

Board of Education Regular Meeting

Tuesday, January 10, 2023 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. Moment of Silence for Noreen Kokoruda

III. School / Community Session

III.A. Public Participation

IV. Board of Education Student Representatives' Report

Speaker (s): Lucy Fritzinger and Eli Ackerman

V. Superintendent's Report

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

V.A. Educational Specifications

Speaker (s): Craig A. Cooke, Ph.D., Bill McMinn, Graham Curtis

V.B. Action Item: Motion to approve the Educational Specifications' modifications requested by the School Building Committee, dated January 10, 2023.

V.C. 2023-2024 Requested Budget

V.D. Athletic Department Presentation

Speaker (s): Chris Farrell, Athletic Director

VI. Board Members' Comments

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

VIII. Board of Selectmen Liaison

Speaker (s): Scott Murphy

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

IX.A. Line Item Transfers - none

IX.B. Budget Expenditures as of January 10, 2023

X. Action Item: Motion to approve the Consent Agenda

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

XI.A. Curriculum and Student Development

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

XI.B. Facilities Committee

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

XI.C. Finance Committee

Speaker (s): Members:

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

XI.D. Personnel Committee

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

XI.E. Policy Committee

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

XI.E.1. Policies for Rescission

XI.E.1.a. #5080.3 Request for Late Arrival, Early
Dismissal, or Release of Student for Part of the
School Day

XI.E.1.b. #5090.3 General Rules of Student Conduct

XI.E.1.c. #5090.3.4 Out of School Misconduct

XI.E.1.d. #5090.5 Secret Societies/Gang Activity

XI.E.1.e. #5090.10 Prohibited Use of Laser Pointers

XI.E.1.f. #5090.11 Concerns/Issues Procedures

XI.E.1.g. #5090.13 Married and/or Pregnant

XI.E.1.h. #5100.3 Public Performances

XI.E.1.i. #5100.6 Student Activity Funds/Donations

XI.E.1.j. #5120 Student Welfare/Safety

XI.E.1.k. #5120.3.1 Communicable and Infectious
Diseases

XI.E.1.l. #5120.3.2 HIV Infection

XI.E.2. Policies for a First Reading

XI.E.2.a. #2240 Retention of Electronic Records and
Information

XI.E.2.b. #4119 Reports of Suspected Abuse or
Neglect of Children or Reports of Sexual Assault
of Students by School Employees

XI.E.2.c. #5120.3 Health Assessment/Screenings and
Oral Health Assessment

XI.E.3. Policies for a First Reading and Approval

XI.E.3.a. #5113 Student Attendance, Truancy and
Chronic Absenteeism

XI.F. LEARN Liaison

Speaker (s) : Mary Ann
Connelly

XI.G. Town Marijuana Advisory Committee

Speaker (s) : Mary Ann
Connelly

**XII. Action Item: Motion to waive the second
reading of the policies for rescission and the**

approve rescissions of the following policies: #5080.3 Request for Late Arrival, Early Dismissal, or Release of Student for Part of the School Day; #5090.3 General Rules of Student Conduct; #5090.3.4 Out of School Misconduct; #5090.5 Secret Societies/Gang Activity; #5090.10 Prohibited Use of Laser Pointers; #5090.11 Concerns/Issues Procedures; #5090.13 Married and/or Pregnant; #5100.3 Public Performances; #5100.6 Student Activity Funds/Donations; #5120 Student Welfare/Safety; #5120.3.1 Communicable and Infectious Diseases; #5120.3.2 HIV Infection

XIII. Action Item: Motion to waive the second reading and approve Policy #5113 Student Attendance, Truancy and Chronic Absenteeism

XIV. Action Item: Motion to approve the donation of \$1,747.34 from Steady Photography to Jeffrey Elementary School to be used for Jeffrey Field Trips.

XV. Action Item: Motion to approve the donation of \$1,539.92 from Steady Photography to Ryerson Elementary School for building/activity use.

XVI. Action Item: Motion to approve disposal of used books.

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

XVIII. Future Agenda Items

XIX. Meetings / Dates of Importance (see attached)

XX. Adjournment

XXI. 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
Madison, Connecticut

ELEMENTARY EDUCATIONAL SPECIFICATIONS

for

New Elementary School

Approved by the Madison Board of Education November 9, 2021

Modified May 11, 2022 due to Enrollment Projections Update

Modified January 10, 2023 due to Value Engineering/Value Management

BOARD OF EDUCATION

Seth Klaskin, Chair
Galen Cawley, Vice Chair
Emily Rosenthal, Secretary
Diane Infantine-Vyce
Cathy Miller
Steven Pynn
Maureen Lewis
Mary Ann Connelly
Jennifer Gordon

ADMINISTRATION

Craig Cooke, Ph.D., Superintendent of Schools
Gail Dahling-Hench, Assistant Superintendent
William H. McMinn, Director of Facilities
Stacy Nobitz, Finance Director

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I. INTRODUCTION

The Madison Public Schools is committed to consistently maintaining our facilities and planning for the future of our buildings as 21st century learning environments.

To initiate planning for a New PreK-5 Elementary School and improvements to Brown Intermediate to convert them to K-5 Elementary Schools, Madison Board of Education engaged the services of Colliers Project Leaders, Drummey Rosane Anderson, and Daniel Hansen, educational consultant to assist with the development of these educational specifications. The following individuals participated in the initial specific program meetings to provide input for these educational specifications:

Elizabeth Battaglia, Director of Special Education	Frank Henderson, Principal, Brown Intermediate
Kerri Beisner, Teacher, Special Education	Michelle Horn, K-12 Literacy Coach
Peggy Bell, Teacher, Grade 3	Leslie Lopez, Teacher, Spanish
Margaret Borden, Teacher, Kindergarten	Deb Lynch, Teacher, Kindergarten
Robert Burr, Chief Custodian	Eileen Martin, Teacher, Special Education
Ingrid Byrne, Math Interventionist	Tracey McGinley, Teacher, Grade 5
Erinn Coady, Teacher, Special Education	William McMinn, Director of Facilities
Carissa Connell, Teacher, Visual Arts	Lisa Miceli, Teacher, PreK
Dr. Craig Cooke, Superintendent	Angela Milone, Teacher, PreK
Gail Dahling-Hench, Assistant Superintendent	Alicia Romanacci, Teacher, Spanish
Susan Daub, Teacher, Physical Education	Thomas Scarice, Former Superintendent
Tricia Edgar, Speech Language Pathologist, PreK	Lisa Seales, Teacher, Grade 4
Jill Fayan, Library Media Coordinator K-12	Drew Sellitti, Teacher, Grade 1
Scott Ferguson, Teacher, Music	Doreen Shirley, Reading Consultant
Jennifer Figurelli, Teacher, Grade 2	Elizabeth Solin, Administrative Secretary
Dawn Fiorelli, Library Media Specialist	Robin Sorey, Occupational Therapist, PreK
Elizabeth Fortsch, School Nurse	Kelly Spooner, Principal, Ryerson Elementary
Becky Frost, Principal, Jeffrey Elementary	MaryBeth Starr, Teacher, TESOL K-12
Stephanie Fumiatti, Teacher, Grade 5	Gay Tomasevich, Teacher, Computer Coding
Mike Ginsberg, Teacher, STEAM	Kerry Tucker, Teacher, Special Education
C.J. Gladstone, Special Education Coordinator	Linda Wade, Teacher, Special Education
Lynn Hadad, Teacher, PreK	Lauren Warner, Teacher, Grade 5
Maria Hainer, Teacher, PreK	

II. MADISON CORE DOCUMENTS

Vision Statement: “Every Child, Every Day, Leading the Way”

The Madison Public Schools are driven by a mission to prepare all learners to make a unique, positive contribution in a complex, global society. We are committed to fostering the diverse talents and abilities of each and every child in an emotionally and physically safe environment. We envision learning as joyful and learners as passionate. We support our educators as innovators in a dynamic pursuit of continuous improvement.

We are committed to the work that will lead to the development of all learners’ capacities to:

- put ideas into action by thinking critically and creatively to identify and solve authentic, complex problems;
- communicate and collaborate purposefully and effectively using a variety of media;
- approach learning with effort and persistence while responding to success and failure with resiliency, reflection, and adaptability in an ever-changing world;

May 11, 2022

- make ethical and responsible decisions.

Vision for Curriculum Development

Madison Public Schools believes all students should have access to a high quality, engaging, education. There are expectations of success for all students with units that encourage student exploration and inquiry.

The curriculum is content rich, offering students opportunities to learn important concepts and procedures with understanding, while simultaneously providing students with opportunities to explore and grow in identified 21st Century Capacities. These multi-disciplinary outcomes (critical thinking; creative thinking; communication/collaboration; self-direction; and global thinking) are thoughtfully and purposefully embedded throughout the curriculum alongside content that is informed by state and national standards.

A common language is articulated accurately, and it reflects accepted practice within the discipline and/or current educational research and promotes the work of the discipline. The written documents in each grade level include key required components, including the scope of the material and the depth of understanding that is expected upon unit completion.

Maps for courses and grade levels define the pace and common expectations of a content. Teachers use these maps to guide and sequence instruction toward the attainment of key concepts detailed in the unit design. Unit design follows the Understanding by Design (UbD) Model by Jay McTighe and Grant Wiggins although personalized to match the work valued in Madison.

Profile of a Graduate: Student Growth and Development Matrix

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

III. PROJECT RATIONALE

*(Excerpted from the **Madison Schools Renewal Plan**)*

In September of 2019, the Madison Public Schools contracted from six schools to five with the closure of Island Avenue Elementary School. Now, the schools are composed of the following grade levels:

- **Town Campus Learning Center**, PreK
- **Jeffrey Elementary School**, Kindergarten - Grade 3
- **Ryerson Elementary School**, Kindergarten - Grade 3
- **Brown Intermediate School**, Grades 4 and 5
- **Polson Middle School**, Grades 6 - 8
- **Daniel Hand High School**, Grades 9-12

According to Connecticut General Statutes 10-220, each Board of Education in Connecticut is responsible for the day to day maintenance and operation of its buildings, lands, and other property used for school purposes. Additionally, this statute mandates that each Board of Education “*shall make a continuing study of the need for school facilities and of a long-term school building program, and from time to time, make recommendations based on such study to the town.*” Within this purview, the Board of Education has worked in collaboration with the Town of Madison to study the long-term needs of its facilities, while planning for future enrollment trends.

The school district facilities have been comprehensively analyzed a number of times over the past twenty years. Most recently, an in-depth study that began in 2014 resulted in comprehensive reports facilitated by the Drummey, Rosane and Anderson (DRA) architectural consulting firm. These reports included the following:

- **Architectural Assessments** of each facility (DRA, October 6, 2015)
- **Mechanical and Electrical Systems Existing Conditions Narrative** (Consulting Engineering Services – CES, May 20, 2015)
- **Comprehensive 10 Year Enrollment Projections Analysis** (Education Resources Management, Dr. Arthur Wagman, December 23, 2014)
- **Enrollment Projection Refresh** (Education Resources Management, Dr. Arthur Wagman, Feb 9, 2017 and Nov 9, 2018)
- **Enrollment Projections** (SLR, March 2021)

With the addition of Colliers International serving as representation, these studies culminated with a plan to shrink the district footprint from six schools to five schools. A referendum on September 26, 2017 sought approval from the community to build a new elementary school on the Ryerson School property, with the expectation that a full renovation of Jeffrey School would follow immediately thereafter.

The referendum failed and the Board of Education then sought another approach to address the current and future maintenance needs of the school facilities. Based on a trend of significant declining student enrollment over time, and with the projection for the trend to continue into the foreseeable future, the BOE voted to move forward with the plan to contract the district from six schools to five by closing Island Avenue Elementary School in June 2019.

In the fall of 2017, the Board of Education again commissioned the services of Colliers International to develop a long-term facility maintenance plan. With reports developed over the past few years, a draft plan was presented to the Board of Education’s Facilities Committee in the spring of 2018. On May 31, 2018, the Facilities Committee voted to forward the draft **10 Year \$100 million Capital Maintenance Plan** to the full Board of Education for approval. On June 19, 2018, the full Board of Education voted unanimously to adopt the plan.

The plan then moved to the Capital improvement Program – the town and schools joint long-term capital projects plan - while board members and members of the public began to question if there was a better plan out there other than the 10 Year \$100 million maintenance plan. Members of the BOE, Board of Selectmen, and Board of Finance came together to form the Tri Board School Facilities Working Group. The group held meetings and public forums over a period of months and in April 2019 the group presented viable options for the town to consider beyond the BOE adopted 10 Year \$100 Million Capital Maintenance Plan.

In September 2019, the BOE voted unanimously to adopt a long-term plan for the renewal of our school facilities. This plan is the culmination of work at the BOE level since the failed referendum in 2017 and the vast efforts of the Tri-

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Board School Facilities Working Group. While the referendum failed, the issue of aging school facilities and mounting maintenance projects remain.

The BOE voted to adopt a plan to contract the district further from five schools to four. The earliest point in which this model would be implemented would be for the 2025-2026 school year.

The BOE adopted plan calls for:

- New construction of a PreK-5 elementary school
- Improvements to Brown Intermediate School to transition to a K-5 school
- Maintaining Polson as a 6-8 school and DHHS as 9-12
- Renovations at Polson including:
 - Air Quality System/HVAC
 - Auditorium Modernization
 - Security Enhancements

The plan, which was approved unanimously by the BOE, would result in the closure of both existing K-3 elementary school buildings as well as the Town Campus Learning Center Preschool (TCLC). The plan has been sent to the school and town Capital Improvement Plan (CIP) where it will be incorporated with all other capital needs of Madison.

This project seeks to provide school buildings that:

- Create learning environments designed for current instructional strategies as captured in Madison’s Core Documents;
- Benefit from needed technology upgrades;
- Comply with current building and fire codes;
- Incorporate contemporary design for school safety;
- Utilize modern, efficient heating and cooling systems; and
- Provide accessibility to all by meeting the requirements of the Americans with Disabilities Act.

IV. THE PROJECT

Objective: To ensure all Madison children are able to attend a school that is safe, modern, compliant with current building codes and able to support their educational program.

The following project specifications for the New Elementary School were developed using data from the updated population study conducted in March 2022: *Madison Public Schools Enrollment Projections Update conducted by SLAM.*

- School: **New Elementary School**
- Project Type: New Construction
 - Total Program Area: **59,950** square feet (*TGSF x 71%*)
- Referendum: February 2022
- Design Enrollment: **640*** students

** Includes 45 PreK students from the Town Campus Learning Center*

V. ENROLLMENT AND CAPACITY DATA

The Jeffrey Elementary School enrollment as of October 1, 2020 was 324 students in grades K – 3. The eight-year maximum enrollment projection for the New PreK-5 Elementary School is 640, which includes 45 PreK students transferring from the Town Campus Learning Center to the New Elementary School.

Source: *Madison Public Schools Enrollment Projections Update, March 1, 2022, SLAM*

VI. OVERVIEW OF PROGRAMS

GENERAL EDUCATION

The features of the elementary classrooms at the current Jeffrey and the New Elementary School can be divided into three classifications: (1) Early Childhood – PreK and Full-Day Kindergarten; (2) Early Elementary - grades one and two; and (3) Intermediate - grades three, four and five. The classroom needs of all elementary children will require flexibility of space, portability of furniture and acoustical treatment of environment. This will be accommodated while providing low height furnishings and more space for group instruction and movement that will range from total class involvement to three or four separate groups doing different activities at the same time. Specific to Madison’s instructional approach, whole class gathering spaces are required for both Morning Meeting/language arts mini lessons as well as a separate space for the Number Corner, a feature of the mathematics program. Space should also be provided for students to read, write, research, and study for either individual or small group projects. The learning environment must also accommodate space for multiple adults (specialists and para educators) who work with students within the general classroom environment. All instructional classrooms require storage space for items such as classroom libraries, textbooks, reference materials, supplemental books, supplies, science equipment, charts, globes, computers, calculators and audio-visual equipment. Equally important is wall space to post anchor charts and other instructional reference materials for students to access on a daily basis.

In addition to the subject areas of Health & Wellness, Mathematics, Reading/Language Arts, Science, and Social Studies, our General Education program includes curriculum focused on Art, Music, Physical Education, STEAM and World Languages. Additionally, an instrumental program (a percussion band and a theater class) is provided for all students in grades 4 and 5. Support Services include a Library/Media Center and technology support integrated throughout the learning environments. Facilities for these areas need to be specific to each program’s purpose yet allow for flexibility of space as with the PreK-5 classrooms. As the PreK – 5 program requires that students travel to these various program areas periodically during the day, consideration should be given to the student traffic that will result from this academic arrangement. Student proximity to the library/media center, STEAM lab, gymnasium/auditorium, general music and art rooms should also be considered.

