

Madison Public Schools Board of Education Regular Meeting

Tuesday, November 29, 2022 7:30 PM

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

I. Call to Order / Attendance

I.A. Pledge of Allegiance

II. School / Community Session

II.A. Public Participation

III. Board of Education Student Representatives' Report

Speaker (s): Lucy Fritzingler and Eli Ackerman

IV. Superintendent's Report

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

IV.A. Office of School Construction Grants Correspondence

IV.B. NESDEC Enrollment Report

V. Board Members' Comments

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

VII. Board of Selectmen Liaison

Speaker (s): Scott Murphy

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

VIII.A. Curriculum and Student Development

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

VIII.B. Facilities Committee

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

VIII.C. Finance Committee

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

VIII.D. Personnel Committee

Speaker (s): Members: Maureen Lewis, Chair; Catherine Miller, Mary Ann Connelly

VIII.E. Policy Committee

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

VIII.E.1. Policy for a First Reading, proposed for rescission

VIII.E.1.a. #5070.1 - Assignment of New Students to Classes & Grade Levels

VIII.F. Policies for a Second Reading, proposed for rescission

VIII.F.1. #2250 - Crisis Management

VIII.F.2. #5010 - Student Policies Goals/Priority Objectives

VIII.F.3. #5020 - Equal Educational Opportunity

VIII.F.4. #5030.1 - Intradistrict School Attendance Areas

VIII.F.5. #5040 - School Census

VIII.F.6. #5060.3 - Withdrawal from School/Drop-Outs

VIII.F.7. #5070.2 - Assignment of Former Home Schooled Students to Class

VIII.F.8. #5080.1 - Tardiness

VIII.F.9. #5080.2.1 - Attendance Records and Monitoring

VIII.F.10. #5090.1 - Student Due Process Rights

VIII.F.11. #5090.1.2 - Age of Majority/Emancipated Minors

VIII.F.12. #5090.1.4 - Student Misconduct in Schools

VIII.F.13. #5090.3.2 - Vandalism

VIII.F.14. #5090.3.3 - Student Conduct on School Buses

VIII.F.15. #5090.3.6.1 - Hazing

VIII.F.16. #5090.8 - Weapons and Dangerous Instruments

VIII.F.17. #5100.1.2 - Equal Access Act

VIII.F.18. #5120.4.2.7 - Racial Harassment of Students

VIII.G. Policies for a Second Reading:

VIII.G.1. #5030 - Assignment of Students to Schools

VIII.G.2. #5120.4.2.1 - Suicide Prevention and Intervention

VIII.G.3. #5144 - Physical Restraint and Seclusion of Students and Use of Exclusionary Time Out

VIII.G.4. #5220 - Improve Completion Rates of the Free Application for Federal Student Aid (FAFSA)

VIII.G.5. #6030 - School Calendar

VIII.G.6. #6080.23 - Home Schooling

VIII.G.7. #6080.26.4 - Enrollment in an Advanced Course or Program or Challenging Curriculum

VIII.G.8. #6130.2.2 - Curricular Exemptions

VIII.H. LEARN Liaison

Speaker (s) : Mary Ann Connelly

VIII.I. Town American Rescue Plan Funding

Speaker (s) : Emily

VIII.J. Town Marijuana Advisory Committee

Speaker (s): Mary Ann Connelly

IX. Action Item: Motion to rescind the following policies: #2250, Crisis Management; #5010, Student Policies Goals/Priority Objectives; #5020, Equal Educational Opportunity; #5030.1, Intradistrict School Attendance Areas; #5040, School Census; #5060.3, Withdrawal from School/Drop-Outs; #5070.2, Assignment of Former Home Schooled Students to Class; #5080.1, Tardiness; #5080.2.1, Attendance Records and Monitoring; #5090.1, Student Due Process Rights; #5090.1.2, Age of Majority/Emancipated Minors; #5090.1.4, Student Misconduct in Schools; #5090.3.2, Vandalism; #5090.3.3, Student Conduct on School Buses; #5090.3.6.1, Hazing; #5090.8, Weapons and Dangerous Instruments; #5100.1.2, Equal Access Act; #5120.4.2.7, Racial Harassment of Students

X. Action Item: Motion to approve the following policies: #5030, Assignment of Students to Schools; #5120.4.2.1, Suicide Prevention and Intervention; #5144, Physical Restraint and Seclusion of Students and Use of Exclusionary Time Out; #5220, Improve Completion Rates of the FAFSA; #6030, School Calendar; #6080.23, Home Schooling; #6080.26.4, Enrollment in an Advanced Course or Program or Challenging Curriculum; #6130.2.2, Curricular Exemptions.

XI. Action Item: Motion to approve disposal of used books and equipment

XII. Action Item: Motion to approve the donation of \$4,900 Scholastic Dollars to Purchase Classroom Books for Ryerson Elementary School from the Ryerson PTO

XIII. Action Item: Motion to approve Printmaking Curriculum

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

XV. Future Agenda Items

XVI. Meetings / Dates of Importance (see attached)

XVII. Adjournment

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



Madison Public Schools

10 Campus Drive
Madison, CT 06443
(203) 245-6300

November 29, 2022

DRAFT

Mr. Douglas Rogers, Director
Office of School Construction Grants & Review
450 Columbus Blvd.
Hartford, CT 06103

Dear Mr. Rogers:

Congratulations on your recent appointment to lead the CT Office of School Construction Grants. Madison Public Schools looks forward to working with you on current and future projects. This letter is being sent on behalf of the Madison Board of Education in regards to the State of Connecticut HVAC grant program.

Madison has two significant projects on the immediate horizon however neither project is able to be considered for the grant project due to the tight timeframe to complete the projects. Madison Public Schools does not want to negatively impact students' academic experiences nor rush potentially the wrong project to be eligible for grant funding.

The first such project is a complete HVAC renovation for Polson Middle School. Polson Middle School was built in 1960 and enrolls approximately 650 students in grades 6-8. Polson currently has an older HVAC system with air conditioning in approximately half the building. Bringing a new HVAC system to Polson was part of over 10 years of planning by the Board of Education which resulted in a successful referendum in February 2022. We are currently in the design phase of this project and we are strongly considering geothermal energy. Madison is an environmentally conscious coastal town with geothermal projects currently being considered for our new school building, Town Hall and a community center. This takes additional time and as you can see, pushing this project forward would not be consistent with the Town's direction.

The second project is HVAC for Daniel Hand High School (DHHS). DHHS has a 20-year old HVAC system, which has had failing components and which was recently cited as a concern in an accreditation visit by NEAS&C. The Board has been proactive and has requested funding through our Town's Capital Improvement Project (CIP) budget. Working with our Town's First Selectwoman, funding for the design of this project has been put forward in the 2023-2024 CIP Budget. We then expect that the 2024-2025 CIP budget will include funding to complete this project. This project does not qualify for the grant program due to the timelines for completion.

Madison Public Schools and our consultant, Colliers International, have attended presentations on the HVAC Grant Program. Prior to your appointment, we personally submitted questions twice to the provided email address regarding the grant program, asking if the timelines were flexible and if the State intended to offer this program in future years. We did not receive a response to these questions.

The Madison Board of Education is requesting, through this letter, for the State of Connecticut to offer this important HVAC grant program in future years so that towns with approved projects and projects near

Mr. Douglas Rogers
Office of School Construction Grants & Review
November 29, 2022
Page Two

approval can be considered. Research is clear on the importance of clean, efficient systems and the positive impact this has on student and staff health and student learning. Madison Board of Education and Madison taxpayers are making major investments in HVAC and we hope to take advantage of this opportunity for funding through the State of Connecticut.

Please feel free to contact me if you have any questions or require additional information.

Sincerely,

Craig A. Cooke, Ph.D.
Superintendent of Schools

Seth Klaskin, Chairperson
Madison Board of Education

CAC/wb

Cc: Madison Board of Education
Madison Board of Selectmen
Madison Board of Finance
Peggy Lyons, First Selectwoman
Christine Cohen, CT State Senator
John-Michael Parker, CT State Representative
William McMinn, Facilities Director
Charles Warrington, Colliers International

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**Madison Public Schools
Madison, CT**

2022-23 Enrollment Projection Report

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Enrollment Summary

The global pandemic continues to influence our nation's public health and economic stability in unpredictable ways. As such, it is still too early to identify many of the factors that could impact school enrollments. Over the past school year, we have seen fluctuations in the real estate market and job trends, which have impacted student attendance patterns. Moreover, during the past school year, we have seen how school enrollment patterns can differ substantially from one district to another, with some districts losing students while others experience an influx of students.

We are pleased to send you this report displaying the past, present, and projected enrollments for the District. These ten-year projections are designed to provide the District with yearly, up-to-date enrollment information that can be used by boards and administrators for effective planning and allocation of resources. Included in this report are graphs representing historical and projected grade-by-grade enrollments, as well as historical and projected enrollments in grade combinations. We have received the figures given to us by the District, and we assume that the method of collecting the enrollment data has been consistent from year to year.

Enrollment projections are more reliable in Years #1-4 in the future and less reliable in the "out-years." Projections six to ten years out may serve as a guide to future enrollments and are useful for planning purposes. In light of this, NESDEC has added a "Second Semester Refresher" enrollment projection at no cost to affiliates. (For more information please refer to the Reliability and Use of This Document section)

NESDEC is pleased to provide the Madison Public Schools with an enrollment projection report for School Year 2022/2023.

Births increased by 29 from a previous ten-year average of 93 to a projected average of 122. In most districts, enrollments in Grades 1-8 are very stable environments. However, there have been increases in 7 of the 8 most recent years, leading to a net increase averaging 29 students per year.

Over the next three years, K-3 enrollments are projected to increase by 146 students, Grades 4-5 enrollments are projected to increase by 18 students, Grades 6-8 enrollments are projected to increase by 35 students, and Grades 9-12 enrollments are projected to decrease by -81 students, as students move through the grades.

Historical Enrollment

School District: Madison, CT

11/17/2022

Historical Enrollment By Grade																			
Birth Year	Births*	School Year	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	UNGR	K-12	PK-12
2007	97	2012-13	48	147	176	167	203	259	269	264	294	297	314	311	311	319	0	3331	3379
2008	104	2013-14	45	153	162	178	181	207	267	279	268	292	308	312	318	313	0	3238	3283
2009	85	2014-15	43	134	171	168	190	188	213	275	286	267	308	299	305	317	0	3121	3164
2010	86	2015-16	43	137	150	182	175	191	203	213	276	280	271	294	301	298	0	2971	3014
2011	111	2016-17	46	153	148	160	187	184	207	208	216	273	287	273	296	303	0	2895	2941
2012	84	2017-18	40	164	152	156	163	186	181	213	217	219	292	292	277	296	0	2795	2835
2013	83	2018-19	50	144	165	157	161	171	194	187	210	214	228	290	291	275	0	2687	2737
2014	98	2019-20	43	158	146	171	159	162	174	193	182	214	214	231	289	290	0	2583	2626
2015	94	2020-21	38	139	156	144	162	157	161	174	186	188	221	218	233	286	0	2425	2463
2016	94	2021-22	51	160	154	162	164	172	166	168	180	191	202	219	221	235	0	2394	2445
2017	94	2022-23	44	170	173	166	169	166	188	169	168	185	195	201	214	218	0	2382	2426

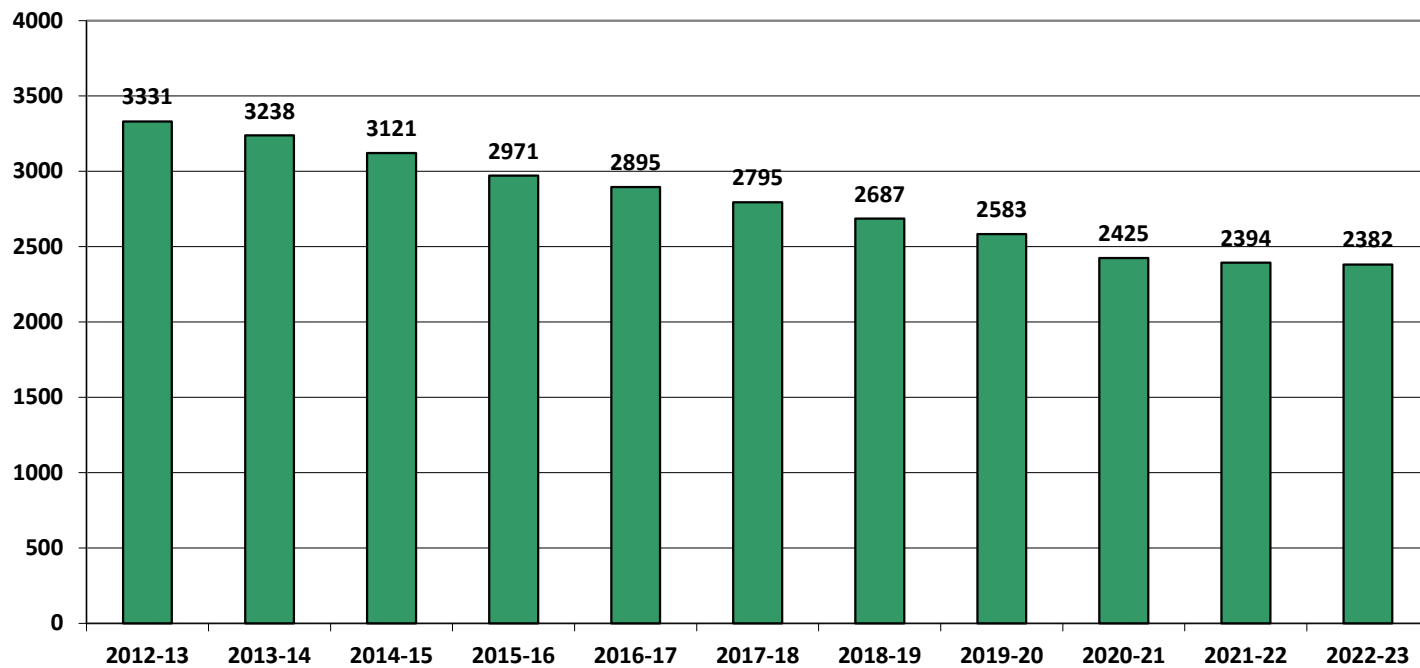
*Birth data provided by Public Health Vital Records Departments in each state.

