-blame
 - Mobilize bystanders

A student shall be excused from the sexual abuse and assault and prevention program in its entirety or any part thereof, upon receipt by the Principal or his/her designee, of a written request from the student’s parent/guardian.

Any student excused from any aspect of the curriculum may be required by the teacher to complete an alternative assignment. Any student excused from participating in the sexual

Current Policy Instruction

abuse and assault awareness program shall be provided, during the period of time in which the student would otherwise be participating in such program, an opportunity for other study or academic work as determined by the teacher.

Legal Reference: Connecticut General Statutes
10-16b Prescribed courses of study
10-16c State board to develop family life education curriculum guides
10-16e Students not required to participate in the family life education program.
10-17f Required bilingual program (as amended by PA 98-168)
10-18d Animal dissection. Students to be excused from participation or observation.
10-19(b) AIDS education
10-19 Effect of alcohol, nicotine or tobacco and drugs to be taught
17a-101q Statewide sexual abuse and assault awareness and prevention program

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 ADOPTED: _____

82

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

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

1. maintain contiguous five-day school weeks to the extent possible throughout the school year;
2. minimize the number of interruptions of school weeks in the fall of each school year prior to Thanksgiving;
3. maintain a balance in the number of weeks between school vacations, including the December vacation, the February vacation, and the April vacation;
4. schedule school vacation (start dates and end dates) in concert with other shoreline towns to the extent possible without violating other principles of calendar design,
5. observe Labor Day, Rosh Hashanah, Yom Kippur, Columbus Day, Thanksgiving Day (Thursday and Friday), Christmas, New Year's Day, Martin Luther King, Jr. Day, President's Day, Good Friday, ~~and~~ Memorial Day and Independence Day as holidays for students; legal holidays for students.
- ~~5.6.~~ Veterans Day – observe Veterans Day by holding school-based Veterans Day observance activities.

35

#6030(b)

36

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 early September while allowing a reasonable number of make-up days for school cancellations in the month of June; and

42

43

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.

48

49

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.

53

54

~~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.~~

59

60

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.

63

64

Legal Reference: Connecticut General Statutes
1-4 Days designated as legal holidays
10-15 Towns to maintain schools
10-16 Length of school day
10-29a Certain days to be proclaimed by governor. Distribution and number of proclamations

65

66

67

68

69

70 10-261 Definitions
71 PA 95-182 An Act Concerning Reduction of Education Mandates
72
73 Date of Adoption: February 25, 1997
74 Date of Revision: March 21, 2006
75 Date of Revision: November 15, 2011
76
77 First Reading: September 6, 2022
78 Second Reading: October 11, 2022

#5030.2

Interdistrict School Attendance Areas

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

12
13 The Madison Public Schools will cooperate with the appropriate regional educational
14 service center in the planning and implementation of the state-wide interdistrict public
15 school attendance program in accordance with the timelines and provisions contained
16 within C.G.S. 10-4a as amended by PA 97-290, "An Act Enhancing Educational Choices
17 and Opportunities," and C.G.S. 10-266aa as amended by P.A. 99-289, "An Act
18 Concerning School Choice and Interdistrict Programs."

19
20 Nonresident students from the New London district who apply pursuant to the regulations
21 approved by the Board, may enroll in particular programs or schools in districts in the
22 surrounding areas on a space available basis, without payment of tuition except that the
23 Madison Public Schools shall receive an amount, within available appropriations, from
24 the Department of Education, for each out-of-district student attending a school within
25 the Madison Public Schools. It is recognized that the Regional Service Centers shall
26 determine which school districts in its area are located close enough to a priority school
27 district to make transportation feasible.

28
29 In providing for admission of nonresident students, the Madison Public Schools shall
30 consider:

#5030.2 (cont.)

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

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

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

#5030.2 (cont.)

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

Legal Reference: Connecticut General Statutes

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

Date of Adoption: December 7, 1999
Technical Revision: August 22, 2006

**Regulation #5030.2
Interdistrict School Attendance Areas**

No regulations required for Policy #5030.2