A platform off of the gymnasium will serve as a stage area for school assemblies, performances and other events. It will be adjacent to the gymnasium and accessible from the main corridor. The platform will be accessible and code compliant with ramp access. Included in the design will be a high-quality built-in sound system, stage draperies and main curtains, as well as adjustable stage and general lighting. An electronically controlled acoustical wall will be installed at the proscenium to allow the space to be used for instrumental music lessons and ensemble practice on the platform while the gymnasium is in use.

Additional instructional space is necessary to provide support for non-identified students, as prescribed in the Scientific Researched Based Intervention (SRBI) requirements of the Connecticut State Department of Education. General Education Intervention/Support Services is comprised of Reading, Mathematics and English Learner support (TESOL). Each of these rooms will be centrally located within the academic area of the building. These rooms will be utilized for individual testing, individual and small group instruction. A Developmental Guidance program is also part of the general education support services.

The outside play area for the early elementary and intermediate levels must be extensive and varied to accommodate activities that range from the minimal space demands of jump rope and the like, to larger areas needed to play soccer, kickball, softball, etc. This play area should be away from instructional spaces, if possible. Ideally, this play area should be in close proximity to gymnasium and cafeteria for easy access. The early childhood play area should be near the PreK and kindergarten classrooms, depending on the design of the school and proximity to other classrooms.

SPECIAL EDUCATION

Madison Public Schools invest significantly in their special education programming to best serve their students and in order to avoid costly outplacement services for their students. Special Education programs at the New Elementary include: a PreK program with related services specific to PreK; a K-5 program: the Functional Academic Skills Education (FASE), serving students from across the district; K-5 Special Education Resource, Occupational/Physical Therapy (OT/PT) Services and Related Services (Social Work, Psychologist, Speech/Language/Hearing, BCBA).

Program spaces for special education/related service teachers should be able to meet the needs for small group instruction. They will need to be of sufficient size to accommodate children who require specialized equipment.

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Rooms will be used for individual testing, confidential meetings with parents and/or students, individual and small group instruction, counseling, and staff conferences.

SUPPORT SERVICES

MEDIA CENTER

The Library Media Center of an elementary school is a multi-purpose room and preferred to be located as a central “hub” of the school and can be referred to as a Learning Commons. It should be bright, colorful, attractive, warm and inviting. It is important that the media center be designed with the student’s safety in mind. There should be freestanding low, double-faced shelving allowing a staff member to see the entire area. The area must be spacious enough to house an appropriate print and media collection. There should be room for multiple classrooms to use this resource on an independent basis. The room is divided for multiple purposes. A small story corner, a large group instructional space, a student project area, a production area for teachers, provision for multiple computer workstations for research and access to online card catalogue as well as a circulation area located near an entrance/exit door is also required.

TECHNOLOGY

A contemporary elementary school must be able to support varied uses of technology. In particular, the school’s infrastructure should reflect the latest in wiring and cabling, which would support current technology applications as well as the capacity to support future requirements. Computers should support the full range of educational and operational functions in the school.

Wiring for all classrooms will include multiple network drops and multiple electrical outlets. The entire facility will have wireless connectivity to support the implementation of one-to-one mobile devices such as laptops, netbooks, and other Internet-ready devices.

VII. PROGRAM SPECIFICATIONS (Detailed Description)

Unless otherwise noted, the standard furnishings for every classroom noted below are expected to include the following:

- Room darkening shades
- Acoustical insulation for soundproofing
- Air conditioning
- ADA compliant building standards
- Wireless/internet access to support at least 30 mobile devices
- Multiple electric outlets
- Sound Field System
- Telephone
- Intercom for communication with office

GENERAL EDUCATION PROGRAMS

EARLY CHILDHOOD: FULL-DAY KINDERGARTEN	
SPACE: 1,000 square feet including student toilet room (each)	
NUMBER: Five (5) classrooms	
Toilet	<ul style="list-style-type: none"> • Toilet room with sink within classroom at a level appropriate for children ages 4-6
Sinks	<ul style="list-style-type: none"> • Stainless steel sink with laminate countertops appropriate for 4 and 5-year olds • Soap and towel dispenser
Classroom Storage	<ul style="list-style-type: none"> • Built-in bookcases • Storage areas for anchor charts, large bins/kits • Classroom library storage • Counters under windows where possible

EARLY CHILDHOOD: FULL-DAY KINDERGARTEN	
Teacher Storage	<ul style="list-style-type: none"> • Lockable teacher storage wardrobe for 3 adults • One (1) lockable four-drawer filing cabinet • Additional instructional storage closet in corridor to be shared by Grades K-2
Student Storage	<ul style="list-style-type: none"> • Coat and personal storage area for twenty-four (24) located within the classroom
Lighting	<ul style="list-style-type: none"> • Soft color, dimmable lighting
Flooring	<ul style="list-style-type: none"> • Vinyl enhanced tile and area rugs
Display	<ul style="list-style-type: none"> • Magnetic whiteboards • Bulletin Boards
Student Furniture	<ul style="list-style-type: none"> • Two (2) tables • Flexible seating/tables to accommodate up to twenty-four (24) students (flexible/adaptable workstations)
Teacher Furniture	<ul style="list-style-type: none"> • One (1) Teacher desk/chair (possibly built into counter area to save space)
Other Furniture	<ul style="list-style-type: none"> • Desk and chair for classroom para
Classroom Technology	<ul style="list-style-type: none"> • Large screen interactive projection system
Computers (each)	<ul style="list-style-type: none"> • 1-to-1 laptops for each student with charging station • One (1) teacher computer

EARLY ELEMENTARY – GRADES ONE and TWO	
<p>SPACE: 850 square feet (each classroom) 50 square feet (in-class toilet room)</p> <p>NUMBER: Ten (10) classrooms</p>	
Toilet	<ul style="list-style-type: none"> • Toilet room with sink within classroom at a level appropriate for children ages 6-8
Sinks	<ul style="list-style-type: none"> • Stainless steel sink with laminate counters • Soap and towel dispenser
Classroom Storage	<ul style="list-style-type: none"> • Built-in bookcases • Storage areas for anchor charts, large bins/kits • Classroom library storage • Counters under windows where possible
Teacher Storage	<ul style="list-style-type: none"> • Lockable teacher storage wardrobe for three (3) adults • One (1) lockable four-drawer filing cabinet • Additional instructional storage closet in corridor to be shared by Grades K-2
Student Storage	<ul style="list-style-type: none"> • Coat and personal (non-locking) lockers for twenty-four (24)/classroom located in the corridor (2 students/locker)
Lighting	<ul style="list-style-type: none"> • Soft color, dimmable lighting
Flooring	<ul style="list-style-type: none"> • Vinyl enhanced tile and area rugs
Display	<ul style="list-style-type: none"> • Magnetic whiteboard • Bulletin Boards
Student Furniture	<ul style="list-style-type: none"> • Two (2) tables • Flexible seating/desks/tables to accommodate up to twenty-four (24) students
Teacher Furniture	<ul style="list-style-type: none"> • Teacher desk/chair, possibly built into counter area to save space
Other Furniture	<ul style="list-style-type: none"> • Desk and chair for classroom para
Special Needs/Equipment	<ul style="list-style-type: none"> • Common space outside classroom desirable
Classroom Technology	<ul style="list-style-type: none"> • Large screen interactive projection system
Computers (each)	<ul style="list-style-type: none"> • 1-to-1 Chromebook device for each student with charging station • One (1) teacher computer

INTERMEDIATE – GRADES THREE, FOUR, and FIVE	
SPACE: 850 square feet (each)	
NUMBER: Fourteen (14) classrooms	
Toilet	<ul style="list-style-type: none"> • Toilet facilities located in close proximity to classrooms
Sinks	<ul style="list-style-type: none"> • Stainless steel sink with laminate counter • In-room water fountain • Soap and towel dispenser
Classroom Storage	<ul style="list-style-type: none"> • Built-in bookcases • Storage areas for anchor charts, large bins/kits • Classroom library storage • Counters under windows where appropriate
Teacher Storage	<ul style="list-style-type: none"> • Lockable teacher storage wardrobe for three (3) adults • One (1) lockable four-drawer filing cabinet • Additional instructional storage closet in corridor to be shared by Grades 3-5
Student Storage	<ul style="list-style-type: none"> • Coat and personal storage areas are located in the corridors for up to twenty-six (26) students per classroom (one (non-locking) locker per student; double stacked)
Lighting	<ul style="list-style-type: none"> • Soft color, dimmable lighting
Flooring	<ul style="list-style-type: none"> • Vinyl enhanced tile and area rugs
Display	<ul style="list-style-type: none"> • Magnetic whiteboard • Bulletin Boards
Student Furniture	<ul style="list-style-type: none"> • Table and appropriate student seating for twenty-six (26)
Teacher Furniture	<ul style="list-style-type: none"> • Teacher desk/chair, possibly built into counters to save space
Other Furniture	<ul style="list-style-type: none"> • Desk and chair for classroom para
Special Needs/Equipment	<ul style="list-style-type: none"> • Common space outside classroom desirable
Classroom Technology	<ul style="list-style-type: none"> • Large screen interactive projection system
Computers (each)	<ul style="list-style-type: none"> • 1-to-1 Chromebook device for each student with charging station • One (1) teacher computer

VISUAL ARTS	
SPACE: 1,450 square feet (includes 350 s.f. for kiln room and storage)	
Sinks	<ul style="list-style-type: none"> • Minimum two (2) deep sinks with clay traps in addition to one (1) student accessible sink all in same location • Paint-resistant countertops
Access	<ul style="list-style-type: none"> • Close to workroom and STEAM classroom, if possible
Classroom Storage	<ul style="list-style-type: none"> • Lockable closets • Easily accessible cabinets and shelves • Vertical file tub-storage cabinets with locks • Two (2) kitchen-type mobile carts with shelves • Draftsman cabinet file for large paper/poster storage
Teacher Storage	<ul style="list-style-type: none"> • Lockable teacher storage wardrobe • One (1) lockable four-drawer filing cabinet
Student Storage	<ul style="list-style-type: none"> • Space to store student work in progress; one area per classroom
Lighting	<ul style="list-style-type: none"> • North facing classroom, preferable
Flooring	<ul style="list-style-type: none"> • Vinyl enhanced tile; carpet area
Display	<ul style="list-style-type: none"> • Two-sided fully locked showcase on room's corridor wall (and others throughout building) • Magnetic whiteboard • Bulletin Board
Student Furniture	<ul style="list-style-type: none"> • Twenty-six (26) adjustable chairs/stools

VISUAL ARTS	
Teacher Furniture	<ul style="list-style-type: none"> • Teacher desk/chair, possibly built into counters to save space • Demonstration table
Other Furniture	<ul style="list-style-type: none"> • Six (6) adjustable worktables (rectangular) to seat six (6)
Special Needs/Equipment	<ul style="list-style-type: none"> • One (1) kiln (to be appropriately located and sized) with ventilation system • Drying racks • Book racks and magazine shelves (fine arts area) • Four (4) sturdy wooden adjustable painting easels • Two (2) large rolling waste barrels • Eyewash station • Paper cutter
Classroom Technology	<ul style="list-style-type: none"> • Two (2) student computers • Two (2) laptop computers • Large screen interactive projection system
Computers (each)	<ul style="list-style-type: none"> • One (1) teacher computer • Full color printer

GENERAL AND INSTRUMENTAL MUSIC	
SPACE:	<p>950 square feet for General Music</p> <p>900 square feet for Instrumental Music on platform adjacent to gymnasium (including instrument storage)</p>
NUMBER:	One (1) room for General Music (K – 5), and one (1) space for gr. 5 Instrumental Music
Sinks	<ul style="list-style-type: none"> • Large sink in Instrumental Music room to submerge brass instruments for cleaning • Small sink/fountain area in General Music room
Access	<ul style="list-style-type: none"> • In proximity to gymnasium and platform (stage) • Instrumental room ideally located near bus entrance for easy drop off/pick up of instruments
Classroom Storage	<ul style="list-style-type: none"> • Music cabinets for sheet music storage (each room) • Built-in bookcase (16” x 15’) • Storage for Orff instruments for general music classroom
Teacher Storage	<ul style="list-style-type: none"> • Lockable teacher storage wardrobe in each space • One (1) lockable four-drawer filing cabinet in each area
Student Storage	<ul style="list-style-type: none"> • Built-in lockable storage for instruments (low built-in cubbies at instrumental music room entrance)
Lighting	<ul style="list-style-type: none"> • Soft color, dimmable lighting
Flooring	<ul style="list-style-type: none"> • Carpet in general music classroom
Display	<ul style="list-style-type: none"> • Two 8 ft. whiteboards, one with permanent musical staff lines (each room)
Student Furniture	<ul style="list-style-type: none"> • Eighty (80) stackable chairs for instrumental room • Twenty-six (26) stackable stools in general music room
Teacher Furniture	<ul style="list-style-type: none"> • Teacher desk/chair, possibly built into counters to save space
Other Furniture	<ul style="list-style-type: none"> • Eighty (80) music stands for instrumental room • Three (3) conductor’s stands • Large Move and Store cart for music stands • Piano in general music room
Special Accommodations	<ul style="list-style-type: none"> • General music room needs open space for movement and varied activities • Sound deadening/soundproof walls • Acoustical divider built between platform and gymnasium • Instrumental lessons and large group ensembles require 48” of space per student

GENERAL AND INSTRUMENTAL MUSIC	
Classroom Technology	<ul style="list-style-type: none"> • Sound systems • Large screen interactive projection system
Computers (each)	<ul style="list-style-type: none"> • One (1) teacher computer with access to high quality sound system control

PHYSICAL EDUCATION	
SPACE:	<p>Gymnasium: 6,000 square feet</p> <p>PE Office/Storage: 600 square feet (includes 140 s.f. office)</p> <p>Platform/Stage: 900 square feet</p>
Sinks	<ul style="list-style-type: none"> • Recessed drinking fountains located inside gymnasium
Access	<ul style="list-style-type: none"> • Capacity to hold entire student body, staff and faculty
Storage	<ul style="list-style-type: none"> • Folding seating/carts/storage for entire student body, staff and faculty (separate storage from PE equipment) • Storage area will have access from both the interior of the gymnasium, as well as the exterior of the building (for outdoor sports and playground activities); a roll-up exterior access door is desired • Six (6) shelving units (48"x18"x72") inside storage facility
Lighting	<ul style="list-style-type: none"> • Lighting with safety cages or equivalent
Flooring	<ul style="list-style-type: none"> • Synthetic rubberized "poured in place" floor system with essential markings • Protective matting
Special Accommodations	<ul style="list-style-type: none"> • Sound deadening/soundproof walls including acoustical wall dividing platform (stage) from gymnasium • Clerestory windows with remote room darkening shade system • High ceiling, the lowest features should be a minimum of 22 ft. from the floor • Wall matting around entire perimeter, from height of wall base to 6'-0" minimum above finish floor • Removable wall matting along front of platform as well. • Two (2) main and four (4) side baskets for basketball (all adjustable for height and electrically operated) • Volleyball post recessed floor sleeves • Chinning bars • Horizontal bar • Divider curtain • Ceiling mounts for cargo nets and rope climbing • One wall to be designated for future climbing, wall mounted equipment, and the masonry cores filled with concrete • Two (2) sections of portable risers for use with the gymnasium platform (one on the gymnasium floor, and one on the platform) • Electric retractable bleacher seating; five (5) rows • Movable cart for storage/equipment • Two (2) AED with audible alarm box will be installed; one (1) in the public access hallway outside nurse's office, and one (1) outside the gymnasium
Classroom Technology	<ul style="list-style-type: none"> • One (1) teacher computer • Portable SMART Board system, or similar device for classroom instruction • Built-in sound system for assemblies and programs • Remote control screen with appropriate rear projection device

SCIENCE, TECHNOLOGY, ENGINEERING, ART, & MATHEMATICS (STEAM) LAB	
SPACE: 1,100 square feet	
NUMBER: One (1) classroom	
Sinks	<ul style="list-style-type: none"> • Three (3) stainless steel sinks with laminate counter tops • Soap and towel dispensers
Access	<ul style="list-style-type: none"> • In close proximity to general education classrooms and library media center
Classroom Storage	<ul style="list-style-type: none"> • Built-in bookcases (upper and lower) • Locked closet for audio-visual equipment and science equipment • Cabinets to be deep, with adjustable / removable shelving, and space for large bin storage. • Storage for student projects in process
Teacher Storage	<ul style="list-style-type: none"> • Lockable teacher storage wardrobe • Two (2) lockable four-drawer filing cabinets
Lighting	<ul style="list-style-type: none"> • Soft color, dimmable lighting
Flooring	<ul style="list-style-type: none"> • Vinyl enhanced tile
Display	<ul style="list-style-type: none"> • Two-sided fully locked showcases on room's corridor wall • Magnetic whiteboard • Bulletin Boards
Student Furniture	<ul style="list-style-type: none"> • Age-appropriate student furniture (26 students)
Teacher Furniture	<ul style="list-style-type: none"> • Teacher Desk/Chair
Other Furniture	<ul style="list-style-type: none"> • Thirteen (13) movable laboratory tables with grommets and integral wire management tray
Classroom Technology	<ul style="list-style-type: none"> • Large screen interactive projection system
Computers (each)	<ul style="list-style-type: none"> • Fifteen (15) student devices • Three (3) student computers • One (1) teacher computer