Historical Enrollment in Grade Combinations									
Year	PK-5	K-5	PK-3	K-3	4-5	6-8	PK-8	K-8	9-12
2012-13	1269	1221	741	693	528	855	2124	2076	1255
2013-14	1193	1148	719	674	474	839	2032	1987	1251
2014-15	1107	1064	706	663	401	828	1935	1892	1229
2015-16	1081	1038	687	644	394	769	1850	1807	1164
2016-17	1085	1039	694	648	391	697	1782	1736	1159
2017-18	1042	1002	675	635	367	649	1691	1651	1144
2018-19	1042	992	677	627	365	611	1653	1603	1084
2019-20	1013	970	677	634	336	589	1602	1559	1024
2020-21	957	919	639	601	318	548	1505	1467	958
2021-22	1029	978	691	640	338	539	1568	1517	877
2022-23	1076	1032	722	678	354	522	1598	1554	828

Historical Percentage Changes			
Year	K-12	Diff.	%
2012-13	3331	0	0.0%
2013-14	3238	-93	-2.8%
2014-15	3121	-117	-3.6%
2015-16	2971	-150	-4.8%
2016-17	2895	-76	-2.6%
2017-18	2795	-100	-3.5%
2018-19	2687	-108	-3.9%
2019-20	2583	-104	-3.9%
2020-21	2425	-158	-6.1%
2021-22	2394	-31	-1.3%
2022-23	2382	-12	-0.5%
Change		-949	-28.5%

Historical Enrollment

K-12, School Years 2012-13 to 2022-23



Projected Enrollment

School District: **Madison, CT**

11/17/2022

Enrollment Projections by Grade*																				
Birth Year	Births*		School Year	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	UNGR	K-12	PK-12
2017	94		2022-23	44	170	173	166	169	166	188	169	168	185	195	201	214	218	0	2382	2426
2018	117		2023-24	45	195	179	179	172	172	173	192	169	173	191	196	201	213	0	2405	2450
2019	115		2024-25	46	191	205	185	185	176	179	177	192	174	179	192	196	200	0	2431	2477
2020	132		2025-26	47	220	201	212	191	189	183	183	177	197	180	180	192	195	0	2500	2547
2021	140	(prov.)	2026-27	48	233	231	208	219	195	197	187	183	182	204	181	180	191	0	2591	2639
2022	120	(est.)	2027-28	49	199	245	239	215	223	203	201	187	188	188	205	181	179	0	2653	2702
2023	125	(est.)	2028-29	50	207	209	253	247	219	232	207	201	192	195	189	205	180	0	2736	2786
2024	126	(est.)	2029-30	51	210	217	216	262	252	228	237	207	207	199	196	189	204	0	2824	2875
2025	129	(est.)	2030-31	52	214	221	224	224	267	262	233	237	213	214	200	196	188	0	2893	2945
2026	128	(est.)	2031-32	53	213	225	229	232	229	278	267	233	244	220	215	200	195	0	2980	3033
2027	125	(est.)	2032-33	54	209	224	233	237	237	238	284	267	239	253	221	215	199	0	3056	3110

Note: Ungraded students (UNGR) often are high school students whose anticipated years of graduation are unknown, or students with special needs - UNGR not included in Grade Combinations for 7-12, 9-12, etc.

Based on an estimate of births

Based on children already born

Based on students already enrolled

*Birth data provided by Public Health Vital Records Departments in each state.

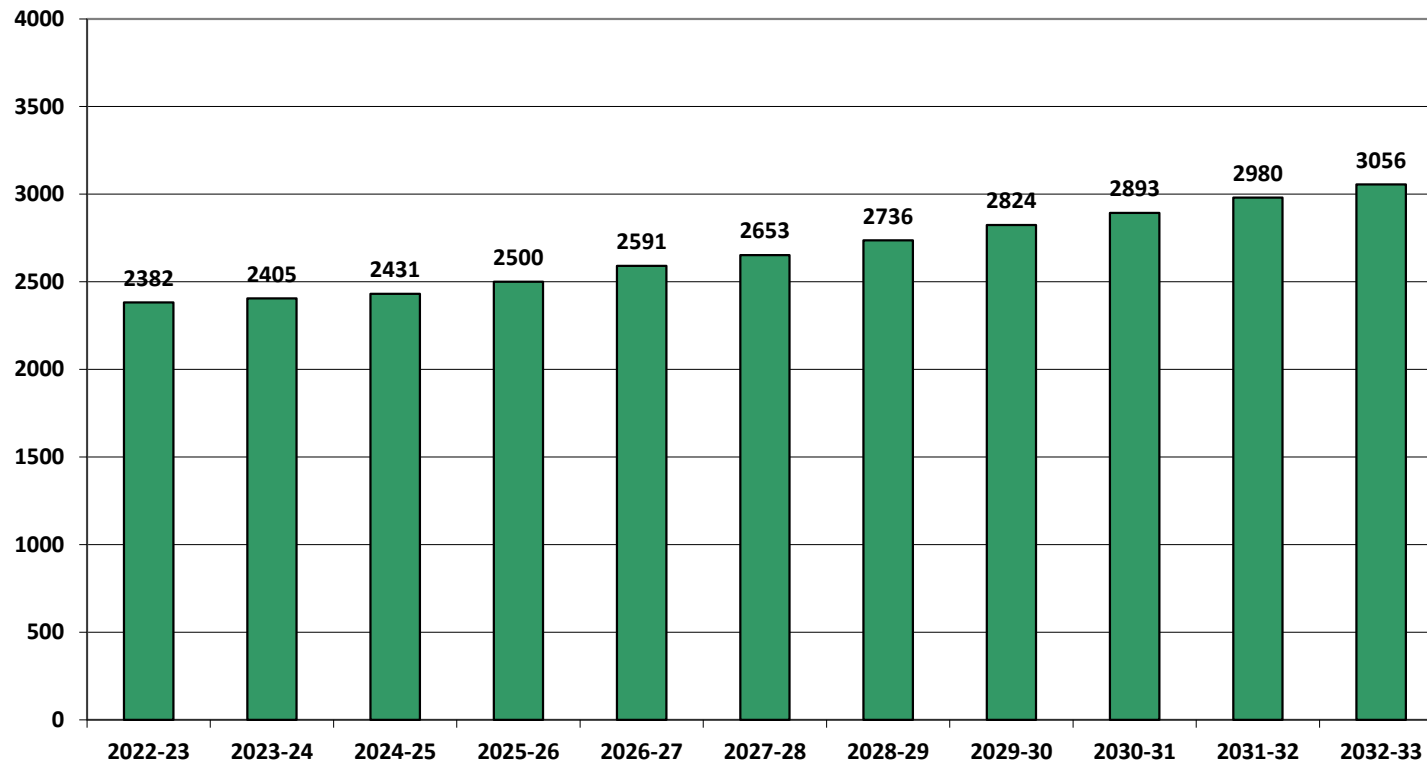
Projected Enrollment in Grade Combinations*									
Year	PK-5	K-5	PK-3	K-3	4-5	6-8	PK-8	K-8	9-12
2022-23	1076	1032	722	678	354	522	1598	1554	828
2023-24	1115	1070	770	725	345	534	1649	1604	801
2024-25	1167	1121	812	766	355	543	1710	1664	767
2025-26	1243	1196	871	824	372	557	1800	1753	747
2026-27	1331	1283	939	891	392	552	1883	1835	756
2027-28	1373	1324	947	898	426	576	1949	1900	753
2028-29	1417	1367	966	916	451	600	2017	1967	769
2029-30	1436	1385	956	905	480	651	2087	2036	788
2030-31	1464	1412	935	883	529	683	2147	2095	798
2031-32	1459	1406	952	899	507	744	2203	2150	830
2032-33	1432	1378	957	903	475	790	2222	2168	888

Projected Percentage Changes			
Year	K-12	Diff.	%
2022-23	2382	0	0.0%
2023-24	2405	23	1.0%
2024-25	2431	26	1.1%
2025-26	2500	69	2.8%
2026-27	2591	91	3.6%
2027-28	2653	62	2.4%
2028-29	2736	83	3.1%
2029-30	2824	88	3.2%
2030-31	2893	69	2.4%
2031-32	2980	87	3.0%
2032-33	3056	76	2.6%
Change		674	28.3%

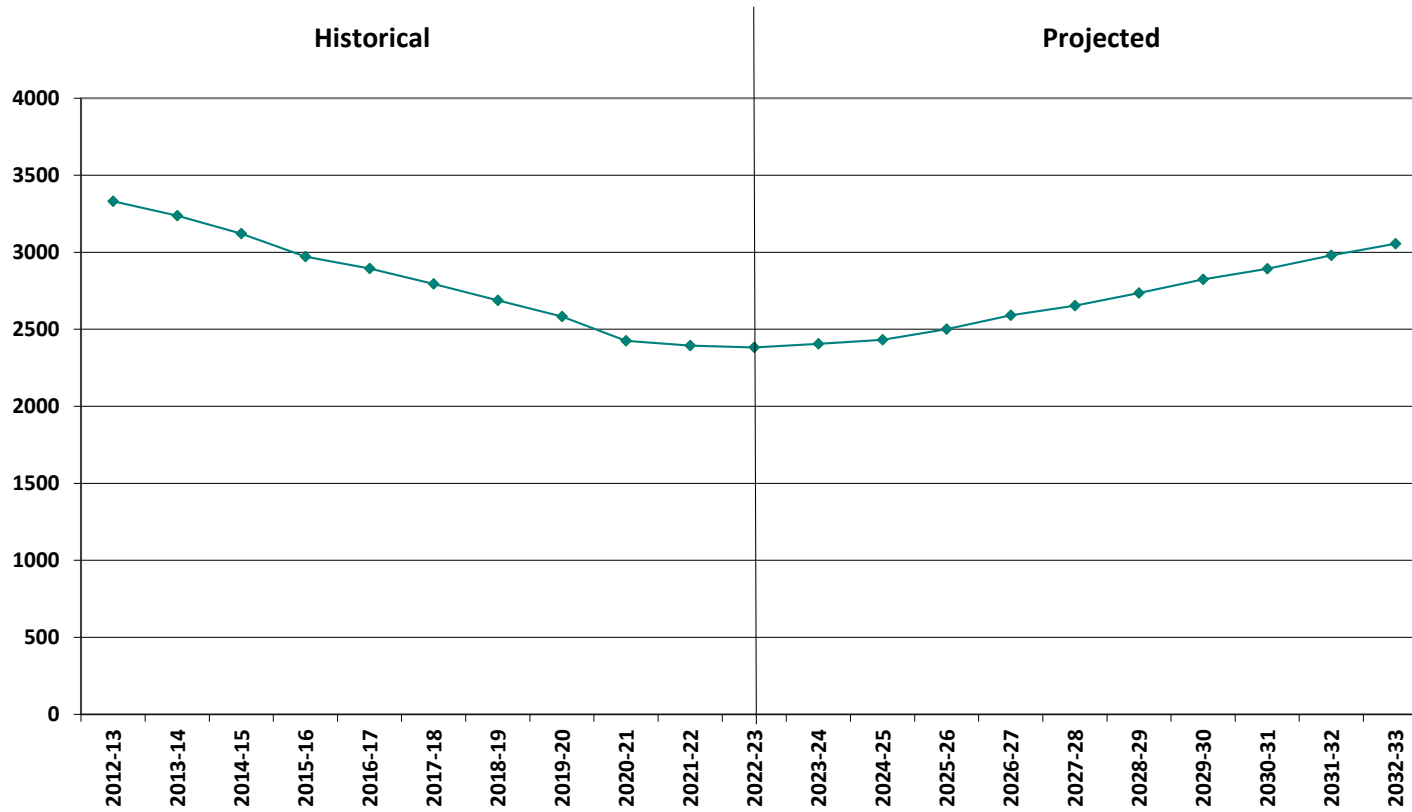
*Projections should be updated annually to reflect changes in in/out-migration of families, real estate sales, residential construction, births, and similar factors.