WORLD LANGUAGE CLASSROOM	
SPACE: 850 square feet (each)	
NUMBER: One (1) classroom	
Sinks	<ul style="list-style-type: none"> • Stainless steel sink with laminate counter • In-room water fountain • Soap and towel dispenser
Access	<ul style="list-style-type: none"> • Central location within classroom wing • Close proximity to TESOL office
Classroom Storage	<ul style="list-style-type: none"> • Unique storage needs for six (6) grades of curriculum materials • Built-in bookcases • Storage areas for many props, puppets, classroom library • Counters under windows where appropriate
Teacher Storage	<ul style="list-style-type: none"> • Lockable teacher storage wardrobe • One (1) lockable four-drawer filing cabinet
Lighting	<ul style="list-style-type: none"> • Soft color, dimmable lighting
Flooring	<ul style="list-style-type: none"> • Vinyl enhanced tile and area rugs
Display	<ul style="list-style-type: none"> • Magnetic whiteboard • Bulletin Boards
Student Furniture	<ul style="list-style-type: none"> • Table and appropriate student seating for twenty-six (26)
Teacher Furniture	<ul style="list-style-type: none"> • Teacher desk/chair, possibly built into counters to save space
Classroom Technology	<ul style="list-style-type: none"> • Large screen interactive projection system
Computers (each)	<ul style="list-style-type: none"> • Sufficient Chromebooks for each student • One (1) teacher computer

LIBRARY MEDIA CENTER	
SPACE: 2,600 square feet (includes 200 s.f. office for media staff and 200 s.f. work room with copier)	
Sinks	<ul style="list-style-type: none"> • Sink in media center workroom
Access	<ul style="list-style-type: none"> • Centrally located in the school • Access to outdoor garden area, desirable • Close proximity to STEAM lab, desirable
Storage	<ul style="list-style-type: none"> • Audio-visual storage cabinets • Over-size vertical filing cabinet • Storage/display for teacher resources and professional development materials
Teacher Storage	<ul style="list-style-type: none"> • One (1) lockable four-drawer filing cabinet
Lighting	<ul style="list-style-type: none"> • Remote control room darkening blinds
Flooring	<ul style="list-style-type: none"> • Wall to wall carpeting
Display	<ul style="list-style-type: none"> • Magnetic whiteboards • Bulletin Boards • Well-placed and secure space for displays and promotional materials
Student Furniture	<ul style="list-style-type: none"> • Tables and chairs with sleigh legs; easy to reconfigure • Computer furniture/workstations for six (6) student computers
Teacher Furniture	<ul style="list-style-type: none"> • Two (2) teacher desks/chairs; Two (2) adult visitors chairs
Other Furniture	<ul style="list-style-type: none"> • 48-inch free standing, double-faced shelving for student print materials; on wheels for adjusting space layout • Comfortable lounge style seating – adult and student
Space Considerations	<ul style="list-style-type: none"> • Small tiered story corner • Area for independent study; separate area for whole class instruction • Maker Space area • Informal seating or an informal area with comfortable chairs • Space should be able to accommodate staff professional development activities
Classroom Technology	<ul style="list-style-type: none"> • Sufficient outlets to support all technology • Sound system for large group events • Online circulation system (2 circulation stations) • Large screen interactive projection system
Computers (each)	<ul style="list-style-type: none"> • Six (6) student computers • One (1) Chromebook cart (class set) • Two (2) teacher computers

SMALL BREAKOUT ROOM	
SPACE: 125 square feet (each) for individual assessment with teachers and/or small group work with para educators	
NUMBER: Two (2) rooms	
Access	<ul style="list-style-type: none"> • In close proximity to general education classrooms
Teacher Storage	<ul style="list-style-type: none"> • Secured closet for testing materials
Lighting	<ul style="list-style-type: none"> • Soft color, dimmable lighting
Flooring	<ul style="list-style-type: none"> • Vinyl enhanced tile
Display	<ul style="list-style-type: none"> • Magnetic whiteboard • Bulletin Board
Furniture	<ul style="list-style-type: none"> • One (1) table • Six (6) student chairs • One (1) teacher chair

READING/MATH COACH'S OFFICE	
SPACE: 175 square feet (each) for meetings with teachers	
NUMBER: Two (2) rooms	
Access	<ul style="list-style-type: none"> • In close proximity to media center and Literacy Lab
Teacher Storage	<ul style="list-style-type: none"> • Bookshelves, cabinets, lockable teacher wardrobe
Lighting	<ul style="list-style-type: none"> • Soft color, dimmable lighting
Flooring	<ul style="list-style-type: none"> • Carpet
Display	<ul style="list-style-type: none"> • Magnetic whiteboard • Bulletin Board
Teacher Furniture	<ul style="list-style-type: none"> • Teacher desk, small table with four (4) chairs
Computers (each)	<ul style="list-style-type: none"> • Teacher computer

GENERAL EDUCATION INTERVENTION SERVICES – READING AND MATH	
SPACE: 500 square feet (each) for Reading and Math Intervention, each space to accommodate 2-3 adults working with small groups	
NUMBER: Two (2) rooms	
Sinks	<ul style="list-style-type: none"> • Stainless steel sink with laminate counters • Soap and towel dispenser
Access	<ul style="list-style-type: none"> • In close proximity to primary education classrooms and Reading/Math Coach offices
Classroom Storage	<ul style="list-style-type: none"> • Built-in bookcases • A supply closet with shelving installed in each room • Wall length countertop with wall storage cabinets and electrical strips. • Counters under windows where possible • Separate book closet in centralized location to classrooms
Teacher Storage	<ul style="list-style-type: none"> • Lockable teacher storage wardrobe for three (3) adults • Two (2) lockable four-drawer filing cabinets
Lighting	<ul style="list-style-type: none"> • Soft color, dimmable lighting
Flooring	<ul style="list-style-type: none"> • Vinyl enhanced tile and area rugs
Display	<ul style="list-style-type: none"> • Magnetic whiteboards • Bulletin Boards
Student Furniture	<ul style="list-style-type: none"> • Differentiated student tables and chairs to accommodate K-5 students
Teacher Furniture	<ul style="list-style-type: none"> • One (1) Teacher desk/chair
Other Furniture	<ul style="list-style-type: none"> • Visitor's chairs
Classroom Technology	<ul style="list-style-type: none"> • Large screen interactive projection system
Computers (each)	<ul style="list-style-type: none"> • Five (5) student computers • One (1) teacher computer

TESOL OFFICE	
SPACE: 100 square feet	
NUMBER: One (1) room	
Access	<ul style="list-style-type: none"> • In close proximity to classrooms and World Language classroom
Teacher Storage	<ul style="list-style-type: none"> • Bookshelves, cabinets, lockable teacher wardrobe
Lighting	<ul style="list-style-type: none"> • Soft color, dimmable lighting
Flooring	<ul style="list-style-type: none"> • Carpet
Display	<ul style="list-style-type: none"> • Magnetic whiteboard • Bulletin Board

TESOL OFFICE	
Teacher Furniture	<ul style="list-style-type: none"> • Teacher desk, small table with four (4) chairs
Computers (each)	<ul style="list-style-type: none"> • Teacher computer

SPECIAL SERVICES PROGRAMS

PRE-SCHOOL PROGRAM

Based on current enrollment projections of 45 students, four classrooms of the Pre-school will be required to meet the needs of special education students. By design, and to meet the legal requirements for inclusive education, the classes include eligible students with special needs and at least equal numbers of typical same age peers. Like kindergarten children, these children will spend a lot of time on the floor for activities. All of the furnishings, toilet and sinks should be at a level appropriate for children aged three to five. These classrooms should have space to accommodate gross and fine motor activities as well as lessons and an area for the children to sit together as a group. The classroom needs to have ample space to accommodate children who use wheelchairs, standers or other adaptive equipment, and several adults.

PRE-SCHOOL CLASSROOM	
SPACE: 900 square feet (each) (includes 50 s.f. in-class toilet room)	
NUMBER: Four (4) classrooms	
Toilet	<ul style="list-style-type: none"> • Separate toilet room within classroom for ages 3-5 with shelves and extra storage space
Sinks	<ul style="list-style-type: none"> • Two (2) stainless steel sinks with laminate counters (one adult, one children) • Soap and towel dispenser
Access	<ul style="list-style-type: none"> • In close proximity to all PreK services
Classroom Storage	<ul style="list-style-type: none"> • Storage area for large equipment (adaptive chairs, prone standers, supine standers, walkers, gait trainers, therapy balls, etc.). • Built-in bookcases • Storage areas • Counters under windows where appropriate • Large drawer storage (posters, large books, etc.)
Teacher Storage	<ul style="list-style-type: none"> • Lockable teacher storage wardrobe for three (3) adults • One (1) lockable four-drawer filing cabinet
Student Storage	<ul style="list-style-type: none"> • Coat and cubby storage for eighteen (18) students
Lighting	<ul style="list-style-type: none"> • Soft color, dimmable lighting
Flooring	<ul style="list-style-type: none"> • Carpet with vinyl tile near sink and toilet area
Display	<ul style="list-style-type: none"> • Whiteboard • Bulletin Boards
Student Furniture	<ul style="list-style-type: none"> • PreK tables and chairs • Computer workstations
Teacher Furniture	<ul style="list-style-type: none"> • Teacher Desk/Chair
Other Furniture	<ul style="list-style-type: none"> • Center Instruction: three (3) small tables with four (4) chairs each • Activity Groups: one (1) table with six (6) chairs
Special Needs/Equipment	<ul style="list-style-type: none"> • Block carts • Easel • Play equipment for centers • Full-length mirror (Mylar)
Classroom Technology	<ul style="list-style-type: none"> • Large screen interactive projection system
Computers (each)	<ul style="list-style-type: none"> • One (1) teacher computer • One (1) stationary adult computer

PRE-SCHOOL CLASSROOM	
	<ul style="list-style-type: none"> • Five (5) student laptops

ABA CLASSROOM	
SPACE: 400 square feet	
NUMBER: One (1) room	
Sinks	<ul style="list-style-type: none"> • One (1) stainless steel sink with laminate countertops • Soap and towel dispenser
Access	<ul style="list-style-type: none"> • In the vicinity of PreK OT/PT classroom
Classroom Storage	<ul style="list-style-type: none"> • Built-in bookcases • Storage areas • Cabinets with large drawers • Counters under windows where appropriate
Lighting	<ul style="list-style-type: none"> • Soft color, dimmable lighting
Flooring	<ul style="list-style-type: none"> • Carpet with vinyl tile near sink
Display	<ul style="list-style-type: none"> • Whiteboard • Bulletin Boards
Special Needs/Equipment	<ul style="list-style-type: none"> • 60” flexible dividers, able to configure the room into four (4) separate areas • Full-length mirror (Mylar)
Computers (each)	<ul style="list-style-type: none"> • One (1) teacher computer

PRE-K O.T. / P.T. RESOURCE	
SPACE: 500 square feet	
NUMBER: One (1) room shared by two teachers	
Access	<ul style="list-style-type: none"> • Adjacent to PreK parent drop-off area
Classroom Storage	<ul style="list-style-type: none"> • Storage for large equipment (large adaptive chairs, prone standers, supine standers, large walkers, gait trainers, large therapy balls, etc.) • Built-in bookcases, storage areas, large-drawer storage • Built-in bookcases • Storage areas • Counters under windows where appropriate
Teacher Storage	<ul style="list-style-type: none"> • Two (2) lockable teacher storage wardrobes • Two (2) lockable four-drawer filing cabinets
Lighting	<ul style="list-style-type: none"> • Soft color, dimmable lighting
Flooring	<ul style="list-style-type: none"> • Carpeted
Display	<ul style="list-style-type: none"> • Whiteboard • Bulletin Board
Student Furniture	<ul style="list-style-type: none"> • Pupil tables and chairs (adjustable - movable)
Teacher Furniture	<ul style="list-style-type: none"> • Two (2) teacher desk/chair
Other Furniture	<ul style="list-style-type: none"> • Activity Groups: One (1) small table with four (4) chairs • One (1) adult size visitor’s chair
Special Needs/Equipment	<ul style="list-style-type: none"> • Full length mirror (Mylar) • Swing mounted from ceiling
Computers (each)	<ul style="list-style-type: none"> • Two (2) teacher computers

PRE-K SPEECH LANGUAGE	
SPACE: 250 square feet (each)	
NUMBER: One (1) room	
Access	<ul style="list-style-type: none"> • Adjacent to PreK OT/PT areas and PreK parent drop-off area
Classroom Storage	<ul style="list-style-type: none"> • Built-in bookcases • Storage areas • Counters under windows where appropriate
Teacher Storage	<ul style="list-style-type: none"> • Lockable teacher storage wardrobe • One (1) lockable built-in four-drawer filing cabinet
Lighting	<ul style="list-style-type: none"> • Soft color, dimmable lighting
Flooring	<ul style="list-style-type: none"> • Vinyl enhanced tile and area rugs
Display	<ul style="list-style-type: none"> • Whiteboard • Bulletin Board
Student Furniture	<ul style="list-style-type: none"> • Pupil tables and chairs (adjustable and movable)
Teacher Furniture	<ul style="list-style-type: none"> • Teacher Desk/Chair
Other Furniture	<ul style="list-style-type: none"> • Activity Groups: One (1) table with six (6) chairs • Adult size visitor's chair • Play equipment for centers • Full length mirror (Mylar)
Computers (each)	<ul style="list-style-type: none"> • One (1) teacher computer

PRE-K PSYCHOLOGIST OFFICE	
SPACE: 435 square feet	
NUMBER: One (1) room including adjoining office for secretary	
Access	<ul style="list-style-type: none"> • In close proximity to PreK entrance
Storage	<ul style="list-style-type: none"> • Bookshelves, cabinets, two (2) lockable wardrobes
Lighting	<ul style="list-style-type: none"> • Soft color, dimmable lighting
Flooring	<ul style="list-style-type: none"> • Carpet
Display	<ul style="list-style-type: none"> • Magnetic whiteboard • Bulletin Board
Office Furniture	<ul style="list-style-type: none"> • Two (2) desks, table with four (4) chairs; countertops • Fireproof, lockable student files
Technology	<ul style="list-style-type: none"> • Two (2) Phones
Computers (each)	<ul style="list-style-type: none"> • Teacher computer • Secretary computer

Grades K-5 Special Services Programs

FUNCTIONAL ACADEMIC SKILLS EDUCATION [F.A.S.E.]	
SPACE: 850 square feet	
NUMBER: One (1) classroom for 4-8 students	
Toilet	<ul style="list-style-type: none"> • Toilet facility with changing table and storage
Sinks	<ul style="list-style-type: none"> • Stainless steel sink with laminate counter • Soap and towel dispenser
Access	<ul style="list-style-type: none"> • Close proximity to OT/PT room

FUNCTIONAL ACADEMIC SKILLS EDUCATION [F.A.S.E.]	
Classroom Storage	<ul style="list-style-type: none"> Built-in bookcases, storage areas, large-drawer storage Storage areas Counters under windows where possible
Teacher Storage	<ul style="list-style-type: none"> Lockable teacher storage wardrobe for three (3) adults Two (2) lockable four-drawer filing cabinet
Student Storage	<ul style="list-style-type: none"> 15 coat hooks/storage Cubby storage for 15 students
Lighting	<ul style="list-style-type: none"> Soft color, dimmable lighting
Flooring	<ul style="list-style-type: none"> Vinyl enhanced tile and area rugs
Display	<ul style="list-style-type: none"> Magnetic whiteboards Bulletin Boards
Student Furniture	<ul style="list-style-type: none"> Table and appropriate student furniture
Teacher Furniture	<ul style="list-style-type: none"> Teacher Desk/Chair
Other Furniture	<ul style="list-style-type: none"> Center instruction: Three (3) small tables with four (4) chairs Activity Groups: Two (2) tables with six (6) chairs Adult visitor chair
Special Needs/Equipment	<ul style="list-style-type: none"> Separate area for calming, de-stress Staff work area (for teachers, aides, conferences)
Classroom Technology	<ul style="list-style-type: none"> Large screen interactive projection system
Computers (each)	<ul style="list-style-type: none"> One (1) teacher computer Two (2) student computers

SPECIAL EDUCATION RESOURCE	
SPACE 700 square feet (each)	
NUMBER: Four (4) classrooms (each to be shared by two resource teachers)	
Sinks	<ul style="list-style-type: none"> Stainless steel sink with laminate counter Soap and towel dispenser
Access	<ul style="list-style-type: none"> Close proximity to general education classrooms and to each other Close proximity to related services (SW/Psych/SLH), preferred
Classroom Storage	<ul style="list-style-type: none"> Built-in bookcases Storage areas Counters under windows where possible
Teacher Storage	<ul style="list-style-type: none"> Lockable teacher storage wardrobe for two (2) adults Two (2) lockable four-drawer filing cabinets Access to shared testing materials
Lighting	<ul style="list-style-type: none"> Soft color, dimmable lighting
Flooring	<ul style="list-style-type: none"> Vinyl enhanced tile and area rugs
Display	<ul style="list-style-type: none"> Magnetic whiteboards Bulletin Boards
Student Furniture	<ul style="list-style-type: none"> Student tables/chairs (adjustable/movable)
Teacher Furniture	<ul style="list-style-type: none"> Two (2) Teacher desks/chairs
Other Furniture	<ul style="list-style-type: none"> Adult visitor's chairs Activity Groups: Two (2) tables with six (6) chairs (each) Portable dividers
Classroom Technology	<ul style="list-style-type: none"> Large screen interactive projection system
Computers (each)	<ul style="list-style-type: none"> Two (2) teacher computers Four (4) student computers

K-5 O.T./P.T. RESOURCE	
SPACE: 500 square feet	
NUMBER: One (1) room shared by two (2) staff	
Sinks	<ul style="list-style-type: none"> Stainless steel sink with laminate counters Soap and towel dispenser
Access	<ul style="list-style-type: none"> Adjacent to PreK OT/PT Resource
Classroom Storage	<ul style="list-style-type: none"> Storage for large equipment (large adaptive chairs, prone standers, supine standers, large walkers, gait trainers, large therapy balls, etc.) Built-in bookcases, storage areas, large-drawer storage Open shelving and counter area Counters under windows where possible
Teacher Storage	<ul style="list-style-type: none"> Two (2) lockable teacher storage wardrobes Two (2) lockable built-in four-drawer filing cabinets
Lighting	<ul style="list-style-type: none"> Soft color, dimmable lighting
Flooring	<ul style="list-style-type: none"> Vinyl enhanced tile and area rugs
Display	<ul style="list-style-type: none"> Magnetic whiteboard Bulletin Boards
Student Furniture	<ul style="list-style-type: none"> Small tables with student chairs
Teacher Furniture	<ul style="list-style-type: none"> Two (2) Teacher desk/chair workstations
Other Furniture	<ul style="list-style-type: none"> Adult visitor chairs
Special Needs/Equipment	<ul style="list-style-type: none"> Trampoline, Balance Beam, Swing, Stairs, Floor Mats Area for gross motor activities.
Computers	<ul style="list-style-type: none"> Two (2) teacher computers

K - 5 RELATED SERVICES – SOCIAL WORKER/PSYCHOLOGIST/SPEECH	
SPACE: 600 square feet (total)	
NUMBER: Three (3) offices @ 200 s.f. each: Social Worker; Psychologist; K-5 Speech/Language Pathologist	
Access	<ul style="list-style-type: none"> Close proximity to the main office and sped resource rooms Consider these offices as a suite with common area
Storage	<ul style="list-style-type: none"> One (1) lockable built-in four-drawer filing cabinet (each office) Bookcase and shelving Walk-in supply closet (common area) Laminate counters and shelving (common area)
Lighting	<ul style="list-style-type: none"> Soft color, dimmable lighting
Flooring	<ul style="list-style-type: none"> Wall to wall carpeting
Display	<ul style="list-style-type: none"> Magnetic whiteboard Bulletin Board
Teacher Furniture	<ul style="list-style-type: none"> Teacher desk/chair (each office)
Other Furniture	<ul style="list-style-type: none"> Two (2) adult chairs (each office) One (1) table, with 6 student chairs (each office) Small play area
Special Needs/Equipment	<ul style="list-style-type: none"> Built-in mirror (Speech only)
Computers	<ul style="list-style-type: none"> One (1) teacher computer (each office)

ELEMENTARY SPED COORDINATOR OFFICE/BCBA	
SPACE: 150 square feet	
NUMBER: One (1) room	

ELEMENTARY SPED COORDINATOR OFFICE/BCBA	
Access	<ul style="list-style-type: none"> • In close proximity to special education teachers and conference room
Teacher Storage	<ul style="list-style-type: none"> • Bookshelves, cabinets, lockable teacher wardrobe
Lighting	<ul style="list-style-type: none"> • Soft color, dimmable lighting
Flooring	<ul style="list-style-type: none"> • Carpet
Display	<ul style="list-style-type: none"> • Magnetic whiteboard • Bulletin Board
Teacher Furniture	<ul style="list-style-type: none"> • Two (2) Teacher desks
Classroom Technology	<ul style="list-style-type: none"> • Two (2) Phones
Computers (each)	<ul style="list-style-type: none"> • Two (2) Teacher computers

ADMINISTRATION AND SUPPORT SERVICES

Unless otherwise noted, the standard furnishings for every area noted below are expected to include the following:

- Room darkening shades
- Acoustical insulation for soundproofing
- Year-round air conditioning
- ADA compliant building standards
- Wireless/internet access
- Multiple electric outlets
- Telephone

PRINCIPAL'S OFFICE	
SPACE: 200 square feet	
Access/Location	<ul style="list-style-type: none"> • Close proximity to secretary's workstation and conference room
Storage	<ul style="list-style-type: none"> • One (1) large wall unit bookcase • Lockable lateral files
Lighting	<ul style="list-style-type: none"> • Soft color, dimmable lighting
Flooring	<ul style="list-style-type: none"> • Wall to wall carpeting
Office Furniture	<ul style="list-style-type: none"> • Desk/Chair • Visitor's seating for six (6)
Other Accommodations	<ul style="list-style-type: none"> • Bulletin board • Private lavatory
Technology	<ul style="list-style-type: none"> • Polycom telephone • Building security system monitor • Security "panic" button with dedicated phone line
Computers	<ul style="list-style-type: none"> • One (1) laptop with docking station

ASSISTANT PRINCIPAL'S OFFICE	
SPACE: 175 square feet	
Access/Location	<ul style="list-style-type: none"> • Close proximity to Main Office and conference room
Storage	<ul style="list-style-type: none"> • One (1) large wall unit bookcase • Lockable lateral files
Lighting	<ul style="list-style-type: none"> • Soft color, dimmable lighting
Flooring	<ul style="list-style-type: none"> • Wall to wall carpeting
Office Furniture	<ul style="list-style-type: none"> • Desk/Chair • Visitor's seating for six (6)
Other Accommodations	<ul style="list-style-type: none"> • Bulletin board

ASSISTANT PRINCIPAL’S OFFICE	
Technology	<ul style="list-style-type: none"> • Polycom telephone • Building security system monitor • Security “panic” button with dedicated phone line
Computers	<ul style="list-style-type: none"> • One (1) laptop with docking station

MAIN OFFICE (SECRETARIAL AREA)	
SPACE: 500 square feet	
Access/Location	<ul style="list-style-type: none"> • Adjacent to principal’s office • Main hallway wall should have multiple windows, and the Main Office should be able to view main entranceway of school and bus traffic • Connecting door between office and health suite • Staff lavatories should be adjacent to office
Storage	<ul style="list-style-type: none"> • Safe • Staff mailboxes within main office area • Base and wall cabinets with counter space • Fire-proof, lockable files for student confidential records
Lighting	<ul style="list-style-type: none"> • Soft color, dimmable lighting
Flooring	<ul style="list-style-type: none"> • Wall to wall carpeting
Office Furniture	<ul style="list-style-type: none"> • Secretarial workstations (2) • Secretarial chairs (2) • Additional worktable/counter area • Visitor’s seating
Other Accommodations	<ul style="list-style-type: none"> • Bulletin boards • Closet for coats • Kitchenette counter, small refrigerator, sink, microwave
Technology	<ul style="list-style-type: none"> • Network copier/fax machine • Building security system monitor (secretary/clerk) • Security “panic button with dedicated phone line (secretary/clerk) • Radio charging station • Parent access Kiosk computer
Computers (each)	<ul style="list-style-type: none"> • Two (2) computers

CONFERENCE ROOM	
SPACE: 200 square feet each	
NUMBER: Two (2) rooms	
Access/Location	<ul style="list-style-type: none"> • One adjacent to Main Office/Principal’s Office and one within PreK wing
Storage	<ul style="list-style-type: none"> • One (1) credenza
Lighting	<ul style="list-style-type: none"> • Soft color, dimmable lighting
Flooring	<ul style="list-style-type: none"> • Wall to wall carpeting
Office Furniture	<ul style="list-style-type: none"> • Conference Table • Seating for ten (10)
Other Accommodations	<ul style="list-style-type: none"> • Magnetic whiteboard • Bulletin board
Technology	<ul style="list-style-type: none"> • Polycom telephone • Large screen interactive projection system
Computers (each)	<ul style="list-style-type: none"> • One (1) computer

HEALTH SERVICES	
SPACE: 650 square feet	
Toilet	<ul style="list-style-type: none"> • Oversized accessible toilet room with changing table
Sink	<ul style="list-style-type: none"> • Sink with foot pedal controls (outside Toilet room) • Sink with eye wash
Access/Location	<ul style="list-style-type: none"> • Access to main office for assistance during times of emergency • Access through main corridor • Access to natural light; windows
Lighting	<ul style="list-style-type: none"> • Soft color, dimmable lighting
Flooring	<ul style="list-style-type: none"> • Vinyl enhanced tile
Storage	<ul style="list-style-type: none"> • Lockable cabinets for medication • Three (3) four-drawer lockable filing cabinets • Closet and extra storage for materials
Office Furniture	<ul style="list-style-type: none"> • Desk/chair facing room entry • Bookcase • Table for testing/conferences (private) • Four (4) student chairs for waiting area
Space Considerations	<ul style="list-style-type: none"> • Recovery area with 2 cots with privacy curtains • Private space where nurse can speak privately with students/parents • Examination room • 25-ft space to conduct vision screenings • Waiting area for students
Medical Equipment	<ul style="list-style-type: none"> • Wheelchair/evac chair • Magnifying lamp • Rolling cart (portable emergency cart) • Examination table
Other Accommodations	<ul style="list-style-type: none"> • AED with audible alarm box will be installed in the public access hallway. • Refrigerator with separate frost-free freezer compartment
Technology	<ul style="list-style-type: none"> • Two (2) telephones with direct access to an outside line and ability to access classrooms; separate phone for student use • Portable phone for nurse • Fax machine • Printer
Computers	<ul style="list-style-type: none"> • One (1) computer

GUIDANCE COUNSELOR'S OFFICE	
SPACE: 200 square feet	
Access/Location	<ul style="list-style-type: none"> • Close proximity to classrooms
Storage	<ul style="list-style-type: none"> • One (1) large wall unit bookcase • Lockable lateral files
Lighting	<ul style="list-style-type: none"> • Soft color, dimmable lighting
Flooring	<ul style="list-style-type: none"> • Wall to wall carpeting
Office Furniture	<ul style="list-style-type: none"> • Desk/Chair • Visitor's seating for six (6)
Other Accommodations	<ul style="list-style-type: none"> • Bulletin board
Technology	<ul style="list-style-type: none"> • telephone
Computers	<ul style="list-style-type: none"> • One (1) laptop with docking station

TEACHER WORKROOM	
SPACE: 440 square feet	
Sink	<ul style="list-style-type: none"> • Stainless steel sink with laminate counter tops • Soap and towel dispenser
Access/Location	<ul style="list-style-type: none"> • Close proximity to Main Office area
Lighting	<ul style="list-style-type: none"> • Soft color, dimmable lighting
Flooring	<ul style="list-style-type: none"> • Vinyl enhanced tile
Storage	<ul style="list-style-type: none"> • Shelving • Locked cabinet
Furniture	<ul style="list-style-type: none"> • Table and six (6) chairs
Other Accommodations	<ul style="list-style-type: none"> • Die press (letter cutting machine) • Laminating machine • General office supplies
Technology	<ul style="list-style-type: none"> • Network copier/fax machine/scanner
Computers	<ul style="list-style-type: none"> • One (1) teacher computer

FOOD SERVICES – CAFETERIA	
SPACE: 2,400 square feet <i>(Based on 4 lunch waves: 25% enrollment x 17.5 square feet)</i>	
Access/Location	<ul style="list-style-type: none"> • Adjacent to full kitchen and serving area • Exits to outdoors • Close proximity to playground and fields
Lighting	<ul style="list-style-type: none"> • Soft color, dimmable lighting
Flooring	<ul style="list-style-type: none"> • Resilient rubber flooring – needs to be easy to sweep and mop
Storage	<ul style="list-style-type: none"> • Storage room to accommodate tables/benches and chairs
Furniture	<ul style="list-style-type: none"> • Folding roll-away tables/benches, long type with built-in seating, to accommodate projected number of students in a lunch wave plus 25% • Chair and desk for paraprofessional/cafeteria supervisor
Other Accommodations	<ul style="list-style-type: none"> • Recessed drinking fountains • Sound reducing measures • Soundproof divider between kitchen and cafeteria • Bulletin boards
Technology	<ul style="list-style-type: none"> • Localized public address system – must integrate with building system • Screen and projection device (matrix of flat panel LED's or multi-cast to multiple LED's) for Professional Development activities • Electronic Signage sized appropriately for the space • WIFI – full coverage

FOOD SERVICES – KITCHEN	
SPACE: 1,100 square feet – Kitchen 100 square feet – Food Manager's Office	
Toilet	<ul style="list-style-type: none"> • Locker room for five (5) with adjacent unisex toilet room
Sink	<ul style="list-style-type: none"> • One (1) three bay sink with drain board • One (1) double well stainless-steel produce sink • One (1) triple well stainless-steel pot wash sink • Three (3) hand sinks with soap and towel dispensers
Access/Location	<ul style="list-style-type: none"> • In close proximity to Gymnasium
Lighting	<ul style="list-style-type: none"> • Task lighting over preparation areas

FOOD SERVICES – KITCHEN	
Flooring	<ul style="list-style-type: none"> • Epoxy flooring – stable non-slip surface, must be easy to sweep and mop • Appropriately pitched floor with multiple floor drains and water source for custodial purposes.
Storage	<ul style="list-style-type: none"> • Safe • Four (4) stainless steel utility carts, three shelves, #300/#400 capacity • Two (2) stainless steel cart for tray storage, ADA accessible • Adequate space for annual supplies
Furniture	<ul style="list-style-type: none"> • Teacher desk/chair • Visitor’s chair
Space Considerations (required)	<ul style="list-style-type: none"> • Large walk-in storeroom with heavy-duty wire mesh chrome-mate shelving on casters • Dishwasher room with necessary utilities (racks and tray carts) • High capacity appropriate commercial grade dishwasher • Separate area for the cashier to count money with a safe • Two (2) serving lines with built-in hot and cold units • Can washing area (outside, near dock – custodial)
Food Services Equipment	<ul style="list-style-type: none"> • One (1) slicer on stand • One (1) 30-gallon mixer • One (1) combi-oven (steam/convection) example Alto-shaam • One (1) commercial microwave oven • One (1) double-stack convection ovens with stand: single one-over-one unit (equals 2 ovens) • One (1) small double kettles • One (1) food processor (Robo Coupe) • Two (2) food warmers • Walk-in freezer, minimum 144 square ft. with shelving • Walk-in refrigerator, minimum 144 square ft. with shelving • Two (2) pass-thru refrigerator near serving line • Steam table with five (5) wells • Cold well in serving line for fruits, vegetables and salads • Three (3) preparation tables (stainless steel) • Milk cooler • Ice cream freezer • Exhaust fans (ventilation) for ovens, skillet, stove, etc. • Exhaust fans (ventilation) in washroom and pantry areas
Technology	<ul style="list-style-type: none"> • Three (3) cash registers and stands (point of sale system – including data drops) • One (1) computer (Food Services Office - requires data drop) • One (1) multi-function printer (Food Services Office – requires data drop) • Two (2) telephones (one in Manager’s Office and one in Kitchen Prep Area (amplified ringers))

FACULTY LOUNGE	
SPACE: 600 square feet	
Toilet	<ul style="list-style-type: none"> • Faculty toilets adjacent to faculty lounge
Sink	<ul style="list-style-type: none"> • Stainless steel sink with laminate counter • Soap and towel dispenser
Access/Location	<ul style="list-style-type: none"> • Close proximity to the major instructional section of the school and literacy Lab
Lighting	<ul style="list-style-type: none"> • Provide windows and maximize natural light
Flooring	<ul style="list-style-type: none"> • Vinyl enhanced tile and carpeting
Storage	<ul style="list-style-type: none"> • Built-in upper and lower cabinets

FACULTY LOUNGE	
Furniture	<ul style="list-style-type: none"> • Soft seating • Tables and seating for twenty (20) people
Equipment	<ul style="list-style-type: none"> • Microwave oven • Refrigerator • Coffee maker

CUSTODIAL OFFICE	
SPACE: 150 square feet	
Toilet	<ul style="list-style-type: none"> • Locker room for four (4) with adjacent unisex toilet room
Access/Location	<ul style="list-style-type: none"> • In close proximity to Cafeteria; loading/receiving dock/mechanical room
Flooring	<ul style="list-style-type: none"> • Vinyl enhanced tile
Storage	<ul style="list-style-type: none"> • Locked cabinet • Storage for outdoor equipment (separate space)
Furniture	<ul style="list-style-type: none"> • Desk/Chair • Three (3) adult chairs
Computers	<ul style="list-style-type: none"> • One (1) computer

STORAGE	
SPACE: 800 square feet – Instructional Storage (Literacy Lab; K-1 storage; 2-3 storage; 4-5 storage) 600 square feet – General Storage (These storage spaces are separate from custodial storage spaces for supplies and equipment; accounted for in CORE Factor.)	