Projected Enrollment

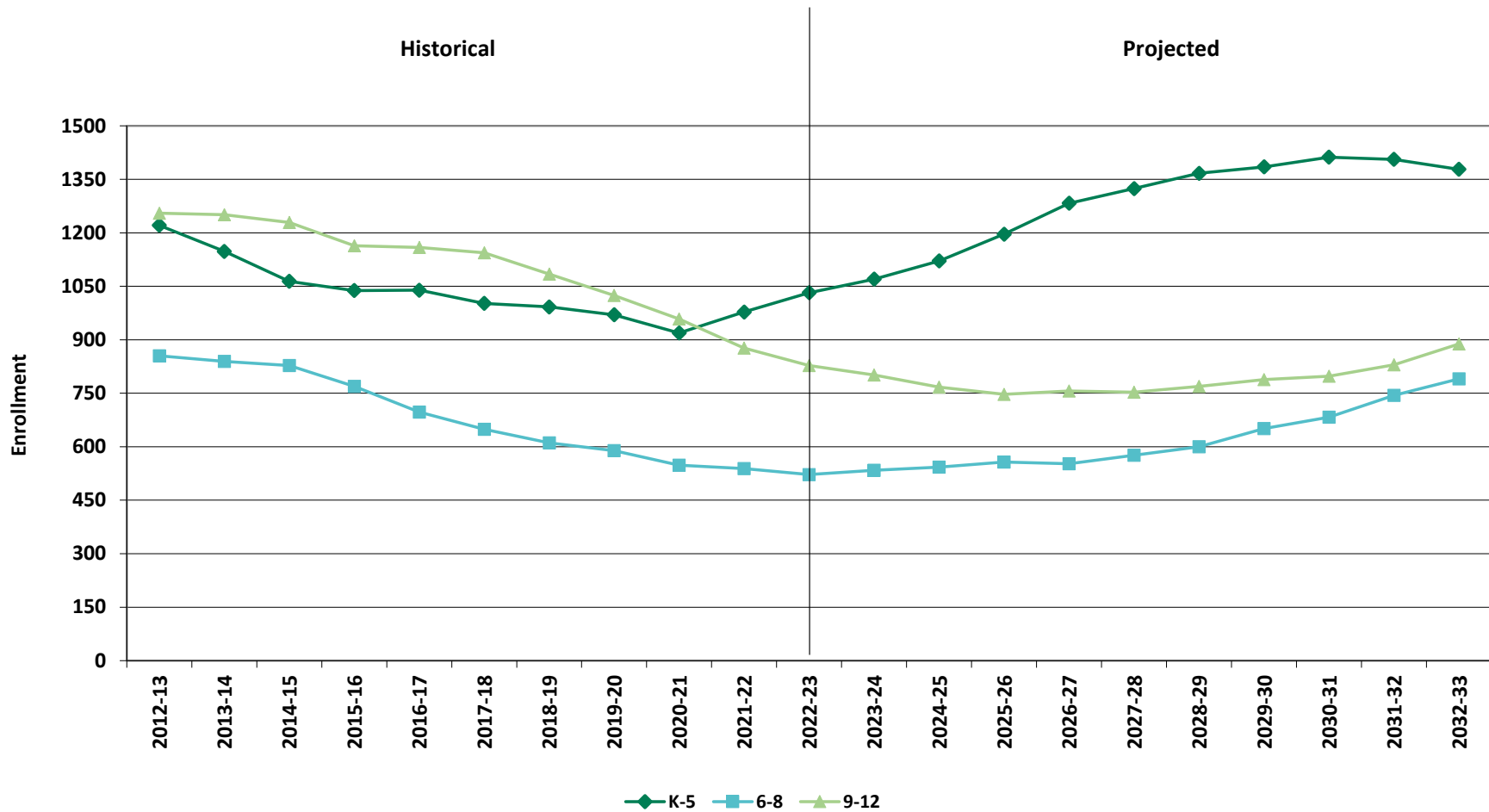
K-12, School Years 2022-23 to 2032-33



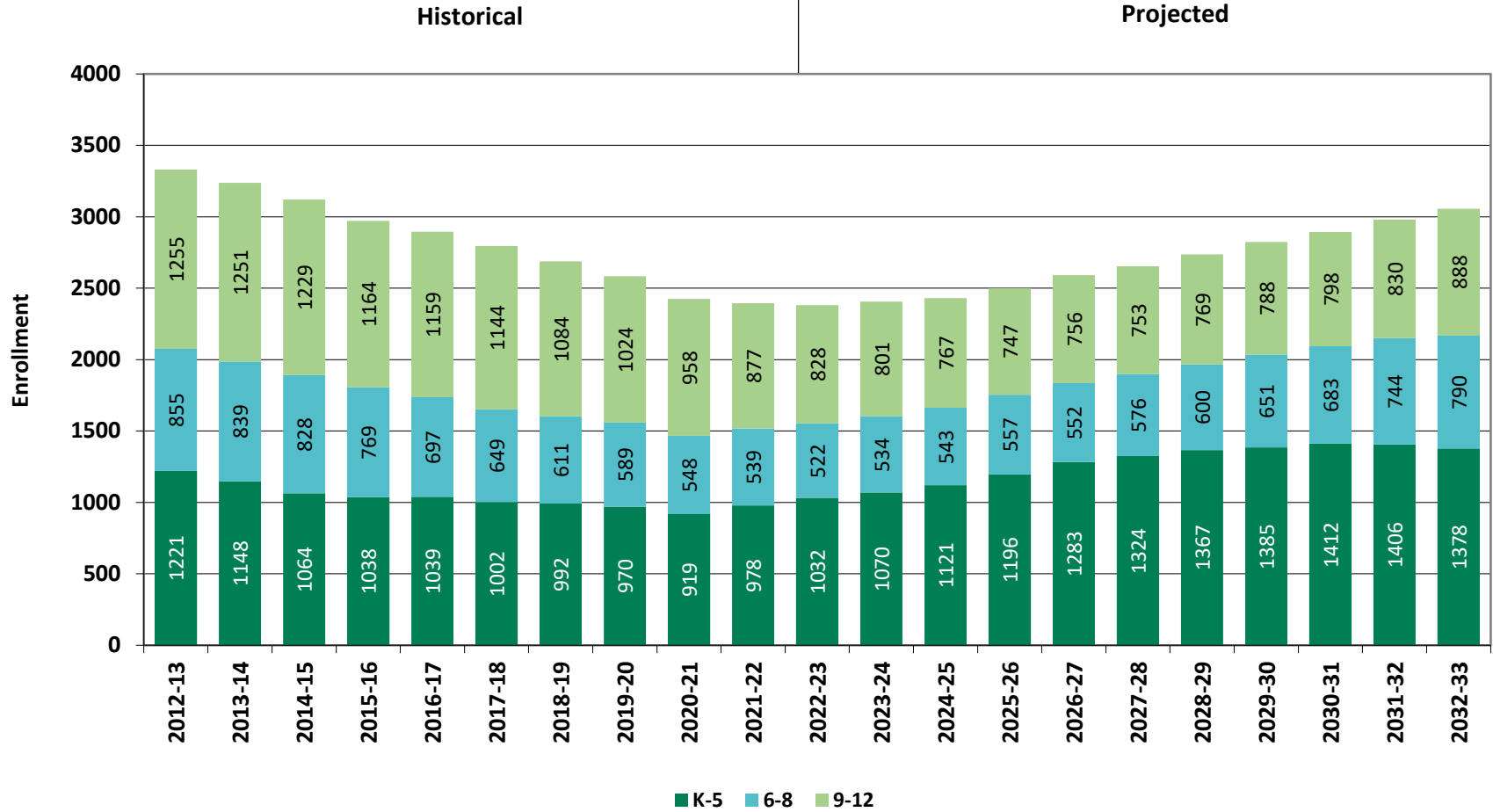
Historical & Projected Enrollment



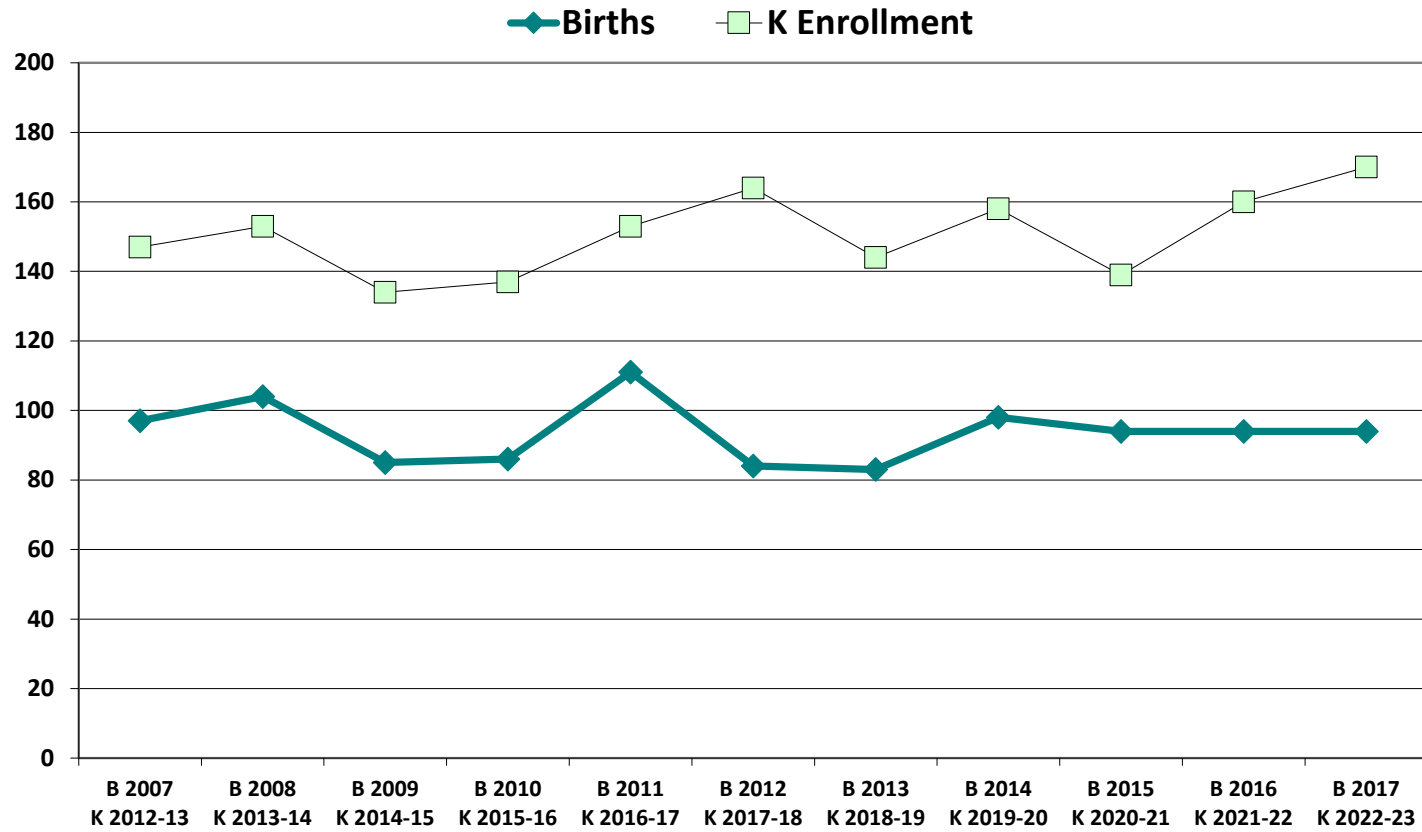
Historical & Projected Enrollments in Grade Combinations



Historical & Projected Enrollments in Grade Combinations



Birth-to-Kindergarten Relationship



Additional Information

Building Permits Issued (Source: HUD)		
Year	Single-Family	Multi-Units
2012	20	0
2018	11	0
2019	11	0
2020	11	0
2021	13	0
2022	13 to date	0 to date

Enrollment History*		
Year	Career-Tech 9-12 Total	Non-Public K-12 Total
2012-13	n/a	n/a
2018-19	n/a	n/a
2019-20	n/a	n/a
2020-21	5	128
2021-22	n/a	n/a
2022-23	2	82

Residents in Non-Public Independent and Parochial Schools (General Education)*														
Oct. 1 Enrollment	K	1	2	3	4	5	6	7	8	9	10	11	12	K-12 TOTAL
	2	7	9	10	7	5	16	13	13	0	0	0	0	82

K-12 Home-Schooled Students*	
2022	16

K-12 Residents in Charter or Magnet Schools, or Choiced-out*	
2022	6

K-12 Special Education Outplaced Students*	
2022	34

K-12 Tuitioned-In, Choiced-In, & Other Non-Residents*	
2022	5

*The above data were provided by the District, with the exception of building permit data (provided by HUD).

"n/a" signifies that information was not provided by District.

New England's PK-12 Enrollment Trends

From 2020 to 2030, the US Department of Education anticipates changes in PK-12 enrollment of -2.4% in the South, -6.5% in the West, -3.8% in the Midwest, -6.2% in the Northeast, and a total of -4.3% nationwide.

State	Fall 2020 PK - 12	Fall 2030 Projected	PK-12 Decline	% Change 2020-2030
CT	509,058	475,600	-33,458	-6.6%
ME	172,455	161,800	-10,655	-6.2%
MA	921,712	879,900	-41,812	-4.5%
NH	169,027	144,600	-24,427	-14.5%
RI	139,184	130,200	-8,984	-6.5%
VT	82,401	74,600	-7,801	-9.5%

Source: U.S. Department of Education, National Center for Education Statistics, *Enrollment In Public Schools fall 1990 to fall 2030* , Table 203.20, March 2022.

Although most New England Districts are seeing a decline in the number of births, NESDEC's experience indicates that the impact on enrollment varies from District to District. Almost half of New England Districts have been growing in PK-12 enrollment, and a similar number are declining (often in rural areas), with the other Districts remaining stable.

Reliability and Use of this Document

PROJECTION METHODOLOGY

Cohort component (survival) technique is a frequently used method of preparing enrollment forecasts. NESDEC uses this method, but modifies it in order to move away from forecasts that are wholly computer- or formula-driven. Such modification permits the incorporation of important, current district-specific information into the generation of enrollment forecasts (such as in/out-migration of students, resident births, HUD-reported building permits, etc.). Percentages are calculated from the historical enrollment data to determine a reliable percentage of increase or decrease in enrollment between any two grades. For example, if 100 students enrolled in Grade 1 in 2018-19 increased to 104 students in Grade 2 in 2019-20, the percentage of survival would be 104%, or a ratio of 1.04. Ratios are calculated between each pair of grades or years in school over several recent years.

After study and analysis of the historical ratios, and based upon a reasonable set of assumptions regarding births, migration rates, retention rates, etc., ratios most indicative of future growth patterns are determined for each pair of grades. The ratios thus selected are applied to the present enrollment statistics to project into future years. The ratios are the key factors in the reliability of the projections, assuming validity of the data at the starting point.

RELIABILITY OF ENROLLMENT PROJECTIONS

Projections can serve as useful guides to school administrators for educational planning. Enrollment projections are more reliable in Years #1-4 in the future and less reliable in the "out-years." Projections six to ten years out may serve as a guide to future enrollments and are useful for planning purposes, but they should be viewed as subject to change given the likelihood of potential shifts in underlying assumptions/trends, such as student migration, births as they relate to Kindergarten enrollment, and other factors.

Projections that are based upon **the children who already are in the district** (the current K-12 population only) will be the most reliable. The second level of reliability will be for those children already **born into the community but not yet old enough to be in school**. The least reliable category is the group for which an estimate must be made **to predict the number of births**, thereby adding additional uncertainty. See these three multi-colored groupings on the "Projected Enrollment" tab.

Annual updates allow for early identification of recent changes in historical trends. When the actual enrollment in a grade is significantly different (higher or lower) from the projected number, it is important (yet difficult) to determine whether this is a one-year aberration or whether a new trend may have begun. **In light of this possibility, NESDEC urges all school districts to have updated enrollment forecasts developed by NESDEC each October.** This service is available at no cost to affiliated school districts.

USING THIS INFORMATION ELECTRONICALLY

If you would like to extract the information contained in this report for your own documents or presentations, you can use screenshots, which can be inserted into PowerPoint slides, Word documents, etc. Because screenshots create graphics, the image is not editable. Please feel free to contact us if you need assistance in this matter, by phone (508-481-9444) or by email (ep@nesdec.org).

#5070.1

Assignment of New Students to Classes and Grade Levels

Nothing in this policy is intended to prejudice the student's education as received in any nonaccredited school but only to assure maintenance of standards of the Madison Public Schools.

Students transferring from a school accredited by a state department of education will enroll at the grade level and with the course credits indicated by the records of the previous school. Students transferring from a school that is nonaccredited will be accepted for enrollment at the level school records indicate, but the level of mastery and the quality of their previous class work must be validated against Madison Public School's performance standards and benchmarks.