VIII. COMMUNITY USE

The community uses Madison elementary schools before and after school hours. Some of the groups that regularly use the facilities include:

- Madison Parks and Recreation Department
- Scouting organizations
- Civic organizations
- Municipal boards and groups
- Adult Education
- PTO
- Registrar of Voters
- Religious education classes

IX. ENVIRONMENT – SYSTEMS – EQUIPMENT

SYSTEM	SPECIFICATIONS
Building Systems	<ul style="list-style-type: none"> • The building systems incorporated into the new construction will be designed in accordance with Connecticut High Performance Building standards, equivalent in performance to a LEED Silver rating or higher.
Heating/Cooling (HVAC) System	<ul style="list-style-type: none"> • The heating, cooling, ventilation and dehumidification will meet today’s high energy and efficiency standards. Renewable energy will be considered that may include Geo-thermal wells, Photovoltaics and other renewable energy sources that could achieve a Net Zero Energy Building. Student comfort, energy efficiencies and renewable energy will be considered to produce the most beneficial system for the students and staff.

SYSTEM	SPECIFICATIONS
	<ul style="list-style-type: none"> • All spaces are to receive air conditioning, but only those areas with summertime use will have the systems running year-round; all other areas will have systems set to dehumidification only during summer months. • Use in-slab hydronic heat delivery at the lower levels for PreK and Kindergarten classrooms.
Climate Controls/ Ventilation System	<ul style="list-style-type: none"> • The building will be designed with Direct Digital Control (DDC) systems (Alerton or Automate logic) centrally tied into the School Facilities Department via Graphical User Interface. • Spaces should have independent, on demand heating, cooling and ventilation control for operational efficiency. • Each classroom will be provided with a temperature sensor and carbon dioxide sensor. The carbon dioxide sensor is an energy saving device. By sensing the carbon dioxide within the room, the outside air intake is adjusted, reducing the amount of outside air being heated or cooled, resulting in less energy used. • Climate controls/ventilation systems need to meet current codes and standards. • MDF and IDFs must be climate controlled (A/C)
Lighting System	<ul style="list-style-type: none"> • Efficient and appropriate natural lighting will be maximized within the facility as appropriate for the programmatic use of the spaces. • Motion sensors and dual switching will be installed in classrooms. • The use of LEDs throughout, with exceptions in specialty areas. • Attention should be given to security lighting for both interior and exterior of the building. • Emergency back-up will be via local battery ballasts. • The use of light shelves and light sensors for natural light to reduce electrical load shall be considered in locations where possible.
Electrical (Power) System	<ul style="list-style-type: none"> • Power to be provided by local utility company. • Consider solar roof mounted. • Distribution will include customer metering. • Emergency (whole building) generator to accommodate Life Safety needs. • Generator must be sufficient to support critical IT equipment in MDF and all IDFs as well as administrative offices and Nurse’s office. • Generator must support critical kitchen equipment with the intention being to cook, serve, and store food. (Hoods, ovens, serving line, freezer, refrigeration, etc.)

SYSTEM	SPECIFICATIONS
Technology	<ul style="list-style-type: none"> • There shall be a combined voice/data system with “VOIP” (Voice Over Internet Protocol) design. • The school shall have wall mounted, interactive LED devices in every classroom and meeting space. • Video streaming devices in every classroom and meeting space. • iPad and or Chrome Book charging stations in every room. • Multiple data drops with sufficient power in every classroom and meeting space. • Latest generation full WIFI coverage throughout the entire building. • Shared printing stations to support multiple classrooms in convenient locations throughout the building. • Head end equipment to be housed in an MDF with 24-hour environmental control. • All IDF closets require 24-hour environmental control. • Horizontal cabling shall be Category 6e plenum rated or contemporary equivalent. • Cable shall be run in corridors to support horizontal cable structure. • Fiber backbone between the MDF and IDF rooms shall be capable of at least 10GB minimum anticipating future growth. • Fiber optical cable from street to MDF also must support 10 GB as well as anticipate future growth. • Office space and workspace for Technology Personnel with sufficient data drops and power to support technology in the building. • Storage for Technology Department is critical.
Security	<ul style="list-style-type: none"> • Digital video surveillance of exterior/interior areas of the building integrated with District system. • Electronic security system with keypad access control installed into the school. • Design the plan to prevent access to instructional areas of the school when community events take place in assembly areas during non-school hours. • Motion sensors shall be mounted in corridors. • Respond to future state and/or federal mandates related to security requirements for elementary facilities (i.e. panic button systems) • Door locks shall be Sargent and integrated with existing MPS system.
Phone System	<ul style="list-style-type: none"> • A comprehensive, district-integrated phone system (dial-out) will be integrated into technology scope of the project, including hands-free and handle options. • Must be capable of reporting originating room identification as part of E911 call. • Install phones in every room of the facility occupied by teachers or students at any given time, including all meeting, support and instructional spaces. • Provide Voice Over “IP” options.
Public Address	<ul style="list-style-type: none"> • The building’s public address system is comprehensive and will be addressed as part of the technology component of the project to incorporate internal building communications as well as external communications. • The PA system should be developed in conjunction with the phone, clock, data, voice and DIVOS video distribution system of the school. • Secondary access to security and public address systems will be located in the MDF/Head End Room.
Clocks	<ul style="list-style-type: none"> • Clocks, similar to the phone system will be integrated into the technology component of the project. • All support and instructional spaces will be included. • System to have manual override capability in the event that Daylight Saving Times are adjusted by the Federal Government.

SYSTEM	SPECIFICATIONS
Plumbing System	<ul style="list-style-type: none"> • Plumbing fixtures/system will be designed per current and applicable codes. • Fixtures will be self-operating • Plastic piping to be considered for domestic water and heating where possible. • Floor drains in gang toilet areas • Plumbed for full whole building sprinkler system
Fire Protection	<ul style="list-style-type: none"> • Building will be fully protected by a sprinkler system installed per NFPA 13. • Waterless fire suppression systems required in MDF and IDFs with appropriate redundant detection.
Fire Alarm	<ul style="list-style-type: none"> • The building will be protected by a fully addressable analog, manual and automatic fire alarm system. MPS use Notifier fire system in all schools.
Acoustics	<ul style="list-style-type: none"> • The building will comply with ANSI S12.60-2002: Acoustical Performance Criteria, Design Requirements and Guidelines for Schools. • Suspended acoustical ceilings and/or acoustical decks will be installed throughout the building. • Corridor walls should be constructed of glazed concrete masonry units, or materials with a comparable NRC rating, and provide an adequate separation for sound control. • In specialized areas, such as media centers, appropriate acoustical treatments will be installed. • Sound field system will be provided in each classroom.
Windows/Doors	<ul style="list-style-type: none"> • Windows should be high efficiency, non-operational type with low e-glazing. • Emergency egress windows and rated doors will be installed in accordance with applicable codes. • Consider key fobs, thumb latches, vision panels – review with District and integrate with security section. • Door locks shall be Sargent and integrated with existing MPS system.

X. SITE DEVELOPMENT

There will be three primary entrance areas to the building: (1) the Main Entrance for visitors and parent drop off/pick up; (2) K-5 student entrance for bus drop-off/pick up; (3) PreK entrance with separate bus loop. Passive security measures, such as visual control of the entrances from the adjacent office area, must be planned for. Active security measures and systems will be developed with the building design. Adequate lighting for monitoring activities and ensuring safety are of paramount importance at the building entrances. Each entrance area should accommodate a separate bus loading and parent drop-off area. Entry overhangs or covered walkways will be provided for inclement weather to the extent practicable.

Bus loading areas should be configured as a one-way drive in a direction to assure that loading and unloading of students occurs from the right-hand side of the vehicle adjacent to the building. The drive will have two lanes: one for travel, and one for stopping and unloading. The bus loading driveway should be located such that buses exit upstream of automobiles, thereby reducing delays.

Parent drop-off areas will also be configured as a one-way drive in a direction to ensure that loading and unloading of students occurs from the right-hand side of the vehicle adjacent to the building. Student drop-off and pick-up areas are to be separated from the bus loading area, and preferably should be separate from other parking lots.

A Receiving/loading dock should accommodate 18-wheeler vehicles and should be located in such a way as not to interfere with primary entrance areas yet be close to kitchen/custodial area.

Parking for staff and visitors will be developed to take the multiple uses of the building into account. In determining the size and location of the parking lots, consideration will be given to the use of the building for community access as well as student safety. ADA and other code requirements will be addressed in the design of parking.

Sidewalks will be featured around the perimeter of the school and shall be concrete with monolithic concrete curbing. Access to the parking lots, playfields, bus and parent pickup/drop-off areas, and access for student walkers will be addressed. Sidewalks should be designed to accommodate students who walk or ride bicycles to school. The number of driveways that are crossed by sidewalks should be eliminated/minimized as much as practicable.

May 11, 2022

Playgrounds will include paved (dry) play areas, replacement baseball and soccer fields, and new playscape equipment. PreK and Kindergarten play areas should be located in close proximity to their classrooms. Intermediate play areas should be located away from classroom areas, and in close proximity to the gymnasium.

Playfields, parking, service drives, drop-off zones and bus zones should be located to reduce the cost of connecting elements without requiring pedestrians to cross vehicular traffic lanes. The location of driveways, walkways and landscaping must permit adequate sight distances for both vehicles and pedestrians.

Site utilities and physical plant components, including drives and access roads, will be located to avoid conflict with student and vehicular traffic, as well as the planned future growth of building components.

Landscaping will be designed to allow the school to blend with the environment as well as to provide passive cooling and windbreaks when possible. Trees and other greenery will be of a hearty variety and require little maintenance and which complement the building and site. Trees will be planted a sufficient distance from the building to avoid future maintenance problems. Consideration will be given to safety and security when placing foliage around walkways and areas of building access.

NEW ELEMENTARY ED SPECS SPACE SUMMARY				
Room Description	# of Students Per Room	Required # of Rooms	Square Feet Per Room	Total Area (Sq. Feet)
GENERAL EDUCATION PROGRAMS				
Early Childhood: Full-Day Kindergarten	16-20	5	1,000	5,000
Early Elementary: Grade 1 and 2	16-20	10	850	8,500
Intermediate: Grades 3-5	19-24	14	850	11,900
Visual Arts – Classroom	16-24	1	1,100	1,100
Visual Arts - Kiln Room and Storage		1	350	350
Music - Choral Room/General Music	16-24	1	950	950
Physical Education - Gymnasium		1	6,000	6,000
Physical Education - Office and Storage		1	600	600
Platform (Stage) Instrumental Music		1	900	900
STEAM Classroom	16-24	1	1,100	1,100
World Language Classroom	16-24	1	850	850
Media Center		1	2,600	2,600
Reading/Math Coach Office		2	175	350
Small group breakout rooms	1-5	2	125	250
General Ed. Intervention Services (Math)	6-8	1	500	500
General Ed. Intervention Services (Reading)	6-8	1	500	500
TESOL Office		1	100	100
Total				41,550
SPECIAL EDUCATION PROGRAMS				
PreK Classroom	16-18	4	900	3,600
Pre-K ABA Classroom		1	400	400
PreK OT/PT		1	500	500
PreK Speech		1	250	250
PreK Psychologist Office		1	435	435
FASE Classroom	4-8	1	850	850
Special Education Resource Room	4-8	4	700	2,800
OT/PT Resource Room		1	500	500
Related Services (Social Worker/Psychologist/Speech)		1	600	600
Elementary SPED Coordinator/BCBA		1	150	150
Total				10,085
ADMINISTRATION AND SUPPORT FACILITIES				
Principal’s Office		1	200	200
Assistant Principal’s Office		1	175	175
Main Office Secretarial Area		1	500	500
Guidance Counselor’s Office		1	200	200
Conference Room		2	200	400
Health Services		1	650	650
Teacher Workroom		1	440	440
Food Services – Cafeteria		1	2,400	2,400
Food Services – Kitchen and Manager’s Office		1	1,200	1,200
Faculty Lounge		1	600	600
Custodial Office Area		1	150	150

May 11, 2022

Instructional Storage (Literacy Lab, K-1, 2-3, 4-5 storage)		1	800	800
General Supply Storage		1	600	600
Total				8,315
Total Program Area				59,950

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Madison New Elementary School Project

Board of Education
Revised Education Specifications
for Value Engineering / Value Management

01/10/2023 Meeting

Revised Education Specifications
Presented for Formal Vote and Approval
at This Meeting

Recall from 12/13/2022 BOE budget update for the New PreK-5:

After the estimating process for Schematic Design, the reconciled estimate projected that the construction cost would exceed budget by approximately \$9.9M (\$56.5M reconciled estimate vs \$46.6M budget).

At the 12/13/22 BOE meeting, four items were introduced that would yield cost savings, but would ultimately change the Education Specifications approved by the Board of Education:

- Eliminating radiant flooring in PreK / K
- Revising the makeup of kitchen equipment in the Education Specifications
- Consolidating in-classroom restrooms within Grades 1 and 2
- Reducing the programmatic square footage of 'perimeter' classrooms and adjacent spaces

01/10/2022 Update for BOE

At the 12/28/2022 School Building Committee (SBC) meeting, the SBC voted to approve over \$3M in Value Engineering/Value Management (VE/VM) measures to reduce the gap between the construction budget and estimate. Planned budget modifications covered an additional \$5M of difference

All but one of the approved VE/VM items were not related to the education specifications.

- e.g., the elimination of the bluestone pavers was approved

- e.g., the radiant flooring, kitchen equipment modifications, and grade 1 and 2 restroom consolidations governed by the ed specs were not approved

The one VE/VM item that was approved by the SBC was the net reduction in the size of some programmatic spaces and associated adjustments in gross square footage

- This item was selected to save an estimated \$250k by reducing the expected gross square footage of these spaces by approx. 1700sf

- Discussion included recognition of the impracticality of revisiting this item at a later time. The other three Ed Spec VE/VM items might still be considered at a later date should it be necessary to capture more cost savings.

- Discussion also included confirmation that use of the space would not be substantially impacted

ACTION ITEM for BOE

Despite the SBC approval, the authority to amend the Education Specifications ultimately lies with the BOE. The SBC approval motions were conditioned upon BOE approval of the revised Ed specs.

The revised Ed Specs that capture the changes in square footages are included for BOE review. Visuals are included in this document to help confirm understanding.

The action item presented to the BOE tonight is to review and potentially move to approve the Education Specifications dated 1/10/2023.

Blue areas targeted for changes in programmatic square footage as part of both value engineering/value management and to help align the size of classrooms to permit increased flexibility for school operations.