Grades K-8

Previous work will be validated for K-8 students by successfully completing the grade in which they enroll. If upon enrollment, it appears that the student is not able to handle the assigned level after 20 school days, the school psychologist or other qualified person will evaluate the student by a written and / or oral examination. The psychologist, building principal, teachers, and parents involved will meet to determine the appropriateness of the placement of the student.

Grades 9 - 12**Transfer From Accredited School**

A student transferring from an accredited school must earn a minimum of 4.25 credits during the senior year to receive a Daniel Hand High School diploma. Students must complete all graduation requirements in order to participate in the commencement exercises. Any transferred second-semester senior may arrange with his / her former school to receive a diploma.

Transfer From Nonaccredited School

Previous high school work will be validated for a 9-12 student by successfully completing a placement assessment for every unit / course completed in a nonaccredited high school, i.e. successful completion of the placement assessment of mathematics would validate the mathematics credit being transferred. If the placement assessment does not validate the credit, similar or equivalent work will be evaluated at the discretion of the principal. Students transferring from nonaccredited schools may transfer a maximum of (6) equivalent units per school year. Ordinarily, students from nonaccredited high schools will not be eligible to graduate from Daniel Hand High School with less than two years of attendance.

Reference: New England Association of Schools and Colleges (NEASC)
Date of Adoption: September 5, 1995
First Reading: November 29, 2022

**Crisis Management
#2250**

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

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

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

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

Date of Adoption: December 9, 1997

First Reading: November 15, 2022

Second Reading: November 29, 2022

Student Policies Goals / Priority Objectives

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

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

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

5010 (Continued)

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

Date of Adoption: 5/2/95
First Reading: October 11, 2022
Second Reading: November 29, 2022

Equal Educational Opportunity

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

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

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

cf. #5020.1 Nondiscrimination)

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

(cf. #6161.3 Comparability of Services)

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

Date of Adoption: May 2, 1995
Technical Revision: August 22, 2006

First Reading: October 11, 2022
Second Reading: November 29, 2022

Intradistrict School Attendance Areas

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

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

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

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

Date of Adoption: 5/2/95
First Reading: October 11, 2022
Second Reading: November 29, 2022

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

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

Date of Adoption: May 2, 1995
Technical Revision: August 22, 2006
First Reading: October 11, 2022
Second Reading: November 29, 2022

#5060.3

Withdrawal From School / Drop-Outs

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

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

(cf #5050.1 Compulsory Attendance)

(cf #5060.3.1 Re-Entry to School)

Date of Adoption: February 27, 1996

Technical Revision: August 22, 2006

First Reading: October 11, 2022

Second Reading: November 29, 2022

Assignment of Former Home-Schooled Students to Classes

Entry Procedures

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

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

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

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

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

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

5070.2 (Continued)

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

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

High School

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

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

5070.2 (Continued)

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

(cf. #6080.23 Home Schooling)

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

Date of Adoption: June 6, 1995
Technical Revision: August 22, 2006
First Reading: November 15, 2022
Second Reading: November 29, 2022

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

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

Implemented: July 2002

**#5080.1
Tardiness**

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

The Superintendent shall develop procedures for:

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

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

Date of Adoption: 6/6/95
Date of Revision: 8/16/05
First Reading: October 11, 2022
Second Reading: November 29, 2022

#5080.2.1

Attendance Records and Monitoring

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

Chain of Authority for Attendance Issues

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

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

Date of Adoption: June 6, 1995
Technical Revision: August 22, 2006
First Reading: October 11, 2022
Second Reading: November 29, 2022

Student Due Process Rights

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

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

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

Legal Reference:

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

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

Connecticut General Statutes

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

Date of Adoption: September 5, 1995
Date of Revision: February 8, 2006
First Reading: October 11, 2022
Second Reading: November 29, 2022

Age of Majority / Emancipated Minors

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

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

Date of Adoption: May 4, 1999

First Reading: October 11, 2022

Second Reading: November 29, 2022

#5090.1.4
Student Misconduct in Schools

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

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

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

District Policies address the following specific student expectations:

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

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

Prohibited Conduct / Behavior

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

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

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

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

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

Date of Adoption: June 20, 1995

Date of Revision: August 16, 2005

First Reading: October 11, 2022

Second Reading: November 29, 2022

**#5090.3.2
Vandalism**

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

Liability of Parents and Students

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

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

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

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

Legal Reference: Connecticut General Statutes

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

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

Date of Adoption: 06/22/95
Date of Revision: 04/21/09
First Reading: October 11, 2022
Second Reading: November 29, 2022

Student Conduct on School Buses

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

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

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

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

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

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

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

#5090.3.3 (cont.)

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

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

Legal Reference:

Connecticut General Statutes

10-186 Duties of local and regional Boards of Education

10-220 Duties of Boards of Education

10-221 Boards of Education to prescribe rules

10-233c Suspension of students

Date of Adoption: June 20, 1995
Date of Revision: August 16, 2005
Date of Revision: January 24, 2017
First Reading: October 11, 2022
Second Reading: November 29, 2022

#5090.3.6.1
Hazing

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

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

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

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

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

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

Date of Adoption: September 19, 1995
Date of Revision: August 16, 2005
Date of Revision: January 24, 2017
First Reading: October 11, 2022
Second Reading: November 29, 2022

Weapons and Dangerous Instruments

Students shall not possess firearms, facsimiles or realistic replicas of firearms, weapons, or dangerous instruments of any kind on school grounds or buildings, nor on school buses, nor at any school-related or school-sponsored activity away from school facilities. Firearms, weapons, and dangerous instruments shall include those defined by law (18 U.S.C. 921, C.G.S. 53a-3, and 53-202 to 53-206, and 29-35). Such weapons include, but are not limited to, any pistol, revolver, rifle, shotgun, air gun or spring gun; slingshot; bludgeon; brass knuckles or artificial knuckles of any kind; knives having a blade of greater than two inches, any knife the blade of which can be opened by a flick or a button or pressure on the handle, or any pocketknife where the blade is carried in a partially opened position; martial arts weapon; destructive device. Pursuant to federal law, the term “firearm” includes, but is not limited to, any weapon designed to expel a projectile by the action of an explosive, the frame or receiver of any such weapon, a muffler or silencer for such a weapon, or destructive device.

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

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

#5090.8 (continued)

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

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

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

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

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

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

Legal Reference: Connecticut General Statutes
10-221 Boards of education to prescribe rules
10-233a through 10-233f – Expulsion as amended by PA 95-304
53a-3 Definitions
53a-217b – Possession of firearms and deadly weapons on school grounds
53-206 Carrying and sale of dangerous weapons
PA 94-221 An Act Concerning School Discipline and Safety
GOALS 2000: Educate America Act
18 U.S.C. 921 Definitions

#5090.8 (continued)

USCA 7151 – No Child Left Behind Act

Date of Adoption: September 5, 1995
Date of Revision: August 16, 2005
Date of Revision: February 8, 2006
First Reading: October 11, 2022
Second Reading: November 29, 2022

**#5100.1.2
Equal Access Act**

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

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

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

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

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

Date of Adoption: April 2, 1996

Date of Revision: August 16, 2005

First Reading: October 11, 2022

Second Reading: November 29, 2022

#5120.4.2.7

Racial Harassment of Students

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

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

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

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

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

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

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

(cf. 5020: Equal Educational Opportunity)

(cf. 5020.1: Nondiscrimination)

(cf. 5090.1: Student Due Process Rights)

(cf. 5120.4.2.4: Sexual Harassment Among Students)

(cf. 5090.5: Secret Societies / Gang Activity)

Legal Reference: Civil Rights Act of 1964, Title VI

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

Date of Adoption: February 6, 2001

Date of Revision: August 16, 2005

First Reading: October 11, 2022

Second Reading: November 29, 2022

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: November 15, 2022
56 Second Reading: November 29, 2022
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Regulation #5120.4.2.1
Suicide Prevention and Intervention

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4 Management of Suicidal Risk

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

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

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

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

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

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

27 1. the seriousness of the situation;

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

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

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

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

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

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

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

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

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

#5120.4.2.1

Suicide Prevention and Intervention

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

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

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

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

Date of Adoption: May 6, 1996
Date of Revision: February 8, 2006
First Reading: November 15, 2022
Second Reading: November 29, 2022

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.

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

Current Policy

Students

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

Required Training and Prevention Training Plan

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

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

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

Crisis Intervention Teams

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

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

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

Exclusionary Time Out

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

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

Legal Reference: Connecticut General Statutes

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

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

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

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

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

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

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

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

Current Policy

Students

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

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

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

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

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

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

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

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

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

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

25
26 I. Definitions:

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

47 other protective gear used to protect a person from injuries due to a fall; (5) helmets,
48 mitts and similar devices used to prevent self-injury when the device is (i) part of a
49 documented treatment plan or an Individualized Education Program (“IEP”); or (ii)
50 prescribed or recommended by a medical professional, as defined in section 38a-976
51 of the Connecticut General Statutes, and is the least restrictive means available to
52 prevent such injury; or (6) an exclusionary time out.
53

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

61 F. Seclusion: The confinement of a person in a room from which the student is physically
62 prevented from leaving. Seclusion does not include the following: (i) an exclusionary
63 time out; or (ii) any confinement of a student in which the person is physically able to
64 leave the area of confinement including, but not limited to, in-school suspension.
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66 G. Student: a child who is
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- 68 1. enrolled in grades kindergarten to twelve, inclusive, in a public school under the
69 jurisdiction of a local or regional board of education;
- 70
- 71 2. receiving special education and related services in an institution or facility
72 operating under a contract with a local or regional board of education pursuant to
73 subsection (d) of section 10-76d of the Connecticut General Statutes;
74
- 75 3. enrolled in a program or school administered by a regional education service center
76 established pursuant to section 10-66a of the Connecticut General Statutes; OR
77
- 78 4. receiving special education and related services from an approved private special
79 education program.
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81 II. Life-Threatening Physical Restraint

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

86 B. Nothing in this section shall be construed as limiting any defense to criminal
87 prosecution for the use of deadly physical force that may be available under sections
88 53a-18 to 53a-22, inclusive, of the Connecticut General Statutes.
89

90 III. Procedures for Physical Restraint and Seclusion of Students

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

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- b. shall not exceed fifteen (15) minutes, except as provided below.
- 2. If any instance of physical restraint or seclusion of a student used as an emergency intervention exceeds fifteen (15) minutes, one of the following individuals, who have received training in the use of physical restraint or seclusion, will determine whether continued physical restraint or seclusion is necessary to prevent immediate or imminent injury to the student or to others:
 - a. an administrator, or such administrator’s designee;
 - b. a school health or mental health personnel; or
 - c. a board certified behavior analyst.
- 3. The individual identified under subsection 2 (a-c) shall make a new determination every thirty (30) minutes thereafter regarding whether such physical restraint or seclusion is necessary to prevent immediate or imminent injury to the student or to others.
- I. A school employee must regularly evaluate the student being physically restrained or secluded for signs of physical distress. The school employee must record each evaluation in the educational record of the person being physically restrained or secluded.

IV. Seclusion Room Requirements

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

- A. be of a size that is appropriate to the chronological and developmental age, size and behavior of the student;
- B. have a ceiling height that is comparable to the ceiling height of the other rooms in the building in which the seclusion room is located;
- C. be equipped with heating, cooling, ventilation and lighting systems that are comparable to the systems that are used in the other rooms of the building in which the seclusion room is located;
- D. be free of any object that poses a danger to the student who is being placed in the seclusion room;
- E. conform to applicable building code requirements.

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

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

- 194 1. the need to provide direct and immediate medical attention to the student;
- 195 196 2. fire;
- 197 198 3. the need to remove the student to a safe location during a building lockdown; or
- 199 200 4. other critical situations that may require immediate removal of the student from
201 202 seclusion to a safe location.

203
204 F. have an unbreakable observation window or fixture located in a wall or door, which
205 allows the student a clear line of sight beyond the area of seclusion, to permit
206 frequent visual monitoring of the student and any school employee in such room.
207 The requirement for an unbreakable observation window does not apply if it is
208 necessary to clear and use a classroom or other room in the school building as a
209 seclusion room for a student.

210
211 V. Use of Psychopharmacologic Agent

212
213 A. No school employee may use a psychopharmacologic agent on a student without that
214 student’s consent and the consent of the student’s parent/guardian, except:

- 215 216 1. as an emergency intervention to prevent immediate or imminent injury to the
217 student or to others; or
- 218 219 2. as an integral part of the student’s established medical or behavioral support or
220 educational plan, or, if no such plan has been developed, as part of a licensed
221 practitioner’s initial orders.

222
223 B. The use of psychopharmacologic agents, alone or in combination, may be used only in
224 doses that are therapeutically appropriate and not as a substitute for other appropriate
225 treatment.

226
227 C. Any administration of a psychopharmacologic agent must ONLY be done in
228 accordance with applicable federal and state law and the Board of Education’s
229 Administration of Medication Policy.

230
231 VI. Procedures for Exclusionary Time Out

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

250 VII. Required Meetings

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

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

296 VIII. Crisis Intervention Team
297

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

310 IX. Documentation and Communication
311

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

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

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

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

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

- XI. Professional Development Plan and Training
 - A. The District shall provide training regarding the physical restraint and seclusion of students to the members of the crisis intervention team for each school in the District identified in Section VIII, above. The District may provide such training to any teacher, administrator, school paraprofessional or other school employee, designated by the school principal and who has direct contact with students. The District shall provide such training annually and the training shall include, but not be limited to:
 - 1. Beginning with the school year commencing July 1, 2017, an annual overview of the relevant laws and regulations regarding the use of physical restraint and seclusion on students and the proper uses of physical restraint and seclusion. Such overview shall be provided by the Department of Education in a manner and form as prescribed by the Commissioner of Education.
 - 2. The creation of a plan to provide training regarding the prevention of incidents requiring physical restraint or seclusion of students. This plan shall be implemented not later than July 1, 2018.
 - 3. The creation of a plan to provide training regarding the proper means of physical restraint or seclusion of a student, including, but not limited to:

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

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

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

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

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

457 Legal References:

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

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

466
467 Other References:

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

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

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

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

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

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

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

27
28 Legal References:

- 29
30 Conn. Gen. Stat. § 10-76b
31 Conn. Gen. Stat. § 10-76d
32 Conn. Gen. Stat. § 10-236b
33 Conn. Gen. Stat. §§ 53a-18 to 53a-22
34 Reg. Conn. State Agencies. §§ 10-76b-5 to 10-76b-11
35
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-](http://www2.ed.gov/policy/seclusion/restraints-and-seclusion-resources.pdf)
41 [resources.pdf](http://www2.ed.gov/policy/seclusion/restraints-and-seclusion-resources.pdf).

42

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

45

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

48

49 First Reading: November 15, 2022

50 Second Reading: November 29, 2022

51

52

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

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

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

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

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

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

27
28 Legal Reference:

29
30 Conn. Gen. Stat. § 10a-11i

31 Conn. Gen. Stat. § 10-223m

32
33 First Reading: October 11, 2022

34 Second Reading: November 29, 2022

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

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

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

34 ~~5.6. Veterans Day – observe Veterans Day by holding school-based Veterans Day~~
35 ~~observance activities;~~

36
37 ~~6.7. schedule the high school graduation ceremony no earlier than the 180th 183rd day~~
38 ~~of school, recognizing that an adjustment in the date may be required at the first~~
39 ~~regular Board meeting in April because of school cancellations;~~
40 schedule the beginning and end of the school year to permit the first day of school
41 to be as late as possible in August or in early September while allowing a
42 reasonable number of make-up days for school cancellations in the month of June;
43 and

44
45 ~~7.8. schedule professional development days for staff per the following: (a) prior to the~~
46 ~~beginning of school; (b) on days when students *are not* scheduled to attend~~
47 ~~school; (c) on days immediately *preceding* or *following* a scheduled holiday for~~
48 ~~students and / or staff; and (d) on such other dates as are consistent with sound~~
49 ~~principles of professional development and calendar design.~~

50
51 The Superintendent shall be charged with presenting a draft of the school calendar, based
52 on the principles such as those above, to the Board of Education for review and approval
53 no later than the first regular Board meeting in ~~April~~ January. The proposal shall cover
54 the school year following the upcoming year’s calendar.

55
56 ~~Whenever necessary, the Board shall convene a calendar advisory committee to review~~
57 ~~such concerns and issues. The calendar advisory committee shall include representatives~~
58 ~~from the following groups: parents, teachers, students, administrators, support staff, and~~
59 ~~interested community members. The Superintendent shall also consult officials in~~
60 ~~neighboring school districts in conjunction with the work of the advisory committee.~~

61
62 Within the framework of this policy, the Board of Education shall have the prerogative to
63 amend the school calendar when the Board considers it to be in the best interest of the
64 school district to do so.

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

75 Date of Adoption: February 25, 1997
76 Date of Revision: March 21, 2006
77 Date of Revision: November 15, 2011
78
79 First Reading: October 11, 2022
80 Second Reading: November 29, 2022

~~5070.2~~6080.23-Administrative Regulations

Home Schooling

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

Entry Procedures

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

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

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

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

46

47 **Grade Placement Procedures:**

48

49 Elementary and Middle Schools (K-8) Students

50

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

53

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

61

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

65

66 High School

67

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

70

- 71 • The student must qualify for admission with appropriate grade level skills:

72 ~~• The building principal will verify that the student is eligible to be included~~
73 ~~in school under these procedures, which includes completion of~~
74 ~~coursework warranting an award of credit and enough credits to be placed~~
75 ~~within the specific grade level.~~

76

- 77 • Following consultation with parents / guardians and administration of
78 academic standardized tests, when appropriate, the building principal or
79 designee will make a determination of grade level placement. ~~Such~~
80 ~~determination will be based upon the school district official's professional~~
81 ~~judgment of~~The following factors shall be considered in determining grade
82 placement:

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

112

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

114

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

116

[Connecticut General Statutes](#)

117

[10-184 Duties of Parents](#)

118

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

119

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

120

Connecticut Interscholastic Athletic Conference (CIAC) Eligibility Regulations

121

122

123

124

The 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.

37
38 Legal Reference: Connecticut General Statutes
39 10-184 Duties of Parents
40 10-220 Duties of Boards of Education
41 Regulations of the Connecticut State Board of Education
42
43 Date of Adoption: January 21, 1997
44 Date of Revision: May 18, 2010
45 First Reading: November 15, 2022
46 Second Reading: November 29, 2022

Advanced Courses Placement

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

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

Date of Adoption: February 25, 1997

#6080.26.4

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

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

I. Definitions

For purposes of this policy:

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

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

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

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

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

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

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

45

46 **II. Eligibility Criteria**

47

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

52

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

57

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

65

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

67

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

73

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

80

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

83

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

86

87 **IV. Guiding Principles and Implementation**

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

95

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

99

100 Legal Reference:

101

102 Connecticut General Statutes § 10-221a

103

104 Connecticut General Statutes § 10-221w

105

106 Connecticut General Statutes § 10-221x

107

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

110

111 First Reading: November 15, 2022

112 Second Reading: November 29, 2022

113

**#6130.2.2
Exemptions From Instruction**

Religious

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

Medical

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

HIV / AIDS Instruction

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

Bilingual Education

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

Dissection of Animals

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

6130.2.2 (continued)**Substance Abuse Education**

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

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

Family Life and Sex Education

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

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

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

Curricular Exemptions

(formerly Exemptions from Instruction)

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

Mandatory Curricular Exemptions:

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

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

Definitions:

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

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

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

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

45

46 Written Request for Mandatory Exemption:

47

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

50

51 Permissive Curricular Exemptions:

52

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

56

57 Alternative Assignments:

58

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

62

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

67

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

70

71

72 Legal References:

73

74 Conn. Gen. Stat. § 10-16c.

75 Conn. Gen. Stat. § 10-16e.

76 Conn. Gen. Stat. § 10-18c.

77 Conn. Gen. Stat. § 10-18d.

78 Conn. Gen. Stat. § 10-19(b).

79 Conn. Gen. Stat. § 17a-101q.

80

81 First Reading: November 15, 2022

82 Second Reading: November 29, 2022

83

REMOVAL OF USED BOOKS AND EQUIPMENT

RECEIVED

NOV 15 2022

SUPERINTENDENT

School: Polson Middle School

Date Approved by BOE:

Reviewed by Building Administrator: Kathryn Hart

Date: 11/14/2022

Department: Middle School

Submitted by: K. Hart

Quantity	Item	Serial #	Tag #	Asset #	Copyright Date	ISBN #	Reason for Removal
3	Class sets of student desks and chairs.						Replacement furniture ordered. Current furniture is old and the desks are attached to the chairs.
220	<i>Holt McDougal US History Beginnings to 1877</i>				2012	978-0-547-48469-3	<i>Too old, not relevant to curriculum</i>
280	<i>Holt McDougal The Americas</i>				2013	978-0-03547-48482-2	<i>Out of date, not relevant to curriculum</i>
280	<i>Holt McDougal South-West & Central Asia</i>				2007	0-03-043617-0	<i>Out of date, not relevant to curriculum</i>
18	<i>It you were there in 1492</i>				1991	0-689-82241-3	<i>Not relevant to curriculum</i>
39	<i>The mystery of the Ancient Maya</i>				1995	0-689-50619-8	<i>Not relevant to curriculum</i>
57	<i>Johnny's Don't Cry</i>				1994	0-671-8900-7	<i>Not relevant to curriculum</i>
65	<i>Like the People</i>				2002	0-598-15177-1	<i>Not relevant to curriculum</i>
60	<i>Howless Bird</i>				2000	0-06-445819-1	<i>Not relevant to curriculum</i>
66	<i>The Clay Marble</i>				1991	91-14093	<i>Not relevant to curriculum</i>
50	<i>Chinese Cinderella</i>				1991	0440228654	<i>Not relevant to curriculum</i>
40	<i>My Name Is America</i>				2003	—	<i>Not relevant to curriculum</i>
40	<i>One More River</i>				1992	0-380-71563-5	<i>Not relevant to curriculum</i>

Polson LMC
Books Weeded
November 1, 2022-November 18, 2022

Deleted Date	Title	Author
11/18/2022	Alien in a bottle	Mackel, Kathy.
11/18/2022	Beyond the burning time	Lasky, Kathryn.
11/18/2022	Blood secret	Lasky, Kathryn.
11/18/2022	Blood secret	Lasky, Kathryn.
11/18/2022	Camo girl	Magoon, Kekla.
11/18/2022	Catch a tiger by the toe	Levine, Ellen.
11/18/2022	Dancing in the streets of Brooklyn	Lurie, April.
11/18/2022	Dave at night	Levine, Gail Carson.
11/18/2022	Death cloud	Lane, Andrew, 1963-
11/18/2022	Death cloud	Lane, Andrew, 1963-
11/18/2022	The disreputable history of Frankie Landau-Banks	Lockhart, E.
11/18/2022	The disreputable history of Frankie Landau-Banks	Lockhart, E.
11/18/2022	The disreputable history of Frankie Landau-Banks	Lockhart, E.
11/18/2022	Emmy in the key of code	Lucido, Aimee.
11/18/2022	Fairest	Levine, Gail Carson.
11/18/2022	Fast break	Lupica, Mike.
11/18/2022	Heat	Lupica, Mike.
11/18/2022	How it went down	Magoon, Kekla.
11/18/2022	How to ditch your fairy	Larbalestier, Justine.
11/18/2022	I am a genius of unspeakable evil	Lieb, Josh.
11/18/2022	The journal of Jedediah Barstow	Levine, Ellen.
11/18/2022	Journey	MacLachlan, Patricia.
11/18/2022	Life, after	Littman, Sarah.
11/18/2022	The lightkeeper's daughter	Lawrence, Iain, 1955-
11/18/2022	The limit	Landon, Kristen, 1966-
11/18/2022	The misadventures of the family Fletcher	Levy, Dana Alison.
11/18/2022	Number the stars	Lowry, Lois.
11/18/2022	Outrun the moon	Lee, Stacey (Stacey Heather)
11/18/2022	Picture perfect	Love, D. Anne.
11/18/2022	Promise the night : a novel	MacColl, Michaela.
11/18/2022	The rock and the river	Magoon, Kekla.
11/18/2022	Rules	Lord, Cynthia.
11/18/2022	Skylark	MacLachlan, Patricia.
11/18/2022	Tender morsels	Lanagan, Margo, 1960-
11/18/2022	Time's memory	Lester, Julius.
11/18/2022	The treasure map of boys :	Lockhart, E.
11/18/2022	True north : a novel of the underground railroad	Lasky, Kathryn.
11/18/2022	The twinning project	Lipsyte, Robert.
11/18/2022	We were liars	Lockhart, E.
11/18/2022	We were liars	Lockhart, E.
11/18/2022	Wildcard	Lu, Marie, 1984-
11/18/2022	The year of the dog : a novel	Lin, Grace.

11/18/2022	The year of the dog : a novel	Lin, Grace.
11/17/2022	13 little blue envelopes	Johnson, Maureen, 1973-
11/17/2022	Across five Aprils	Hunt, Irene.
11/17/2022	Addie on the inside	Howe, James, 1946-
11/17/2022	All unquiet things	Jarzab, Anna.
11/17/2022	Also known as Elvis	Howe, James, 1946-
11/17/2022	Any small goodness : a novel of the barrio	Johnston, Tony, 1942-
11/17/2022	The Ashwater experiment	Koss, Amy Goldman, 1954-
11/17/2022	Awaken	Kacvinsky, Katie.
11/17/2022	The black book of secrets	Higgins, F. E.
11/17/2022	Born to rock	Korman, Gordon.
11/17/2022	Brave new world	Huxley, Aldous, 1894-1963.
11/17/2022	Breaking through	Jiménez, Francisco, 1943-
11/17/2022	Danger zone	Klass, David.
11/17/2022	Earthquake! : a story of old San Francisco	Kudlinski, Kathleen V.
11/17/2022	Everything on a waffle	Horvath, Polly.
11/17/2022	Ghost dog secrets	Kehret, Peg.
11/17/2022	The ghost's grave	Kehret, Peg.
11/17/2022	The girls	Koss, Amy Goldman, 1954-
11/17/2022	The heart is not a size	Kephart, Beth.
11/17/2022	The house of silk : a Sherlock Holmes novel	Horowitz, Anthony, 1955-
11/17/2022	How it happened in Peach Hill	Jocelyn, Marthe.
11/17/2022	An innocent soldier	Holub, Josef, 1926-
11/17/2022	Jason's gold	Hobbs, Will.
11/17/2022	The mark of the dragonfly	Johnson, Jaleigh.
11/17/2022	The mark of the dragonfly	Johnson, Jaleigh.
11/17/2022	Mike Stellar, nerves of steel	Holt, K. A.
11/17/2022	My favorite band does not exist	Jeschonek, Robert T.
11/17/2022	Night Bird : a story of the Seminole Indians	Kudlinski, Kathleen V.
11/17/2022	The night diary	Hiranandani, Veera.
11/17/2022	The night diary	Hiranandani, Veera.
11/17/2022	One for the Murphys	Hunt, Lynda Mullaly.
11/17/2022	The outcasts of 19 Schuyler Place	Konigsburg, E. L.
11/17/2022	Pop	Korman, Gordon.
11/17/2022	Pop	Korman, Gordon.
11/17/2022	Radio fifth grade	Korman, Gordon.
11/17/2022	Regarding the trees : a splintered saga rooted in secrets	Klise, Kate.
11/17/2022	The remarkable life and times of Eliza Rose	Hooper, Mary, 1944-
11/17/2022	The returning	Hinwood, Christine.
11/17/2022	Saving Lilly	Kehret, Peg.
11/17/2022	Scat	Hiaasen, Carl.
11/17/2022	Scat	Hiaasen, Carl.
11/17/2022	See you at Harry's	Knowles, Johanna, 1970-
11/17/2022	The seven swords	Johnson-Shelton, Nils.
11/17/2022	Silent to the bone	Konigsburg, E. L.
11/17/2022	Skink : no surrender	Hiaasen, Carl.
11/17/2022	Small as an elephant	Jacobson, Jennifer, 1958-
11/17/2022	Soldier boys	Hughes, Dean, 1943-