NEW ELEMENTARY ED SPECS SPACE SUMMARY					
Room Description	# of Students Per Room	Required # of Rooms	Square Feet Per Room	Total Area (Sq. Feet)	Target Size
GENERAL EDUCATION PROGRAMS					
Early Childhood: Full-Day Kindergarten	16-20	5	1,100	5,500	1000sf
Early Elementary: Grade 1 and 2	16-20	10	940	9,400	850sf
Intermediate: Grades 3-5	19-24	14	890	12,460	850sf
Visual Arts – Classroom	16-24	1	1,100	1,100	
Visual Arts - Kiln Room and Storage		1	350	350	
Music - Choral Room/General Music	16-24	1	1,000	1,000	950sf
Physical Education - Gymnasium		1	6,000	6,000	
Physical Education - Office and Storage		1	600	600	
Platform (Stage) Instrumental Music		1	900	900	
STEAM Classroom	16-24	1	1,100	1,100	
World Language Classroom	16-24	1	890	890	850sf
Media Center		1	2,600	2,600	
Reading/Math Coach Office		2	175	350	
Small group breakout rooms	1-5	2	125	250	
General Ed. Intervention Services (Math)	6-8	1	500	500	
General Ed. Intervention Services (Reading)	6-8	1	500	500	
TESOL Office		1	100	100	
Total				43,600	
SPECIAL EDUCATION PROGRAMS					
PreK Classroom	16-18	4	1,000	4,000	900sf
Pre-K ABA Classroom		1	400	400	
PreK OT/PT		1	500	500	
PreK Speech		1	250	250	
PreK Psychologist Office		1	300	300	435sf
FASE Classroom	4-8	1	890	890	850sf
Special Education Resource Room	4-8	4	700	2,800	
OT/PT Resource Room		1	500	500	
Related Services (Social Worker/Psychologist/Speech)		1	600	600	
Elementary SPED Coordinator/BCBA		1	150	150	
Total				10,390	
ADMINISTRATION AND SUPPORT FACILITIES					
Principal's Office		1	200	200	
Assistant Principal's Office		1	175	175	
Main Office Secretarial Area		1	700	700	500sf
Guidance Counselor's Office		1	200	200	
Conference Room		2	200	400	
Health Services		1	650	650	
Teacher Workroom		1	440	440	
Food Services – Cafeteria		1	2,400	2,400	
Food Services – Kitchen and Manager's Office		1	1,200	1,200	
Faculty Lounge		1	600	600	
Custodial Office Area		1	150	150	

Red areas targeted for re-alignment based on conversations with teacher liasons/administrative staff regarding office space

SD PHASE PLAN



F10 MAIN LEVEL FLOOR PLAN
1/16" = 1'-0"

Main Office Secretarial Area

PreK School Psych

General Concept of Square Footage Reductions
Areas to be developed during Design Development Phase - not to final scale as shown here

Tighten exterior walls across perimeter of building, adjusting classroom square footages
Approx. 1700 gsf

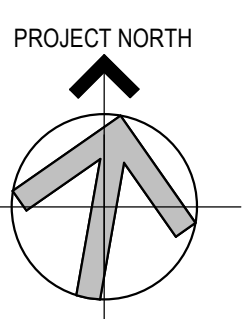
K10 LOWER LEVEL FLOOR PLAN
1/16" = 1'-0"



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Client/ Contractor
MADISON PUBLIC SCHOOLS
10 Campus Drive
Madison, CT, 06443

Project
NEW PK-5 ELEMENTARY SCHOOL
Mungertown Road
Madison, CT, 06443
STATE PROJECT NO. 076-TBD



Seals
ISSUED FOR SCHEMATIC DESIGN PHASE 1 OF TBD

Issues / Revisions	No.	Date	Description

Drawing Title
OVERALL FLOOR PLANS

Project Manager: PM Project No: MAD02AR
Project Architect: PA Production Leader: PL
Project Designer: ID Peer Reviewer: PR

Drawing Number
A2.00

10/25/2022 11:17:23 PM C:\Users\Bartel\Documents\MAD02AR_R20C_ARCH_Bartel\547W7.rvt

Vision for 21st Century Education

Every child, every day, leading the way.



Madison Public Schools

2023-2024 Recommended Budget

By the Administrative Team

2023-2024 Recommended Budget Presentation

- Budget Process
- Personnel and Benefits
- Health Insurance
- Special Education
- Facilities
- Technology
- Transportation
- Other Items
- Debt Service
- Discussion Items
- Overall Budget

Madison Public Schools Administrative Team's Recommended 2023-2024 Budget

Madison Public Schools Administration's Recommended Budget 2023-2024

	2022-2023 Approved	2023-2024 Recommended	Change from prior year budget	% Change of total increase	%
General Education	\$ 33,898,092	\$34,433,687	\$535,595	1.58%	0.89%
Special Education / Student Services	\$11,283,637	\$11,756,254	\$472,617	4.19%	0.78%
School Facilities / Daily Services	\$ 5,194,958	\$5,525,388	\$330,430	6.44%	0.55%
Planned and Cycled Maintenance	\$389,500	\$439,500	\$50,000	12.84%	0.08%
Health Insurance / Self Funding	\$7,991,700	\$8,743,065	\$751,365	9.40%	1.25%
Operational Budget	\$ 58,757,887	\$60,897,894	\$2,140,007	3.64%	3.55%
Debt Service / School Bonds	\$1,497,530	\$952,800	(\$544,730)	-36.38%	-0.90%
Total Comprehensive BOE Budg	\$ 60,255,417	\$61,850,694	\$1,595,277	2.65%	2.65%

2023-2024 Recommended Budget

OPERATING BUDGET

Personnel and Benefits (other than Health Insurance)

1.06% of overall increase from 2022-2023 Budget

Personnel:

- ❑ Contractual Increases (average 3%) \$832,105
- ❑ Continuation of Armed Security \$149,404
- ❑ Continuation of Substitute coverage \$30,000
- ❑ DHHS and Music Curriculum staffing* reduction **-\$211,325**
- ❑ Reductions in Force: 7 Paraprofessional FTEs **-\$118,832**
- ❑ HR Office Restructure **-\$26,784**

**Curriculum Writing Cycle - no additional monetary impact*

2023-2024 Recommended Budget

OPERATING BUDGET

Personnel and Benefits (other than Health Insurance), cont.

Benefits:

- ❑ Reduction in Early Retirement Program **-\$64,534**
- ❑ Pension Contribution **-\$20,833**
- ❑ Benefits (Unempl, payroll taxes, insurance, w/c) \$16,125

Personnel Request:

- ❑ Construction Manager (.5) \$55,000

Construction Manager

Funding for the position is split 50/50 between the Board and Town of Madison.

- ❑ Support new and on-going construction projects at a time of significant building in Madison
- ❑ Provide for continuity in light of retirement of long-time Facilities Director
- ❑ Return of position that was in place in FYE 2017.

2023-2024 Recommended Budget

OPERATING BUDGET

Health Insurance

1.25% of overall increase from 2022-2023 Budget

- Health Insurance (9.40% increase from prior year Health Ins.)
\$751,365

2023-2024 Recommended Budget

OPERATING BUDGET

Special Education (excluding personnel)

.45% of overall increase from 2022-2023 Budget

External Placements:

- ❑ Public and Private Placements **-\$4,502**
- ❑ Transportation (including contractual 2.5%) \$216,477

Account Adjustments:

- ❑ Instructional Software \$16,495
- ❑ Extended Year Program \$24,529
- ❑ Evaluations \$2,625
- ❑ Professional Development \$13,500
- ❑ ESS Contractual Increase \$3,611
- ❑ Postage, Staff Travel, Instructional Supplies \$200

2023-2024 Recommended Budget

OPERATING BUDGET

Facilities (excluding personnel)

.35% of overall increase from 2022-2023 Budget

Account Adjustments:

- ❑ Electric (5% projected increase) \$37,993
- ❑ Natural Gas (20% projected increase) \$55,673
- ❑ Trash and Recycling \$40,000

2023-2024 Recommended Budget

OPERATING BUDGET

Facilities (excluding personnel), Cont.

Facilities Requests:

- ❑ Custodial Supplies (increased costs only) \$30,000
- ❑ Planned and Cycled Maintenance Increase \$50,000
 - Plan is directed towards Brown School

Rationale for Increase:

- ❑ Higher cost of goods and services in this area
- ❑ Buildings need long-term additional maintenance

2023-2024 Recommended Budget

OPERATING BUDGET

Technology

.04% of overall increase from 2022-2023 Budget

- ❑ Technology Operating systems increases and Student database (Tableau and Data Viz) - \$25,640

2023-2024 Recommended Budget

OPERATING BUDGET

Transportation

.18% of overall increase from 2022-2023 Budget

- ❑ Fuel increase \$52,000
- ❑ Transportation Contract increase \$54,250

2023-2024 Recommended Budget

OPERATING BUDGET

Additional Items

.22% of overall increase from 2022-2023 Budget

- ❑ DHHS - FabLab Instructional Supplies \$20,000
- ❑ DHHS - Sound System Maintenance Plan \$15,000
- ❑ DHHS - Graduation Screen \$10,750
- ❑ Athletics Budget - Sports Officials Increase \$16,923
- ❑ Print Collection, Polson/DHHS Math consumables, DHHS Aleks \$23,651
- ❑ Dues/Convocation/Core/General Insurance \$43,501

2023-2024 Recommended Budget

Debt Service

Expiring debt for construction of DHHS

-.90% of overall Decrease from 2022-2023 Budget

☐ Total reduction for 2023-2024 budget **-\$544,730**

Note: Remaining debt of \$1,320,000 to retire over next two years.

FYE 2024 (\$952,800) and in FYE 2025 (\$367,200).

Administrative Team - Needs deferred

- ❑ Continuation of Social Workers (2) in 2024/25 budget
- ❑ Continuation of Interventionists (2) in 2024/25 budget
- ❑ Full Time Special Education Transition Coordinator
- ❑ Classroom furniture
- ❑ Additional Planned and Cycled maintenance funds
- ❑ Additional music computer lab at DHHS
- ❑ Additional musical instrument replacements
- ❑ MYFS Request for funding for 2024/25 budget
- ❑ Signage for Polson/Hand campus

ESSER Grant - Entering Final Year

	TOTAL BUDGET	SPENT/ENC YTD	PROJ BAL 6.30.23
	ESSER II AND ARP		
1.0 FTE Elementary Classroom Teacher Jeffrey	\$49,515		
1.0 FTE Elementary Classroom Teacher Ryerson	\$59,953		
1.0 FTE Social Worker	\$167,835		
1.0 FTE Social Worker	\$167,835		
1.0 FTE Intervention Jeffrey	\$197,218		
1.0 FTE Intervention Ryerson	\$172,458		
	\$814,814	\$610,160	\$204,654
Substitutes	\$42,150	\$42,150	\$0
Interactive Boards	\$100,000	\$99,992	\$8
Technology: Database/Security Initiatives	\$50,062	\$38,516	\$11,546
ESS - Polson	\$224,000	\$224,000	\$0
Total	\$1,231,026	\$1,014,818	\$216,208

ESSER Grant - Entering Final Year

ESSER Grant for 2023/24 with remaining funds of \$204,654 will fund:

- ❑ 2.0 Social Workers
- ❑ 2.0 Interventionists

Positions in place for 2022/23 to be discontinued in 2023/24:

- ❑ ESS Expansion Polson

2023-2024 Recommended Budget

TOTAL BUDGET

2.65% Overall increase from 2022-2023 Budget

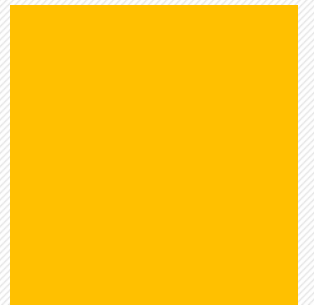
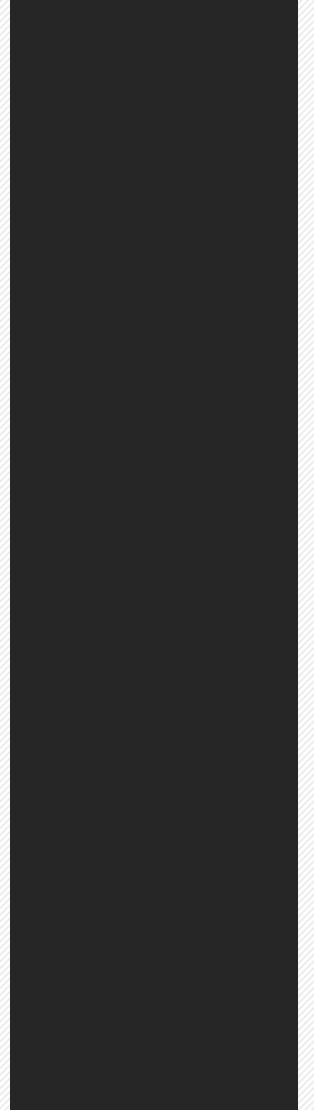
❑ Health Insurance:	1.25%
❑ Personnel and Benefits:	1.06%
❑ SPED, excluding Personnel:	.45%
❑ Facilities:	.35%
❑ Other Items:	.22%
❑ Transportation:	.18%
❑ Technology	.04%
❑ Debt Service:	-.90%

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Total Comprehensive BOE Budg	\$ 60,255,417	\$61,850,694	\$1,595,277	2.65%	2.65%

Questions And Next Steps...



MADISON ATHLETICS



COUNT
ON
ME



MADISON ATHLETICS



Qualities and Characteristics from Head Coaches

- Calm
- Good natured
- Great & willing communicator
- Focused on the big picture
- Supportive
- Growth minded
- Positive
- Ally for the coaches
- Experience on all sides...student-athlete/coach/parent/teacher
- Being present at our contests.
- Affording all of the programs, both boys and girls the same opportunities and attention
- Receptive to feedback as to each programs individual needs
- Advocating for the coaches and supporting them vs parents who have an agenda for their own interests.
- Involved and approachable by both the coaches and student athletes
- Kind and good-hearted
- Thoughtful
- Collaborative
- Takes time to learn about each coach and his/her "why" and overarching goals of the program
- Although important, understands that winning is not the defining trait of a high school athletics program
- Supportive, but honest and direct
- Organized
- Is clear about budget for each sport, makes a plan with each coach, and follows through
- Overall general interest in all sports
- Able to provide constructive and supportive feedback
- Exhibits and overall positive attitude, ultimately cultivating a positive athletic community
- Maintaining high standards (Coaches and student athletes)



MADISON ATHLETICS



Qualities and Characteristics from Students

- Expresses interest in all sports
- Equality in sports and gender
- Excited about girls sports
- Making meaningful and active relationships with coaches, captains, players
- Interact with the athletes
- Good communication with students
 - Address concerns
 - Open communication if something doesn't work out
 - Transparent
- Someone who has a plan
- Involved in their high school sports
- Super organized so students understand the decisions
- Reliable-stick to and enforce decisions
- Previous coach or has kids who play sports
- Understands the perspective of the parents
- Connected to athletics
- Willingness to learn
- Showing school spirit in general-be engaged
- Active connection with the educational side of things
- Connections with the captain of each sport – monthly meetings
- Open to complaints about their sport(s)
- Open to listening to students
- Good listener
- Continued education for coaches
- Understands the collegiate process



**COUNT
ON
ME**



MADISON ATHLETICS



COUNT ON ME....

- **Athletic Department**
- **Student Athletes**
- **Parents/Families**
- **School Community**
- **Madison Community**



MADISON ATHLETICS



You can COUNT ON ME.....

- To be there and be present...RELY ON ME.
- To be trustworthy and transparent
- To effectively communicate
- To be an advocate for you and your program
- To bring energy every day
- To be supportive
- To be consistent
- To listen
- To know/care for your student athletes
- To lead our Athletic Program



MADISON ATHLETICS



Work in progress....

- Equity amongst all sports/programs
- [Communication Checklist](#)
- Branding / Promotion of Daniel Hand Athletics
 - Tiger Logo Committee
 - Media day/social media [Twitter](#)
 - NLI Signing Days / Collegiate Athletic Celebrations
 - QR CODE Game Rosters
- Budget Evaluation and Team Uniform cycle/selection
- Review/Strengthen policy and procedures



MADISON ATHLETICS



Work in progress....