11/17/2022	Son of the mob : Hollywood hustle	Korman, Gordon.
11/17/2022	Son of the Mob : Son of the Mob	Korman, Gordon.
11/17/2022	Totally Joe	Howe, James, 1946-
11/17/2022	Trapped	Kehret, Peg.
11/17/2022	Trial by jury journal	Klise, Kate.
11/17/2022	Trial by jury journal	Klise, Kate.
11/17/2022	Turtle in paradise	Holm, Jennifer L.
11/17/2022	When Zachary Beaver came to town	Holt, Kimberly Willis.
11/17/2022	Wild Man Island	Hobbs, Will.
11/17/2022	With a name like Love	Hilmo, Tess.
11/16/2022	Because of Anya	Haddix, Margaret Peterson.
11/16/2022	The big crunch	Hautman, Pete, 1952-
11/16/2022	Bridge to America	Glaser, Linda.
11/16/2022	Dark song	Giles, Gail.
11/16/2022	Dark water rising	Hale, Marian.
11/16/2022	The fault in our stars	Green, John, 1977-
11/16/2022	The fault in our stars	Green, John, 1977-
11/16/2022	Grave images	Goebel, Jenny.
11/16/2022	Leaving Fishers	Haddix, Margaret Peterson.
11/16/2022	Painting the rainbow	Gordon, Amy, 1949-
11/16/2022	Palace of Mirrors	Haddix, Margaret Peterson.
11/16/2022	Ruby red	Gier, Kerstin.
11/16/2022	Running out of time	Haddix, Margaret Peterson.
11/16/2022	Snatched	Hautman, Pete, 1952-
11/16/2022	Steeplejack	Hartley, A. J.
11/16/2022	Summer of my German soldier	Greene, Bette, 1934-
11/16/2022	Sure signs of crazy	Harrington, Karen, 1967-
11/16/2022	Thunder from the sea	Harlow, Joan Hiatt.
11/16/2022	Turnabout	Haddix, Margaret Peterson.
11/16/2022	The vigilante poets of Selwyn Academy	Hattermer, Kate.
11/14/2022	The 10 p.m. question	De Goldi, Kate, 1959-
11/14/2022	Accomplice	Corrigan, Eireann, 1977-
11/14/2022	Alchemy and Meggy Swann	Cushman, Karen.
11/14/2022	Anastasia's secret	Dunlap, Susanne Emily.
11/14/2022	Angry management	Crutcher, Chris.
11/14/2022	The apprenticeship of Lucas Whitaker	DeFelice, Cynthia C.
11/14/2022	The Belles	Clayton, Dhonielle.
11/14/2022	The Belles	Clayton, Dhonielle.
11/14/2022	The body in the library	Christie, Agatha, 1890-1976.
11/14/2022	The book of pearl	Fombelle, Timothée de, 1973-
11/14/2022	Born to fly	Ferrari, Michael (Michael J.)
11/14/2022	The braid	Frost, Helen, 1949-
11/14/2022	Bucking the Sarge	Curtis, Christopher Paul.
11/14/2022	Burning up : a novel	Cooney, Caroline B.
11/14/2022	Buzz kill	Fantaskey, Beth.
11/14/2022	Car trouble : a novel	DuPrau, Jeanne.
11/14/2022	Chasing Jupiter	Coker, Rachel.
11/14/2022	The chicken dance	Couvillon, Jacques.

11/14/2022	Code Orange	Cooney, Caroline B.
11/14/2022	A diamond in the desert	Fitzmaurice, Kathryn.
11/14/2022	A dream come true : coming to America from Vietnam	Cosson, M.J.
11/14/2022	Driver's ed	Cooney, Caroline B.
11/14/2022	The Ear, the Eye, and the Arm : a novel	Farmer, Nancy, 1941-
11/14/2022	Earth girl	Edwards, Janet, 1958-
11/14/2022	The education of Hailey Kendrick	Cook, Eileen.
11/14/2022	The entertainer and the dybbuk	Fleischman, Sid, 1920-2010.
11/14/2022	Evil under the sun	Christie, Agatha, 1890-1976.
11/14/2022	Extra credit	Clements, Andrew, 1949-
11/14/2022	Fortunately, the milk	Gaiman, Neil.
11/14/2022	Fortunately, the milk	Gaiman, Neil.
11/14/2022	Free baseball	Corbett, Sue.
11/14/2022	Free baseball	Corbett, Sue.
11/14/2022	Gifted	Evangelista, Beth.
11/14/2022	The girl who threw butterflies	Cochrane, Mick.
11/14/2022	Graffiti moon	Crowley, Cath.
11/14/2022	High heat	Deuker, Carl.
11/14/2022	Hotel on the corner of bitter and sweet : a novel	Ford, Jamie.
11/14/2022	The house of the scorpion	Farmer, Nancy, 1941-
11/14/2022	If a tree falls at lunch period	Choldenko, Gennifer, 1957-
11/14/2022	Inventing Elliot	Gardner, Graham.
11/14/2022	Inventing Elliot	Gardner, Graham.
11/14/2022	Inventing Elliot	Gardner, Graham.
11/14/2022	The inventor's secret	Cremer, Andrea R.
11/14/2022	The Isabel factor	Friesen, Gayle.
11/14/2022	It all comes down to this	English, Karen.
11/14/2022	Jackal in the garden : an encounter with Bihzad	Ellis, Deborah, 1960-
11/14/2022	Jack's black book	Gantos, Jack.
11/14/2022	Jacob's rescue : a Holocaust story	Drucker, Malka.
11/14/2022	Julie of the wolves	George, Jean Craighead, 1919-2012.
11/14/2022	The last Martin	Friesen, Jonathan.
11/14/2022	Little brother	Doctorow, Cory.
11/14/2022	Livvie Owen lived here	Dooley, Sarah.
11/14/2022	The London Eye mystery	Dowd, Siobhan.
11/14/2022	The lord of Opium	Farmer, Nancy, 1941-
11/14/2022	The love curse of the Rumbaughs	Gantos, Jack.
11/14/2022	Matilda Bone	Cushman, Karen.
11/14/2022	Memoirs of an imaginary friend : a novel	Dicks, Matthew.
11/14/2022	Memoirs of an imaginary friend : a novel	Dicks, Matthew.
11/14/2022	The midwife's apprentice	Cushman, Karen.
11/14/2022	Molly's pilgrim	Cohen, Barbara.
11/14/2022	Much ado about Anne	Frederick, Heather Vogel.
11/14/2022	No passengers beyond this point	Choldenko, Gennifer, 1957-
11/14/2022	Nothing to lose	Flinn, Alex.
11/14/2022	Nothing to lose	Flinn, Alex.
11/14/2022	Nothing to lose	Flinn, Alex.
11/14/2022	Parched	Clark, Georgia.

11/3/2022	I'd Tell You I Love You, But then I'd Have to Kill You	Carter, Ally, 2008.
11/3/2022	Illuminate	Agresti, Aimee.
11/3/2022	Iron river	Acosta, Daniel (Teacher)
11/3/2022	Iron thunder	Avi, 1937-
11/3/2022	The island of Beyond	Atkinson, E. J. (Elizabeth Jane), 1961-
11/3/2022	Jane Eyre	Bronte, Charlotte, 1816-1855.
11/3/2022	Jars of glass	Barkley, Brad.
11/3/2022	Jellicoe Road	Marchetta, Melina, 2006.
11/3/2022	Jeremy Fink and the Meaning of Life Wendy Mass	Mass, Wendy 2006
11/3/2022	Jimi & me	Adoff, Jaime.
11/3/2022	Jinx	Blackwood, Sage.
11/3/2022	The journal of Jesse Smoke : a Cherokee boy	Bruchac, Joseph, 1942-
11/3/2022	Kepler's dream	Bell, Juliet.
11/3/2022	Kiss & make up	Anderson, Katie D.
11/3/2022	Kit's wilderness	Almond, David, 1951-
11/3/2022	Land of the buffalo bones	Bauer, Marion Dane.
11/3/2022	The last leaves falling	Benwell, Sarah.
11/3/2022	Life as We Knew It	Susan Beth Pfeffer, 2006.
11/3/2022	Little women.	Alcott, Louisa May, 1832-1888.
11/3/2022	London calling	Bloor, Edward, 1950-
11/3/2022	A mad, wicked folly	Biggs, Sharon, 1966-
11/3/2022	The magic strings of Frankie Presto : a novel	Albom, Mitch, 1958-
11/3/2022	Masterpiece	Broach, Elise.
11/3/2022	Matched: read by Kate Simses	Condie, Allyson Braithwaite.
11/3/2022	Maya running	Banerjee, Anjali.
11/3/2022	Midnight thief	Blackburne, Livia,
11/3/2022	The missing piece of Charlie O'Reilly	Ansari, Rebecca K. S.,
11/3/2022	The missing piece of Charlie O'Reilly	Ansari, Rebecca K. S.,
11/3/2022	Mockingjay	Collins, Suzanne.
11/3/2022	The mostly true story of Jack	Barnhill, Kelly Regan.
11/3/2022	Need	Charbonneau, Joelle.
11/3/2022	Nick Mclver Time Adventure: 1: Nick of time	Bell, Ted.
11/3/2022	The night gardener	Auxier, Jonathan.
11/3/2022	The Nobodies	Bode, N. E.
11/3/2022	Notes From the Midnight Driver	Sonnenblick, Jordan.
11/3/2022	Nothing but the truth : a documentary novel	Avi, 1937-
11/3/2022	Num8ers	Ward, Rachel, 1978-
11/3/2022	Of enemies and endings	Bach, Shelby.
11/3/2022	On my honor	Bauer, Marion Dane.
11/3/2022	One more river	Banks, Lynne Reid, 1929-
11/3/2022	Only the good spy young	Carter, Ally.
11/3/2022	Ostrich Boys	Gray, Keith.
11/3/2022	Paper and fire	Caine, Rachel.
11/3/2022	Passenger	Bracken, Alexandra.
11/3/2022	Petey	Mikaelsen, Ben, 1998.
11/3/2022	Pieces of Georgia : a novel	Bryant, Jennifer.
11/3/2022	Pocahontas	Bruchac, Joseph, 1942-
11/3/2022	Point Blank	Horowitz, Anthony, 2001.

11/3/2022	Pop	Korman, Gordon, 2009.
11/3/2022	The Pox party	Anderson, M. T.
11/3/2022	Prairie Evers	Airgood, Ellen.
11/3/2022	The princess diaries	Cabot, Meg.
11/3/2022	Princess lessons	Cabot, Meg.
11/3/2022	The prophecy of the Stones	Bujor, Flavia.
11/3/2022	The prophecy of the Stones	Bujor, Flavia.
11/3/2022	A psalm for lost girls	Bayerl, Katie.
11/3/2022	Quit it	Byalick, Marcia, 1947-
11/3/2022	Quit it	Byalick, Marcia, 1947-
11/3/2022	The radiant road : a novel	Catmull, Katherine,
11/3/2022	The reader	Chee, Traci.
11/3/2022	Reality check	Abrahams, Peter, 1947-
11/3/2022	Rebel angels	Bray, Libba.
11/3/2022	The Red Pyramid	Riordan, Rick.
11/3/2022	The Replacement	Yovanoff, Brenna.
11/3/2022	The return of Skeleton Man	Bruchac, Joseph, 1942-
11/3/2022	Return to sender	Alvarez, Julia.
11/3/2022	Ringside, 1925 : views from the Scopes trial : a novel	Bryant, Jennifer.
11/3/2022	Homeroom headhunters	Chapman, Clay McLeod.
11/3/2022	Rules	Lord, Cynthia, 2006.
11/3/2022	Rules of the road	Bauer, Joan, 1951-
11/3/2022	Runaway	Cabot, Meg.
11/3/2022	The Running Dream: read by Laura Flanagan	Van Draanen, Wendelin.
11/3/2022	Sacajawea : the story of Bird Woman	Bruchac, Joseph, 1942-
11/3/2022	Saints and misfits	Ali, S. K.
11/3/2022	Saints and misfits	Ali, S. K.
11/3/2022	Scat	Hiaasen, Carl.
11/3/2022	A school for unusual girls	Baldwin, Kathleen.
11/3/2022	The scorpion rules	Bow, Erin.
11/3/2022	Second sight	Blackwood, Gary L.
11/3/2022	The secret life of Prince Charming	Caletti, Deb.
11/3/2022	The seer of shadows	Avi, 1937-
11/3/2022	The Shakespeare stealer	Blackwood, Gary L.
11/3/2022	Shakespeare's Scribe	Blackwood, Gary L.
11/3/2022	Shakespeare's secret	Broach, Elise.
11/3/2022	Shakespeare's secret	Broach, Elise.
11/3/2022	Shakespeare's spy	Blackwood, Gary L.
11/3/2022	Ship of fire	Cadnum, Michael.
11/3/2022	Skeleton man	Bruchac, Joseph, 1942-
11/3/2022	Sky raiders	Mull, Brandon, 1974-
11/3/2022	Skybreaker	Kenneth Oppel, 2006.
11/3/2022	Solo	Alexander, Kwame.
11/3/2022	Souder	Armstrong, William H. (William Howard), 191
11/3/2022	Stay	Caletti, Deb.
11/3/2022	Stormbreaker	Horowitz, Anthony, 2000.
11/3/2022	Story time	Bloor, Edward, 1950-
11/3/2022	Suitcase of stars	Baccalario, Pierdomenico.

11/3/2022	The sweet far thing	Bray, Libba.
11/3/2022	Tales from Watership Down	Adams, Richard, 1920-
11/3/2022	The Dark Hills Divide	Carman, Patrick.
11/3/2022	The Face on the Milk Carton	Cooney, Caroline B.
11/3/2022	The Fallout	Bodeen, S. A. (Stephanie A.), 1965-
11/3/2022	The Fallout	Bodeen, S. A. (Stephanie A.), 1965-
11/3/2022	The Fallout	Bodeen, S. A. (Stephanie A.), 1965-
11/3/2022	The Fallout	Bodeen, S. A. (Stephanie A.), 1965-
11/3/2022	The Fallout	Bodeen, S. A. (Stephanie A.), 1965-
11/3/2022	The Frog Princess	Baker, E. D.
11/3/2022	The House of the Scorpion	Farmer, Nancy, 2002.
11/3/2022	The Kill Order	Dashner, James, 1972-
11/3/2022	The Maze Runner	James Dashner, 2009.
11/3/2022	The Peculiar	Bachmann, Stefan, 1993-
11/3/2022	The Potato Chip Puzzles	Berlin, Eric.
11/3/2022	The Rock and the River	Magoon, Kekla.
11/3/2022	The Wednesday Wars	Schmidt, Gary D, 2007.
11/3/2022	They call me Güero : a border kid's poems	Bowles, David (David O.)
11/3/2022	Thirteen days to midnight	Carman, Patrick.
11/3/2022	Thirteen reasons why : a novel	Asher, Jay.
11/3/2022	Thirteen reasons why : a novel	Asher, Jay, 1975-
11/3/2022	Thirteen reasons why : a novel	Asher, Jay, 1975-
11/3/2022	Through her eyes	Archer, Jennifer, 1957-
11/3/2022	Tiger eyes	Blume, Judy.
11/3/2022	The tightrope walkers	Almond, David, 1951-
11/3/2022	The time keeper	Albom, Mitch, 1958-
11/3/2022	Titanic: Book one, Unsinkable	Korman, Gordon.
11/3/2022	Torn away	Brown, Jennifer, 1972-
11/3/2022	Touching Spirit Bear	Ben Mikaelson, 2001.
11/3/2022	The Traitors' Gate	Avi, 1937-
11/3/2022	Trash: Read by a full cast	Mulligan, Andy.
11/3/2022	Turn left at the cow	Bullard, Lisa.
11/3/2022	Turn left at the cow	Bullard, Lisa.
11/3/2022	Twilight	Stephanie Meyer, 2005.
11/3/2022	The tyrant's daughter : a novel	Carleson, J. C.
11/3/2022	The underneath	Appelt, Kathi, 1954-
11/3/2022	Underworld	Cabot, Meg.
11/3/2022	Unwind	Shusterman, Neal.
11/3/2022	Waiting for Normal	Connor, Leslie, 2007.
11/3/2022	War That Saved My Life	Bradley, Kimberly Brubaker.
11/3/2022	War That Saved My Life	Bradley, Kimberly Brubaker.
11/3/2022	We'll fly away	Bliss, Bryan.
11/3/2022	Where the streets had a name	Abdel-Fattah, Randa.
11/3/2022	Whisper in the dark	Bruchac, Joseph, 1942-
11/3/2022	The white bicycle	Brenna, Beverley, 1962-
11/3/2022	White space	Bick, Ilsa J.
11/3/2022	Winter white	Calonita, Jen.

11/3/2022 Wish You Were Dead
11/3/2022 The wooden prince
11/3/2022 The worst class trip ever
11/3/2022 The worst class trip ever
11/3/2022 The worst class trip ever
11/3/2022 The worst night ever
11/3/2022 The year of the hangman

Strasser, Todd.
Bemis, John Claude.
Barry, Dave.
Barry, Dave.
Barry, Dave.
Barry, Dave.
Blackwood, Gary L.

11/14/2022	Peas and carrots	Davis, Tanita S.
11/14/2022	Pinned	Flake, Sharon.
11/14/2022	The power of one	Courtenay, Bryce, 1933-
11/14/2022	Powerless	Childs, Tera Lynn.
11/14/2022	Princess of the midnight ball	George, Jessica Day, 1976-
11/14/2022	Reckless	Funke, Cornelia Caroline.
11/14/2022	The red necklace : a story of the French Revolution	Gardner, Sally.
11/14/2022	Relentless	Childs, Tera Lynn.
11/14/2022	The roar	Clayton, Emma.
11/14/2022	Seeing red	Erskine, Kathryn.
11/14/2022	So much closer	Colasanti, Susane.
11/14/2022	Stolen	De la Cruz, Melissa, 1971-
11/14/2022	Take me there	Colasanti, Susane.
11/14/2022	Tell no one : a novel	Coben, Harlan, 1962-
11/14/2022	Tempest	Cross, Julie.
11/14/2022	The Sea of Trolls	Farmer, Nancy, 1941-
11/14/2022	These shallow graves	Donnelly, Jennifer.
11/14/2022	The Thief Lord	Funke, Cornelia, 1958-
11/14/2022	The Thief Lord	Funke, Cornelia, 1958-
11/14/2022	Things hoped for	Clements, Andrew, 1949-
11/14/2022	The time travelers. Volume one : two novels	Cooney, Caroline B.
11/14/2022	The time travelers. Volume two : two novels	Cooney, Caroline B.
11/14/2022	Top ten clues you're clueless	Czukas, Liz.
11/14/2022	The truth as told by Mason Buttle	Connor, Leslie.
11/14/2022	The truth as told by Mason Buttle	Connor, Leslie.
11/14/2022	Under the egg	Fitzgerald, Laura Marx.
11/14/2022	Under the same sky	DeFelice, Cynthia C.
11/14/2022	What happened to goodbye	Dessen, Sarah.
11/14/2022	What Jamie saw	Coman, Carolyn.
11/14/2022	Where she went	Forman, Gayle.
11/14/2022	Where she went	Forman, Gayle.
11/14/2022	The whipping boy	Fleischman, Sid, 1920-2010.
11/14/2022	Will Sparrow's road	Cushman, Karen.
11/14/2022	The wish list	Colfer, Eoin.
11/14/2022	The wish list	Colfer, Eoin.
11/3/2022	3 willows : the sisterhood grows	Brashares, Ann.
11/3/2022	Abandon	Cabot, Meg.
11/3/2022	The absolutely true diary of a part-time Indian	Alexie, Sherman, 1966-
11/3/2022	After Ever After	Sonnenblick, Jordan.
11/3/2022	Airborn	Oppel, Kenneth, 1967-
11/3/2022	Airhead	Cabot, Meg.
11/3/2022	Alexandra's scroll : the story of the first Hanukkah	Chaikin, Miriam.
11/3/2022	All that I can fix	Chan, Crystal.
11/3/2022	Ashes	Ilsa J. Bick 2011
11/3/2022	Ask me no questions	Budhos, Marina Tamar.
11/3/2022	Assassin's heart	Ahiers, Sarah.
11/3/2022	Attack of the Turtle : a novel	Carlson, Drew.
11/3/2022	Attack of the Turtle : a novel	Carlson, Drew.

11/3/2022	Basilisk	Browne, N. M.
11/3/2022	A bear named Trouble	Bauer, Marion Dane.
11/3/2022	Beastly	Flinn, Alex.
11/3/2022	Before we were free	Alvarez, Julia.
11/3/2022	Before we were free	Alvarez, Julia.
11/3/2022	Belles	Calonita, Jen.
11/3/2022	Best foot forward	Bauer, Joan, 1951-
11/3/2022	Beyond the western sea. Book one, The escape from home	Avi, 1937-
11/3/2022	Beyond the western sea. Book two, Lord Kirkle's money	Avi, 1937-
11/3/2022	Blade : playing dead	Bowler, Tim.
11/3/2022	Blue heron	Avi, 1937-
11/3/2022	The book without words : a fable of medieval magic	Avi, 1937-
11/3/2022	Broken bridge	Banks, Lynne Reid, 1929-
11/3/2022	Bruiser	Shusterman, Neal.
11/3/2022	Burger Wuss	Anderson, M. T.
11/3/2022	The Call of the Wild	London, Jack.
11/3/2022	Call of the wild	London, Jack, 1876-1916.
11/3/2022	Call of the wild	London, Jack, 1876-1916.
11/3/2022	Cameron and the girls	Averett, Edward, 1951-
11/3/2022	Catching Fire	Collins, Suzanne, 2009.
11/3/2022	The cay	Taylor, Theodore, 1921-
11/3/2022	Chains	Anderson, Laurie Halse, 2008.
11/3/2022	Chasing Vermeer	Balliett, Blue, 1955-
11/3/2022	Cheat	Butcher, Kristin, 1951-
11/3/2022	Cheating lessons : a novel	Cappo, Nan Willard.
11/3/2022	Chinese Cinderella	Mah, Adeline Yen, 1999.
11/3/2022	A Christmas memory	Capote, Truman, 1924-1984.
11/3/2022	Close to famous	Bauer, Joan, 1951-
11/3/2022	The compound	Bodeen, S. A. (Stephanie A.) , 1965-
11/3/2022	The compound	Bodeen, S. A. (Stephanie A.) , 1965-
11/3/2022	Compound	Bodeen, S.A, 2008.
11/3/2022	Crispin : at the edge of the world	Avi, 1937-
11/3/2022	Crispin : the cross of lead	Avi, 1937-
11/3/2022	Crispin : the end of time	Avi, 1937-
11/3/2022	Cross My Heart and Hope to Spy	Carter, Ally.
11/3/2022	Crusader	Bloor, Edward, 1950-
11/3/2022	Crusader	Bloor, Edward, 1950-
11/3/2022	The danger box	Balliett, Blue, 1955-
11/3/2022	The detour	Bodeen, S. A. (Stephanie A.), 1965-
11/3/2022	The detour	Bodeen, S. A. (Stephanie A.), 1965-
11/3/2022	The detour	Bodeen, S. A. (Stephanie A.), 1965-
11/3/2022	Dizzy : a novel	Cassidy, Cathy, 1962-
11/3/2022	Don't Judge a Girl by her Cover	Carter, Ally.
11/3/2022	The door in the lake	Butts, Nancy, 1955-
11/3/2022	Down and across	Ahmadi, Arvin.
11/3/2022	The dreadful tale of Prosper Redding	Bracken, Alexandra.
11/3/2022	The dreadful tale of Prosper Redding	Bracken, Alexandra.
11/3/2022	Driver's Ed	Cooney, Caroline B, 1996.

11/3/2022	A drop of hope	Calabrese, Keith.
11/3/2022	A drop of hope	Calabrese, Keith.
11/3/2022	Drums, Girls and Dangerous Pie	Sonnenblick, Jordan, 2006.
11/3/2022	Dying to know you	Chambers, Aidan.
11/3/2022	The education of Ivy Blake	Airgood, Ellen.
11/3/2022	The epic fail of Arturo Zamora	Cartaya, Pablo.
11/3/2022	The epic fail of Arturo Zamora	Cartaya, Pablo.
11/3/2022	Everlost	Shusterman, Neal.
11/3/2022	Everwild	Shusterman, Neal.
11/3/2022	The fault in our stars	Green, John, 1977-
11/3/2022	Fighting Ruben Wolfe	Zusak, Markus.
11/3/2022	Fighting the legend	Bacskai, Andrew.
11/3/2022	Finding miracles	Alvarez, Julia.
11/3/2022	The finisher	Baldacci, David.
11/3/2022	Fire	Cashore, Kristin.
11/3/2022	The five people you meet in heaven	Albom, Mitch, 1958-
11/3/2022	The five people you meet in heaven	Albom, Mitch, 1958-
11/3/2022	Flawless	Chapman, Lara.
11/3/2022	Football Genius	Green, Tim, 2007.
11/3/2022	For freedom : the story of a French spy	Bradley, Kimberly Brubaker.
11/3/2022	The fortunes of Indigo Skye	Caletti, Deb.
11/3/2022	Found	Haddix, Margaret Peterson, 2008.
11/3/2022	From the notebooks of a middle school princess	Cabot, Meg.
11/3/2022	Fudge-a-mania	Blume, Judy.
11/3/2022	The future of us	Asher, Jay, 1975-
11/3/2022	The future of us	Asher, Jay, 1975-
11/3/2022	The future of us	Asher, Jay, 1975-
11/3/2022	Fuzzy	Angleberger, Tom.
11/3/2022	Fuzzy	Angleberger, Tom.
11/3/2022	Gabby Duran and the Unsittables	Allen, Elise.
11/3/2022	Gaby, lost and found	Cervantes, Angela.
11/3/2022	The Gardener	Bodeen, S. A. (Stephanie A.), 1965-
11/3/2022	The Gardener	Bodeen, S. A. (Stephanie A.), 1965-
11/3/2022	The Gardener	Bodeen, S. A. (Stephanie A.), 1965-
11/3/2022	Girl meets ghost	Barnholdt, Lauren.
11/3/2022	Gone	McMann, Lisa.
11/3/2022	Graceling	Cashore, Kristin.
11/3/2022	The grass is always greener	Calonita, Jen.
11/3/2022	A great and terrible beauty	Bray, Libba.
11/3/2022	The green bicycle	Al-Mansour, Haifaa, 1974-
11/3/2022	The green bicycle	Al-Mansour, Haifaa, 1974-
11/3/2022	Guitar notes	Amato, Mary.
11/3/2022	Guitar notes	Amato, Mary.
11/3/2022	Haunted : a tale of the mediator	Cabot, Meg.
11/3/2022	The here and now	Brashares, Ann.
11/3/2022	Hope was here	Bauer, Joan, 1951-
11/3/2022	Hurricane Song	Volponi, Paul.
11/3/2022	I'd Tell You I love You, But Then I'd Have to Kill You	Carter, Ally.