- Create/Revise separate Parent/Student Athlete Handbook & Coaches Handbook
- Build Mission, Vision and Core Values for Hand Athletics
- Evaluate Boosters Policies and Procedures
- Digital ticketing
- Promoting Polson Athletics - organizing / efficiency
 - Working to have consistent coaching staff
 - Run all sport programs





GAME ROSTERS

DANIEL HAND BASKETBALL

IMPORTANT REMINDERS & EXPECTATIONS



<https://docs.google.com/presentation/d/176qIwfux5l0fcywczCE4Br41jXjJPjwVTAHrebjwpil/edit?usp=sharing>



Class Act SPORTSMANSHIP

Respect – Teamwork - Character



- SCC Captains Council
- Weekly Meetings with Captains
- Student Section Leader Meetings
- CIAC Sportsmanship Conference (18 students and Principal Salutari)
- Creation of Class Act Council

2022-2023 MADISON PUBLIC SCHOOLS EXPENDITURE REPORT 1.10.23

OBJECT	ACCOUNT DESCRIPTION	ORIGINAL APPROP	TRNFRS /ADJSMT	REVISED BUDGET	YTD EXPENDED	ENCUMBRANCES	AVAILABLE BUDGET	% USED
51060	51060 REDUCTION/BUDGET	(38,800)		(38,800)	(38,800)			100.00
51108	51108 SAT TRAINING	15,000		15,000			15,000	0.00
51109	51109 11TH COURSE STIPENDS	16,000		16,000	1,333	2,667	12,000	25.00
51110	51110 TEACHERS	23,649,736	(89,006)	23,560,730	8,607,654	14,704,320	248,756	98.90
51111	51111 ADMINISTRATORS	2,166,498	38,242	2,204,740	1,138,402	1,066,338		100.00
51112	51112 EPED	308,997		308,997	145,483	144,656	18,858	93.90
51113	51113 CO CURRICULAR	514,980		514,980	196,089	169,805	149,087	71.10
51114	51114 EARLY RETIREMENT	64,533		64,533			64,533	0.00
51116	51116 DIRECTORS / MANAGERS	370,307	3,075	373,382	319,862	53,044	476	99.90
51120	51120 OFFICE STAFF	1,583,925	(6,911)	1,577,014	691,687	837,683	47,645	97.00
51121	51121 INSTRUCTIONAL PARAPROFES	1,957,271		1,957,271	705,882	960,437	290,952	85.10
51122	51122 CUSTODIANS	1,679,728		1,679,728	628,971	1,030,380	20,378	98.80
51123	51123 MEDIA / TECH PARAPROFESS	290,910		290,910	121,550	164,871	4,489	98.50
51124	51124 SECURITY / SUSPENSION	433,174	112,800	545,974	354,125	191,719	130	100.00
51126	51126 SCHOOL HEALTH SERVICES	358,863	(6,580)	352,283	142,284	201,078	8,921	97.50
51128	51128 ATHLETIC TRAINER	42,690		42,690	18,296	24,394		100.00
51129	51129 ATTENDANCE INCENTIVE	14,500		14,500			14,500	0.00
51130	51130 THERAPISTS / OCCUP & PHY	428,528		428,528	154,270	274,258		100.00
51210	51210 SUBSTITUTE TEACHERS	550,000	12,893	562,893	253,839	175,093	133,961	76.20
51212	51212 SUBS / SCHOOL HEALTH SER	16,320	21,576	37,896	15,455		22,441	40.80
51221	51221 CLASSIFIED SUBS	14,000	4,911	18,911	9,248		9,663	48.90
51320	51320 OVERTIME	63,575	7,415	70,990	34,596		36,394	48.70
51321	51321 CUSTODIAL/CASUAL LABOR	93,806		93,806	51,384		42,423	54.80
52130	52130 LIFE INSURANCE	51,200		51,200	23,069	22,499	5,632	89.00
52200	52200 SOCIAL SECURITY	630,623		630,623	437,175		193,448	69.30
52201	52201 MEDICARE	502,324		502,324	(11,020)		513,344	-2.20
52202	52202 FSA ADMINISTRATION	1,750		1,750	500		1,250	28.60
52300	52300 PENSION-DEF BENEFIT	1,131,899		1,131,899	878,284		253,615	77.60
52301	52301 PENSION-DEF CONTRIBUTION	35,000		35,000	19,383		15,617	55.40
52500	52500 UNEMPLOYMENT	40,000		40,000	11,266		28,734	28.20
52600	52600 WORKER'S COMP	265,102	(4,922)	260,180	255,848		4,332	98.30
52700	52700 DISABILITY INSURANCE	74,000		74,000	36,604	36,251	1,145	98.50
53000	53000 UNBUDGETED EXPENSE	75,000		75,000			75,000	0.00
53101	53101 LABOR & LEGAL SVCES	110,000		110,000	35,681		74,319	32.40

2022-2023 MADISON PUBLIC SCHOOLS EXPENDITURE REPORT 1.10.23

OBJECT	ACCOUNT DESCRIPTION	ORIGINAL APPROP	TRNFRS /ADJSMT	REVISED BUDGET	YTD EXPENDED	ENCUMBRANCES	AVAILABLE BUDGET	% USED
53222	53222 EVALUATION SERVICES	139,500	(2,625)	136,875	33,082	58,825	44,968	67.10
53224	53224 STAFF DEVELOPMENT	234,023	2,846	236,870	94,362	45,067	97,440	58.90
53225	53225 NEASC ACCREDITATION SERV	4,676	310	4,986	4,928		58	98.80
53230	53230 STUDENT SUPPORT SERVICES	54,000		54,000	4,867	1,350	47,783	11.50
53231	53231 ADULT EDUCATION	45,000		45,000	42,000		3,000	93.30
53300	53300 PROF / TECH SVCES	1,280,366	(11,792)	1,268,575	659,033	498,089	111,453	91.20
53305	53305 PROF TECH MEDICAL	15,630	4,500	20,130	20,971		(841)	104.20
54210	54210 DISPOSAL / RECYCLING	73,200		73,200	51,986	21,214		100.00
54220	54220 SNOW REMOVAL	64,946		64,946		9,500	55,446	14.60
54300	54300 REPAIRS & MAINT	575,047		575,047	422,750	89,696	62,601	89.10
54307	54307 TECH / INFRASTRUCTURE	42,000		42,000	167	11,833	30,000	28.60
54309	54309 EMERGENCY MAINTENANCE	50,000		50,000	5,403		44,597	10.80
54310	54310 KITCHEN MAINTENANCE	13,401		13,401	7,903		5,498	59.00
54313	54313 TREATMENT PLANT REPAIRS	29,000		29,000	5,943	2,554	20,503	29.30
54320	54320 REPAIR / CONTRACTS	36,500		36,500	6,812	14,387	15,302	58.10
54330	54330 ALARM SERVICES	12,372		12,372	2,987		9,385	24.10
54340	54340 TELEPHONE MAINTENANCE	14,024		14,024	2,751		11,273	19.60
54420	54420 RENTAL AGREEMENTS	30,851	0	30,852	2,770	1,300	26,782	13.20
54600	54600 TREE SERVICES	8,828		8,828	5,000		3,828	56.60
54900	54900 PURCHASE SVCES	163		163			163	0.00
55110	55110 STUDENT ACTIV TRANS	31,178	700	31,878	2,889	993	27,996	12.20
55111	55111 REGULAR TRANSPORTATION	2,022,500		2,022,500	879,425		1,143,075	43.50
55113	55113 FUEL / TRANSPORTATION	283,000		283,000	89,256	23,318	170,426	39.80
55114	55114 SCHOOL CHOICE TRANSPORT	70,000		70,000	28,266		41,734	40.40
55120	55120 SPED TRANSPORTATION	1,261,079		1,261,079	772,190	224,155	264,734	79.00
55201	55201 GENERAL INSURANCE	324,050	2,922	326,972	320,972		6,000	98.20
55203	55203 STUDENT INSURANCE	14,375		14,375	14,375			100.00
55301	55301 TELECOMMUNICATIONS	152,178		152,178	72,011	65,454	14,713	90.30
55302	55302 POSTAGE	20,915	(30)	20,886	16,444	3,605	836	96.00
55303	55303 REPORTS/PUBLIC RELATIONS	4,650		4,650			4,650	0.00
55500	55500 PRINTING & BINDING	45,333		45,333	25,104	11,444	8,784	80.60
55501	55501 PRINTING / INSTRU SUPPLI	34,662	2,939	37,601	11,633	7,241	18,728	50.20
55608	55608 TUITION / TYPICALS	(70,000)		(70,000)	(29,505)		(40,495)	42.20
55610	55610 EXT PLACEMENTS / PUBLIC	525,714		525,714	353,336	441,034	(268,656)	151.10

2022-2023 MADISON PUBLIC SCHOOLS EXPENDITURE REPORT 1.10.23

OBJECT	ACCOUNT DESCRIPTION	ORIGINAL APPROP	TRNFRS /ADJSMT	REVISED BUDGET	YTD EXPENDED	ENCUMBRANCES	AVAILABLE BUDGET	% USED
55630	55630 EXT PLACEMENTS / PRIVATE	1,844,581	(23,220)	1,821,361	837,657	980,365	3,339	99.80
55640	55640 SCHOOL CHOICE TUITION	76,000		76,000			76,000	0.00
55641	55641 EXTENDED YEAR SERVICES /	106,000	24,529	130,529	130,529			100.00
55643	55643 EXT PLACEMENT/ GENERAL E	10,000		10,000	359		9,641	3.60
55801	55801 TRAVEL (STAFF)	27,569	(143)	27,426	7,708	4,675	15,043	45.10
55802	55802 TRAVEL (BOE)	320		320			320	0.00
55900	55900 MISC PURCH SERVICES	8,850	2,000	10,850	3,670	7,160	20	99.80
56101	56101 OFFICE SUPPLIES	40,453	(705)	39,748	19,639	2,548	17,561	55.80
56110	56110 INSTRUCTIONAL SUPPLIES	409,005	29,353	438,358	241,713	28,871	167,774	61.70
56120	56120 INSTRUCTIONAL SOFTWARE	37,885	4,895	42,780	33,706	5,876	3,199	92.50
56130	56130 CUSTODIAL SUPPLIES	82,132		82,132	76,747	3,550	1,835	97.80
56131	56131 MAINTENANCE SUPPLIES	78,000		78,000	37,806	14,818	25,377	67.50
56140	56140 FIELDS MAINTENANCE	112,900		112,900	86,290	8,391	18,219	83.90
56206	56206 GAS SERVICES	274,012		274,012	48,496	29,423	196,093	28.40
56207	56207 HEATING FUEL	10,944		10,944			10,944	0.00
56210	56210 WATER	43,503		43,503	10,700		32,803	24.60
56220	56220 ELECTRICITY	785,257		785,257	320,646	43,929	420,682	46.40
56260	56260 EQUIPMENT MAINTENANCE	21,672		21,672	12,340		9,332	56.90
56410	56410 TEXTBOOKS & REPLACEMENT	33,668	(500)	33,168	19,331	3,823	10,014	69.80
56411	56411 TEXTBOOKS / NEW	36,500		36,500	7,593	1,470	27,436	24.80
56420	56420 AWARDS	5,000		5,000	696		4,304	13.90
56421	56421 MEDIA SUPPLIES	34,074		34,074	10,945	4,756	18,373	46.10
56422	56422 PERIODICALS	25,600		25,600	21,776	1,466	2,358	90.80
56423	56423 PRINT COLLECTION	48,000	(5,389)	42,611	11,851	1,500	29,260	31.30
56550	56550 STAFF UNIFORMS	5,258		5,258	5,258			100.00
56551	56551 UNIFORMS / STUDENT GROUP	25,000	(4,500)	20,500	6,195		14,305	30.20
56900	56900 SUPPLIES	69,487	(1,353)	68,133	15,716	2,805	49,613	27.20
57301	57301 EQUIPMENT	204,539	(7,449)	197,089	55,471	25,636	115,981	41.20
57302	57302 OS SOFTWARE	297,100		297,100	183,443	9,393	104,264	64.90
57303	57303 EQUIP - LEASE/PURCHASE	39,120		39,120			39,120	0.00
57304	57304 COMPUTER HARDWARE	549,550	2,245	551,795	404,422	92,939	54,434	90.10
57400	57400 PUBLIC SAFETY	6,623		6,623		1,193	5,430	18.00
58100	58100 DUES, FEES & MEMBSHPS	62,483	(226)	62,257	45,078	2,208	14,971	76.00
58101	58101 ATHLETIC EVENT FEES	11,000		11,000	3,250	1,150	6,600	40.00

2022-2023 MADISON PUBLIC SCHOOLS EXPENDITURE REPORT 1.10.23

OBJECT	ACCOUNT DESCRIPTION	ORIGINAL APPROP	TRNFRS /ADJSMT	REVISED BUDGET	YTD EXPENDED	ENCUMBRANCES	AVAILABLE BUDGET	% USED
59999	59999 RESERVE APPROPRIATION		25,536	25,536	25,536			100.00
Grand Total		50,376,687	138,336	50,515,024	21,853,074	22,868,497	5,793,452	88.50

#5080.3**Request for Late Arrival, Early Dismissal, Or Release of Student
for Part of the School Day**

A request for late arrival, early dismissal or release of a student for part of the school day which originates outside the schools must be handled by the administration to ensure maximum provisions for the safety and welfare of the student. Late arrival, early dismissal, or release of student for a part of the school day, should be requested only in emergency or unusual situations.

Parents requesting entrance after the beginning of the school day or dismissal before the normal end of the school day or release of the student for part of the school day must make a written request in advance to the building administrator and follow individual school procedures. If not known in advance, the parent or guardian shall make the request in writing on that date and receive permission from the principal for the student to enter class or to leave early. Discretion shall be used by the principal to ensure the student's access to the educational program.

Students will not be authorized to arrive late, to be dismissed early, or to be excused from any part of the regular school day for the purpose of taking regularly scheduled private lessons of any kind or for activities of a recurring nature.

Released Time Provision Applicable to High School Students

The school day for all high school students will begin with the first period regular class and end with the last period regular class. Exceptions will apply only for:

- students in an approved work-study program who must proceed to work earlier in the day or remain at work later in the day, and
- students who elect to take additional classes or credits and can provide their own transportation.

Date of Adoption: 6/6/95

First Reading: January 10, 2023

#5090.3**General Rules of Student Conduct**

The goal of the district will be to ensure that the optimum learning atmosphere of the classroom and the educational process is maintained. District policy and general rules of conduct for students are applicable for all district schools to ensure the rights and welfare of all students, and are designed to prevent the disruptive few from interfering with the education of all. When students violate rules, the school administrators will take appropriate action. Students not under the authority of a parent or guardian will assume full responsibility for their own behavior.

General rules of student conduct, responsibilities and rights, as published in the student handbook, will be made available annually to students and parents of the district.

The principal has the overall responsibility to direct the staff within his or her school to guide and counsel individuals and groups within each school. In order to assist the principal in carrying out this responsibility, the principal and building staff will confer on a regular basis to develop and / or review building disciplinary standards and uniform enforcement of those standards. The staff is responsible for maintaining proper order and discipline and uniform enforcement of established standards.

The staff has discretionary powers to use its best judgment, within existing policies, in deciding what is necessary to establish or maintain proper student conduct. Such discretionary power will include the right of the staff to exclude any student who creates a disruption of the educational process from the classroom or activity area.

A balance of concern should exist for the individual, the welfare of the group and the institution. The staff will be responsible for working cooperatively toward consistent enforcement of acceptable student behavior throughout each school as well as within each classroom.

Date of Adoption: 6/20/95
First Reading: January 10, 2023

**#5090.3.4
Out of School Misconduct**

Students are subject to discipline, up to and including suspension and expulsion for misconduct, which is seriously disruptive of the educational process and is a violation of a publicized board policy, even if such misconduct occurs off-school property and during non-school time.

In making a determination as to whether conduct is "seriously disruptive of the educational process," the administration may consider, but such consideration shall not be limited to (1) whether the incident occurred within close proximity of a school; (2) whether other students from the school were involved or whether there was any gang involvement; (3) whether the conduct involved violence, threats of violence or the unlawful use of a weapon, as defined in section 29-38 and whether any injuries occurred; and (4) whether the conduct involved the use of alcohol and / or drugs. The Board of Education or impartial hearing board, in matters of expulsion for out of school misconduct, in making a determination as to whether conduct is "seriously disruptive of the educational process," may consider, but consideration is not limited to the same items listed previously.

Such discipline may result whether: 1) the incident was initiated in the school or on school grounds, or 2) even if the incident occurred or was initiated off-school grounds and non-school time; if after the occurrence there was a reasonable likelihood that return of the student would contribute to a disruptive effect on the school education or its process by threatening:

1. The school's orderly operations;
2. The safety of the school property;
3. The welfare of the persons who work or study there.

Examples of the type of such off-school misconduct that may result in such discipline include but are not limited to:

1. Use, possession, sale, or distribution of dangerous weapons; (as defined C.G.S. 53a-3, 53-206, and 29-35)
2. Use, possession, sale, or distribution of drugs, or
3. Violent conduct, where any such activity has the reasonable likelihood of threatening the health, safety or welfare of school property, individuals thereon, and / or the educational process.

For example, if it is determined that a student's use, possession, or sale of drugs in the community has a reasonable likelihood of endangering the safety of students or employees because of the possibility of such sales in the school; or if violent conduct in the community presents a reasonable likelihood of repeating itself in the school environment; or if any similar type of misconduct in the community has a reasonable likelihood of being continued or repeated in school or of bringing retaliation or revenge into the school for such off-school misconduct, the Board may impose discipline up to and including suspension and / or expulsion.

A student found to be in possession of a firearm or deadly weapon shall be expelled for one calendar year unless said expulsion is modified on an individual case basis.

Legal Reference: Connecticut General Statutes
4-176e through 4-185 Uniform Administrative Procedure Act.
10-233a through 10-233f re in-school suspension, suspension, expulsion. (as amended by PA 98-139)
29-35 Carrying of pistol or revolver without permit prohibited.
29-38 Weapons in vehicles.
53a-3 Firearms and deadly weapons.
53-206 Carrying and sale of dangerous weapons.
53a-217b Possession of firearms and deadly weapons on school grounds.
PA 94-221 An Act Concerning School Safety.
18 U.S.C. 921 Definitions.
PL 103-382 Elementary and Secondary Education Act. (Sec. 14601 -Gun Free Requirements: Gun Free School Act of 1994)
PA 95-304 An Act Concerning School Safety.
PA 96-244 An Act Concerning Revisions to the Education Statutes.
Kyle P. Packer PPA Jane Packer v. Thomaston Board of Education.

Date of Adoption: October 20, 1998

First Reading: January 10, 2023

#5090.5**Secret Societies / Gang Activity**

Gangs, which initiate, advocate, or promote activities which threaten the safety or well-being of persons or property on school grounds or which disrupt the school environment, are harmful to the educational process. The type of dress, apparel, activities, acts, behavior or manner of grooming displayed, reflected or participated in by the student(s) may lead school officials to reasonably believe that such behavior, apparel, activities, acts or other attributes would disrupt or interfere with the school environment or activity and / or education objectives.