Office of the Superintendent
Madison Public Schools
Madison, CT 06443

Donation (Cash / Property) to the Madison Public Schools

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

Date Form Completed: 11/16/2022

Organization / Individual Making Donation: Ryerson PTO

Address: Erica McMillian
Ryerson PTO Co-President
24 Lenore Drive
Madison, Connecticut 06443

(Street, City, State, Zip)

Daytime Phone # 860-930-8014

Description of Donation / Gift: Donation of Scholastic Dollars for Ryerson Teachers to Purchase Classroom Books from Ryerson Bookfair Approximate Value: \$4,900.00

Explain how this gift will be used: Used to enhance classroom libraris for all grades K-3 at Ryerson School

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

Recipient(s) of Donation (school, athletics program, etc.): Ryerson Classroom Teachers

Acknowledgments: (optional)

In honor of:

In memory of: _____

Acknowledgement Contact: Erica McMillian, Co-President Ryerson PTO

Acknowledgement Address: 24 Lenore Drive, Madison, CT 06443

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

Signature of Person Consulted: _____

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

If yes, please explain conditions: Scholastic Dollars used to purchase books for classrooms

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

If yes, who will be responsible for the costs? N/A

What is the annual maintenance cost of the donation if any? (be specific) N/A

Are there additional costs to the school district not indicated above? (be specific) N/A

Kelly H. Spooner
(Signature of Donor)

For Central Office Use Only

Accepted by Superintendent: _____
Signature

11/21/22
Date

Accepted by Board of Education on: _____
Date

<p><u>Unit 1</u> <i>Mutual Understanding</i></p>	<p>In this unit, students will consider the impact media and the arts have on the individual and how that may influence peace building and social advocacy. Students will become acquainted with several resources that will be utilized throughout the course to inform an artistic investigation: The United Nations' Declaration of Human Rights, U.N. Sustainable Development Goals, Unesco's World Heritage, and U.S. Institute of Peace. In this unit, Students will utilize these resources to inform a drypoint print.</p> <p><i>" Art can be instrumental in shaping the tone and nature of intercultural relations. It provides, on the one hand, a medium through which cultural heritage and identity can be experienced and interpreted. On the other hand, it can create a unique space for artists, audiences, and other stakeholders in cultural management to come together on a neutral platform." Art as Cultural Diplomacy - Course Description</i></p> <p>Students will apply their knowledge through a series of written reflections and drawings in their personal journals in response to introductory class activities and prompts. The activities may include the Harvard personal bias test, a discussion of the role of art and media in peace building, understanding personal work habits and building trust to work collaboratively. Some of the activities will include imagining design solutions for a related art project (dry point print).</p> <p>Students will learn through a series of interactive activities aimed at fostering cooperation. Rules for Respectful Dialog will be followed. Students will collectively to brainstorm ideas for the subject and content of upcoming printmaking projects.</p> <p>Profile of a Graduate Capacities: Idea Generation, Citizenship, Alternate Perspectives</p>
<p><u>Unit 2</u> <i>Collagraph Project for a Cause</i></p>	<p>In this unit, students will develop imagery, based on a chosen class theme, to create a collagraph print for a cause.</p> <p>The students' collagraph work should be on behalf of or benefit others. The collagraph prints may be exchanged with an international or regional partner. Or, they may be exhibited to raise awareness about an issue the students are concerned about (i.g environmental, socio-political, etc.). it's also possible that the prints could be offered for sale or donation to benefit a local non-profit.</p> <p>They will apply their knowledge of a chosen topic and design to create a collagraph print informed by compositional studies and selected color schemes. *</p> <p>Students will learn through teacher demonstration and guided practice to create thematic collagraph prints and prepare them for an art installation.</p> <p>Profile of a Graduate Capacities: Analyzing, Design, Product Creation</p>

<p><u>Unit 3</u> <i>Experimental Printmaking Series for Peace</i></p>	<p>In this unit, students will collaboratively brainstorm and develop imagery suited to multiple, experimental printmaking processes, for the creation of a series of prints that are inspired by and honor the culture or social cause researched. The works may include maps, symbols, language and or other symbolic motifs.</p> <p>Students will apply their research and printmaking experiences to create a series of prints that will be prepared for a specific audience/purpose. Students will run multiple monotypes that can include stencils, chine-colle, and or drypoint plates. The initial compositional process and selection of color schemes is deliberate however, after an initial pass through the press, students will experiment manipulating their prints or plate(s) in response to their print.</p> <p>Students will learn by teacher demonstration, guided practice and peer to peer evaluation.</p> <p>Profile of a Graduate Capacities: Analyzing, Product Creation, Self-Awareness</p>
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Madison Public Schools
Board of Education Regular Meeting
Tuesday November 15, 2022 7:30 PM
Town Campus Hammonasset Room/Zoom
10 Campus Drive, Madison, CT 06443

Subject to Approval

Meeting Minutes

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

1. Call to Order / Attendance

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

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

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

2. School / Community Session

Crissy Beam
15 Michele Lane

Ms. Beam expressed her opposition to the Open Choice Program and commented on her experience with the Program in her previous district.

Jacquelyn Carbone
35 Surrey Drive

Ms. Carbone also expressed her opposition to the Open Choice Program and commented on her previous experiences as well.

3. Board of Education Student Representatives' Report

Lucy Fritzing and Eli Ackerman

Lucy provided the following: The National Honor Society induction ceremony will take place this Wednesday, November 16. NEASC visited the school at the beginning of the month as part of the accreditation process. A Veterans Day ceremony was held last Friday, November 11. The fall play will take place December 8-10 and the spring play will be announced at that time.

Eli spoke to an event that is currently being planned; to be announced at a later date. Exam week is the week after Thanksgiving, with December 2 being the end of Trimester 1.

4. Superintendent's Report

Craig A. Cooke, Ph.D.

Justin Hopkins from Tecton gave a presentation regarding improvements to the Brown School and plans for the new school. The presentation can be viewed in its entirety on the district website. Adam Levitus from Tecton was also present.

Dr. Cooke noted there is no action item on tonight's agenda regarding the Open Choice Program, as the Board has requested additional information. In response to public comment this evening, Dr. Cooke clarified that participation in the program does not lead to increased oversight from the state and participating in the program will not lead to a reduction in special ed services for existing students.

The district is the recipient of the CABA Bonnie Carney Excellence in Communications Award: District website, special project - Madison Schools Renewal Plan, and honorable mention for social media. Congratulations and thank you to Rita Boland and Zoe Roos.

Dr. Cooke commented on the Veterans Day celebrations throughout the district noting they were well-attended.

5. Board Members' Comments

Galen Cawley commended Rita Boland and Zoe Roos for their work which led to the CABA awards. Chair Klaskin commented on the NEASC visit at Daniel Hand, which went very well.

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

Jacquelyn Carbone
35 Surrey Drive

Ms. Carbone inquired about handicapped accessibility in the new school building.

Crissy Beam provided further comments regarding the Open Choice Program.

7. Board of Selectmen Liaison
Scott Murphy

Mr. Murphy not in attendance this evening.

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

8.1. Line Item Transfers - none

8.2. Budget Expenditures as of November 15, 2022

9. Action Item: Motion to approve the Consent Agenda

MOTION: by Miller, seconded by Gordon to approve the Consent Agenda.

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

NAYS: None

ABSTAIN: None

MOTION CARRIED: 9-0

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

10.1. Curriculum and Student Development

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

Mr. Pynn reported the committee met this evening and was given 2 presentations from Mr. Salutari and Mrs. Whitcher – Program of Studies and NEASC visit. The Program of Studies is reviewed yearly. It

is an intensive process which involves all faculty members. All courses and descriptions are reviewed against criteria, with this year's focus on STEM and Humanities. Every course offering has been rewritten, being certain that 8th grade students have a clear understanding of what is offered in their freshman year.

The Art Department responded to the challenge from members of the board to rewrite their philosophy and mission to be more in alignment with what they actually do and what they aspire to. The rewrite was well received by the Board Members.

DHHS (which is currently NEASC accredited), is in the throes of a 10-year accreditation process. This process involves all faculty and staff, and involves 5 standards and 32 indicators of effective practice. There is a chairperson for each of the 5 standards. The NEASC team was given a comprehensive self-reflection report completed by all staff. The team observed a number of classrooms during their November 2 and 3 visit and a full report will be provided after which time the Steering Committee will develop a growth plan. This plan will focus on the work required in preparation for the Decennial visit in November of 2024. Mr. Salutari praised the hard work of all involved.

10.2. Facilities Committee

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

Jacqueline Vice, DHHS Jr., gave a presentation regarding the reinstatement of paper towels in student bathrooms and presented the Board with a list of signatures. Paper towel dispensers had been removed and replaced with hand dryers. Bill McMinn shared that the DHHS Environmental Club petitioned for the hand dryers approximately 10 years ago. During COVID, paper towels were placed back in the bathrooms. While they are preferred, they come at an expense.

Justin Kababik, Project Manager from BL Companies, provided an update on the Polson HVAC project. A report is expected January, 2023.

Bill McMinn provided updates on the Polson lockers, tennis courts and high school stage lighting. A Facilities Committee member is sought to volunteer regarding the Brown School K-1 East Wing Project; Mr. Cawley will represent the committee. Madison Land Trust Property should move forward soon. The DHHS rooftop unit #7 failed for the 3rd time. Working with Johnson Controls, to resolve.

10.3. Finance Committee

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

Galen Cawley reported the Finance Committee met on October 25. The committee reviewed the timeline schedule for each of the union negotiations. The committee received a request from Bill McMinn for additional funds for custodial supplies and trash services. The 2023-2024 Budget Calendar and Assumptions were reviewed and approved for moving to the Board of Education (on tonight's agenda).

10.4. Personnel Committee

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

Maureen Lewis reported the committee is meeting tomorrow night to begin negotiations with the newly-formed nurse's union.

10.5. Policy Committee

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

Dr. Infantine-Vyce reviewed the policies on tonight's agenda. For rescission: #2230, Workplace Safety Committee; #2260, Administrative Responsibility for Student Placement; #2400, Evaluation of Administrative Personnel; #4112.5, Drug-Free Schools. A motion will be added to waive the second reading of these policies and rescind them tonight. Policy #2250, Crisis Management and #5070.2, Assignment of Former Home Schooled Students to Class are also scheduled for rescission after two readings, with a first reading tonight. Policies for a first reading include #5030, Assignment of Students to Schools; #5120.4.2.1, Suicide Prevention and Intervention; #5144, Physical Restraint (both of which need to be approved simultaneously with the rescission of Policy #2250); #6080.23, Home Schooling (which will replace Policy #5070.2); #6080.26.4, Enrollment in and Advanced Course or Program or Challenging Curriculum and #6130.2.2, Curricular Exemptions.

After extensive discussion of #6030, School Calendar Policy, it was decided to bring this policy back to the next Policy Committee meeting for further consideration.

10.6. LEARN Liaison

Mary Ann Connelly

Mrs. Connelly attended a meeting last week, where LEARN policies were discussed. Mrs. Connelly also spoke briefly to the LEARN presentation included in this Board packet regarding the Role of the Regional Trauma Coordinator.

10.7. Town American Rescue Plan Funding Committee

Emily Rosenthal

There is a small amount of funds remaining and the committee continues to meet monthly. Mrs. Rosenthal encouraged submission of applications.

10.8. Town Marijuana Advisory Committee

Mary Ann Connelly

The committee has not met.

11. Action Item: Motion to approve the report of the September 27, 2022 Board of Education Retreat (Ref. Bylaw #9540.9)

THIS MOTION HAS BEEN TABLED

MOTION: by Gordon, seconded by Infantine-Vyce to table the report of the September 27, 2022 Board of Education Retreat.

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

NAYS: None

ABSTAIN: None

MOTION CARRIED: 9-0

12. Action Item: Motion to approve the minutes of the October 11, 2022 Board of Education Meeting (Ref. Bylaw #9540.9)

MOTION: by Infantine-Vyce, seconded by Rosenthal to approve the minutes of the October 11, 2022 Board of Education Meeting.

AYES: Cawley, Connelly, Gordon, Infantine-Vyce,
Klaskin, Lewis, Miller, Pynn, Rosenthal
NAYS: None
ABSTAIN: None
MOTION CARRIED: 9-0

13. Action Item: Motion to approve the minutes of the October 25, 2022 Board of Education Meeting
(Ref. Bylaw #9540.9)

MOTION: by Infantine-Vyce, seconded by Gordon to
approve the minutes of the October 25, 2022 Board of
Education Meeting.

AYES: Cawley, Connelly, Gordon, Infantine-Vyce,
Klaskin, Lewis, Miller, Pynn, Rosenthal
NAYS: None
ABSTAIN: None
MOTION CARRIED: 9-0

14. Action Item: Motion to adopt Math K-6, Humanities, and World Literature Curriculum Units

MOTION: by Pynn, seconded by Miller to adopt the
Math K-6, Humanities, and World Literature Curriculum
Units.

AYES: Cawley, Connelly, Gordon, Infantine-Vyce,
Klaskin, Lewis, Miller, Pynn, Rosenthal
NAYS: None
ABSTAIN: None
MOTION CARRIED: 9-0

15. Action Item: Motion to approve trip to Rome and Paris April 4-13, 2024

MOTION: by Miller, seconded by Infantine-Vyce to
approve the trip to Rome and Paris April 4-13, 2024.

AYES: Cawley, Connelly, Gordon, Infantine-Vyce,
Klaskin, Lewis, Miller, Pynn, Rosenthal
NAYS: None
ABSTAIN: None
MOTION CARRIED: 9-0

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

MOTION: by Infantine-Vyce, seconded by Connelly to
approve the 2023-2024 Budget Calendar and Budget
Guidelines.

AYES: Cawley, Connelly, Gordon, Infantine-Vyce,
Klaskin, Lewis, Miller, Pynn, Rosenthal
NAYS: None
ABSTAIN: None
MOTION CARRIED: 9-0

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

MOTION: by Cawley, seconded by Gordon to waive the second reading of Policies #2230, Workplace Safety Committee; #2260, Administrative Responsibility for Student Placement; #2400, Evaluation of Administrative Personnel; #4112.5, Drug-Free Schools.

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

NAYS: None

ABSTAIN: None

MOTION CARRIED: 9-0

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

MOTION: by Lewis, seconded by Connelly to approve the rescission of Policies #2230, Workplace Safety Committee; #2260, Administrative Responsibility for Student Placement; #2400, Evaluation of Administrative Personnel; #4112.5, Drug-Free Schools.

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

NAYS: None

ABSTAIN: None

MOTION CARRIED: 9-0

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

MOTION: by Miller, seconded by Gordon to approve the donation of \$1,500 to Jeffrey Elementary School from the Jeffrey PTO to fund items from the school wish list.

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

NAYS: None

ABSTAIN: None

MOTION CARRIED: 9-0

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

MOTION: by Lewis, seconded by Gordon to approve the donation of \$6,750 to Jeffrey Elementary School from the Jeffrey PTO to support school-wide cultural events.

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

NAYS: None

ABSTAIN: None

MOTION CARRIED: 9-0

20. Future Agenda Items

21. Meetings / Dates of Importance (see attached)

Note: the December 20, 2022 Policy Committee meeting has been changed from 4:30 to 3:30 and will be by Zoom only.

22. Adjournment

MOTION: by Gordon, seconded by Infantine-Vyce to adjourn the meeting at 9:40 p.m.

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

NAYS: None

ABSTAIN: None

MOTION CARRIED: 9-0

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



DATES OF IMPORTANCE

- November 15, 2022 Curriculum & Student Development Cmte. Meeting – 5:30 p.m.
Facilities Committee Meeting – 6:30 p.m.
Board of Education Meeting – 7:30 p.m.
- November 29, 2022 Finance Committee Meeting – 5:30 p.m.
Policy Committee Meeting – 6:30 p.m.
Board of Education Meeting – 7:30 p.m.
- December 13, 2022 Curriculum & Student Development Cmte. Meeting – 5:30 p.m.
Finance Committee Meeting – 6:30 p.m.
(Facilities Cmte. Meeting originally scheduled on this date)
Board of Education Meeting – 7:30 p.m.
- December 20, 2022 Policy Committee Meeting – 3:30 p.m. (by Zoom only)
Facilities Committee Meeting – 4:30 p.m. (by Zoom only) –
Please note change in time from 5:30 to 4:30 and now by Zoom only
(originally scheduled for December 13)
No Board Meeting (Board meets only 1X in December)