Incidents involving initiations, hazings, intimidations and / or related activities of such group affiliations which are likely to cause bodily danger, physical harm, or personal degradation or disgrace resulting in physical or mental harm to students are prohibited.

Individual, gang or group activities which intimidate or affect the attendance of another student shall be subject to disciplinary action.

The Superintendent will establish procedures and regulations to ensure that any student, gang or group who cause or participate in activities which intimidate or affect the attendance of any student shall be subject to disciplinary action.

Date of Adoption: 6/6/95

First Reading: January 10, 2023

#5090.10
Prohibited Use of Laser Pointers

Students will not possess or use a laser pointer while on school property or while attending a school-sponsored activity on or off school property, unless under the supervision of a staff member and in the context of instruction.

A person who discovers a student in possession of a laser pointer in violation of this policy will report the violation to the principal, who will order an appropriate school employee to confiscate the device.

(cf 5120: Madison Public Schools – Student Welfare / Safety)

Date of Adoption: December 15, 1998
First Reading: January 10, 2023

#5090.11
Concerns / Issues Procedures

Student concerns and issues shall be addressed through a decision-making / problem-solving model to be implemented in each school, except for schools serving students in grades pre-kindergarten through grade two.

Legal Reference: U.S.O.E. Title IX (Final Title IX Regulation Implementing Education Amendments of 1972 Prohibiting Sex Discrimination in Education, U.S.C. @ 1681 et seq.)

Date of Adoption: March 5, 1996
First Reading: January 10, 2023

#5090.13
Married and / or Pregnant

Married students shall have the same educational opportunities as unmarried students, and the Board of Education's responsibility for the education of all school-age students includes pregnant students whether married or unmarried who shall be allowed to remain in school and provided appropriate support services as a part of the school program.

A pregnant student may remain in her regular school program as long as her medical / physical condition permits, as determined by a physician. Any variation from a pregnant student's continuance in regular classes shall be based upon her specific needs. Homebound and hospitalized instruction shall be provided only when the Planning and Placement Team finds that it is in the best interest of the student to do so.

Students with children have the same educational opportunities as unmarried and childless students.

Legal Reference: Connecticut General Statutes
10-184 Duties of parents.
10-186 Duties of local and regional boards of education re: school attendance.
State Board of Education Regulations
10-76a-35 Educationally exceptional children.
10-76d-15 Homebound and hospitalized instruction (subsection b4).
10-76d (e)(2) Duties and powers of boards of education to provide special education programs and services.

Date of Adoption: March 5, 1996

First Reading: January 10, 2023

#5100.3
Public Performances

School clubs and / or organizations are encouraged to arrange for individual student and group public performances when such performances reinforce educational objectives and when they do not interfere with other scheduled activities or classes within the school day.

Specific guidelines for such public performances are as follows:

- All public performances involving students will be approved by the building principal.
- The extended use of one particular performance group will be discouraged to avoid extensive absences.
- Students participating in a public performance will conduct themselves in a way as to bring credit to their school.
- Public performances that are scheduled outside school hours are preferred. Performances during school hours should be limited to the class period during which the activity is usually taught to that particular student or students.
- Students will not be paid for participating or performing when they represent the school.

Date of Adoption: February 27, 1996

First Reading: January 10, 2023

#5100.6**Student Activities Funds/Donations**

Student activity funds are those funds raised or collected by and/or for school approved student groups and gate receipts. Student activity funds will be collected and expended for the purpose of supporting the school's co-curricular and extracurricular activities program.

Monies raised by students through student body organizations, receipts from activity tickets and gate receipts, are subject to review by the Board of Education. Each school in the district that has student activity funds is to designate a bookkeeper. The bookkeeper may be: (1) an assistant principal, (2) the principal, or (3) the head secretary.

- The principal of each school is responsible for all school/student accounts. The principal will assign one, or more, school staff member(s) who has been designated to share the responsibility for assuring that accounting records are maintained in accordance with district guidelines.
- The principal is the primary advisor to the student body. The principal will be responsible for designating advisors to the various student subgroup organizations affiliated with fundraising.
- The principal will be responsible for supervising the accounting functions to be performed at the building level. The building level accounting procedures will be consistent with the accounting functions performed at the district office level.
- Schools may establish bank and savings accounts in institutions that have been designated as depositories of school district funds by the Board of Education.
- Materials and equipment purchased by student activity funds/donations become district property.

5100.6 (Continued)

- Projects for raising student activity funds should in general contribute to the educational experience of students and should not conflict with, but add to the instructional program and comply with district guidelines.
- Donations must be accepted under the provisions of Policy #3280.
- The Superintendent, or his/her designee, may request all necessary financial information needed for review or required by the Board of Education.

Date of Adoption: January 23, 1996

First Reading: January 10, 2023

#5120**Student Welfare/Safety**

The Board shall strive to build safe, supportive, and academically challenging school learning environments in partnership with students, staff members, and families.

The Board shall ensure that all facilities, grounds, equipment, and vehicles meet acceptable injury and violence prevention standards for design, installation, use and maintenance.

Student safety shall be a priority of all school personnel through close supervision of students in all school buildings and grounds and through special attention to:

1. Maintenance of safe school environments through conducting regular safety and hazard assessments of all school facilities, school grounds, sports-related equipment and vehicles used to transport students.
2. Safe practices by school personnel and students – particularly in instructional areas or in extracurricular activities presenting special hazards.
3. Development of school programs and activities consistent with appropriate abilities and limitations of students at each age level.
4. Offering safety education to students germane to particular subjects, such as laboratory courses in science, industrial arts, and health and physical education.
5. Appropriate first aid care for students in case of accident or sudden illness.
6. Adequacy of emergency response procedures at each school in the District (first aid, cardiopulmonary resuscitation, infection control security).
7. Development, adoption and implementation of a code of conduct and other appropriate rules that are designed to promote health and safety and prevent unintended injury, harassment, bullying and other forms of violence. Such code shall prohibit the use and possession of alcohol, tobacco and other drugs and weapons and dangerous instruments at school.
8. Training exercises for all school staff designed to help them maintain a positive climate for learning and to effectively enforce safety and discipline rules.
9. Requiring the District and its individual schools to have safety plans which serve as a guide to address the various safety needs in the school, such as lockdown procedures, evacuations, drills and safety protocols, and personnel assignments.
10. Conducting regular audits (at least annually) to evaluate and analyze the effectiveness of each school's safety and security plans. First responders, local law enforcement and the entire school community shall be involved in this process.
11. Communicating with parents/guardians and community members about school-level emergency preparedness protocols to the greatest extent possible.

#5120 (cont.)

12. Providing regular training for all school employees on the Districts' school emergency management systems and protocols.
13. Creating a partnership between schools, local law enforcement and appropriate community agencies, including mental health, to prevent and reduce school violence.

(c.f. 0100 / 6100 Our Mission)

(c.f. 5090.1.4 Student Misconduct in Schools)

(c.f. 5090.3 General Rules of Student Conduct)

(c.f. 5090.3.6.1.1 Bullying)

(c.f. 5090.7 Drugs, Alcohol, Tobacco, Inhalants, and Performance-Enhancing Substances)

(c.f. 5090.8 Weapons and Dangerous Instruments)

(c.f. 5110 Student Discipline)

(c.f. 5120.3 Health Services)

(c.f. 5120.3.1 Communicable and Infectious Diseases)

(c.f. 5120.3.3 Administering Medications)

(c.f. 5120.3.5 Automatic External Defibrillators)

(c.f. 5120.4.2.1 Suicide Prevention)

(c.f. 5120.4.2.5 Child Abuse)

(c.f. 5190 Crisis Response)

(c.f. 6080.14.2 Family Life Education)

(c.f. 6114.1 Fire Drills / Crisis Response Drills)

Legal Reference: Connecticut General Statutes
 10-220 Safety Committee

Date of Adoption: December 5, 1995

Date of Revision: October 7, 2014

First Reading: January 10, 2023

#5120.3.1**Communicable and Infectious Diseases**

The Board of Education recognizes that all children have a constitutional right to a free, suitable program of educational experiences. The Board has established reasonable health requirements as prerequisites to admission or attendance, including the requirement that students undergo physical examination prior to admission.

Where it can be medically established that a student suffers from a serious infectious disease and there is a significant risk of transmission of the disease to others because of the nature of the disease or behaviors of the student carrier, it may be appropriate to exclude the student from the regular classroom. The determination of exclusion of any student will be made on a case by case basis with appropriate procedural due process safeguards. However, where the risk of transmission is relatively low or appropriate procedures can be adopted to reduce the risk of transmission, exclusion is not warranted.

A child with an infectious disease may be considered handicapped, if the condition presents such physical impairment that limits one or more major life activities. Therefore, Section 504 of the Rehabilitation Act, the "Education of all Handicapped Children Act" may apply. The parent, guardian or the school administration may make a referral for determination whether the student is handicapped and entitled to protection under Section 504. The Planning and Placement Team will determine whether the student is handicapped or is "otherwise qualified" within the meaning of Section 504. All students should be educated in the least restrictive environment.

Legal Reference: "Education for Children with Disabilities", 20 U.S.C. 1400, et seq.
Section 505 of the Rehabilitation Act of 1973, 29 U.S.C. 706 (7) (b)
"Americans with Disabilities Act"
The Family Educational Rights and Privacy Act of 1974, (FERPA), 20 U.S.C. 1232g,
45 C.F.R. 99
Connecticut General Statutes
10-76(d) (15) Duties and powers of boards of education to provide special education

programs and services.

10-154a Professional communications between teacher or nurse and student

10-207 Duties of medical advisors

10-209 Records not be public

10-210 Quarantine of certain persons

19a-581-585 AIDS testing and medical information

Date of Adoption: April 2, 1996

First Reading: January 10, 2023

**#5120.3.2
HIV Infection**

Philosophy

The District shall strive to protect the safety and health of children and youth in our care, as well as their families and the general public, and are committed to maintaining a safe and healthy environment for employees. Staff members shall cooperate with public health authorities to promote these goals.

The evidence is overwhelming that the risk of transmitting human immunodeficiency virus (HIV) is extremely low in school settings when current guidelines are followed. The presence of a person living with HIV infection or diagnosed with acquired immunodeficiency syndrome (AIDS) poses no significant risk to others in school, day care, and school athletic settings.

School Attendance

A student with HIV infection has the same right to attend school and receive services as any other student, and will be subject to the same rules and policies. HIV infection shall not factor into decisions concerning class assignments, privileges, or participation in most school sponsored activities.

The school principal will determine the educational placement of a student known to be infected with HIV on a case-by-case basis by following the established policies and procedures for students with chronic health problems or students with disabilities. The principal must consult with the student's physician and parent or guardian, respect the student's and family's privacy rights, and reassess the placement if there is a change in the student's need for accommodations or services.

School staff members will always strive to maintain a respectful school climate and not allow physical or verbal harassment of any individual or group by another individual or group. This includes taunts directed against a person living with HIV infection, a person perceived as having HIV infection, or a person associated with someone with HIV infection.

Confidentiality

Students are not required to disclose HIV infection status to anyone in the district. HIV antibody testing is not required for an), school-related purpose.

Every employee has a duty to treat as highly confidential any knowledge or speculation concerning the HIV status of a student. Violation of medical privacy is cause for disciplinary action, criminal prosecution, and/or personal liability for a civil suit.

5120.3.2 (continued)

No information regarding a student's HIV status will be divulged to any individual or organization without a court order or the informed, written, signed, and dated consent of the student with HIV infection (or the parent or guardian of a legal minor). The written consent must specify the name of the recipient of the information and the purpose for disclosure.

All health records, notes, and other documents that reference a student's HIV status will be kept confidential. Access to these confidential records is limited to those named in written permission from the person (or parent or guardian) and to emergency medical personnel. Information regarding HIV status will not be added to a student's permanent educational or health record without written consent.

School Environment Infection Control

Schools will operate according to the standards promulgated by the U.S. Occupational Health and Safety Administration for the prevention of blood-borne infections. All employees are required to consistently follow infection control guidelines in all settings and at all times, including playgrounds and school buses. Equipment and supplies needed to apply the infection control guidelines will be maintained and kept reasonably accessible.

The Director of Special Educational and Regional Programs shall oversee implementation of the precautions and investigate, correct, and report on instances of lapse in practice.

A school staff member is expected to alert the person responsible for health and safety issues, or the school nurse, if a student's health condition or behavior presents a reasonable risk of transmitting an infection.

If a situation occurs at school in which a person could have been exposed to an infectious agent, such as an instance of blood-to-blood contact, school authorities shall counsel that person (or, if a minor, alert a parent or guardian) to seek appropriate medical evaluation.

HIV and Athletics

The privilege of participating in physical education classes, athletic programs, competitive sports, and recess may or may not be conditional on a student's HIV status. School authorities will make reasonable accommodations to allow students living with HIV infection to participate in school-sponsored physical activities.

All employees must consistently adhere to infection control guidelines in locker rooms and all play and athletic settings. Student handbooks will reflect these guidelines. First aid kits must be on hand at every athletic event.

All physical education teachers and athletic program staff must complete an approved first aid and injury prevention course that includes implementation of infection control guidelines.

5120.3.2 (continued)

Student orientation about safety on the playing field will include guidelines for avoiding HIV infection.

HIV Prevention Education

The goals of HIV prevention education are to promote healthful living, and discourage the behaviors that put people at risk of acquiring HIV. The educational program will:

- be taught in all grades, kindergarten through grade twelve;
- use methods demonstrated by sound research to be effective;
- follow content guidelines prepared by the Centers for Disease Control and Prevention;
- be appropriate to students' developmental levels, current behaviors, and cultural backgrounds;
- build knowledge and skills from year to year;
- stress the benefits of abstinence from sexual activity and intravenous drug use;
- include accurate information on reducing the risk of HIV infection;
- address students' own concerns;
- include means for evaluation;
- be integrated within an overall school health program;
- be taught by well-prepared instructors with adequate support; and
- involve parents and families as partners in education.

Parents and guardians will have convenient opportunities to preview all HIV prevention curricula and materials. School staff members shall assist parents or guardians who ask for help in discussing HIV infection with their children. If a parent or guardian submits a written request to a principal that a child not receive instruction in specific HIV prevention topics at school, and assures that the topics will be discussed at home or elsewhere, the child shall be excused without penalty.

The school district will endeavor to cooperate with HIV prevention efforts in the community that address youth in situations that put them at high risk of acquiring HIV.

Related Services

Students who are HIV infected or who have an immediate family member or close friend who is HIV infected will have access to voluntary, confidential counseling services that are age and developmentally appropriate. School administrators will maintain confidential linkage and referral mechanisms to facilitate voluntary student access to appropriate HIV counseling and testing programs and to other HIV-related services as needed. Public information about resources in the community will be kept available for voluntary student use.

5120.3.2 (continued)

General Provisions

On an annual basis, school administrators will notify students, their family members, and school personnel about current policies concerning HIV infection, and invite public input and discussion.

In accordance with the established policy review process, or at least every three years, the Superintendent shall report on the accuracy, relevance, and effectiveness of this policy and, when appropriate, provide recommendations for improving and/or updating the policy.

Date of Adoption: June 4, 1996

First Reading: January 10, 2023

**Retention of Electronic Records and Information
(formerly Education Data / Records Retention)**

The Madison Board of Education (the “Board”) complies with all state and federal laws and regulations regarding the retention, storage and destruction of electronic information and records. The Superintendent or designee shall be responsible for developing and implementing administrative regulations concerning the retention, storage, and destruction of electronic information and the dissemination of such administrative regulations to all school officials, employees, and individuals granted access to the computer systems and/or networks of the Madison Public Schools (the “District”) and/or who send electronic messages as part of their work for the District. Collectively, all individuals granted access to the District’s computer systems are referred to as the “Users”.

Use of ~~E-Mail~~ Electronic Messages and Electronic Communications

The Board ~~provides~~ has installed computers, ~~and a~~ computer network(s), including Internet access and ~~an e-mail system, as well as any~~ electronic messaging systems, on Board premises and may provide other electronic devices that can have the ability to send and receive messages with an operating system or network communication framework. ~~access the networks such as wireless and/or portable electronic hand-held equipment that can be used for word processing, wireless Internet access, image capture and recording, sound recording, information transmitting and/or receiving, storing, etc. (including but not limited to~~ Devices include but are not limited to personal ~~laptops~~ computing devices, cellular phones, Smartphones, network access devices, Kindles, Nooks, cellular telephones, radios, personal cassette players, Walkman, CD players, I-Pads or other tablet computers, tablets, walkie-talkies, Blackberries, personal gaming systems, Bluetooth speakers, personal data assistants, I-Phones, Androids and other electronic signaling devices. Electronic messaging systems include mobile, chat, and instant message; cloud collaboration platforms, including internal chat, peer-to-peer messaging systems, and draft email message transfer; and products that have the ability to create duration-based or subjective removal of content, such as Snapchat, and security focused platforms, such as Signal. The Board’s computers, computer networks, electronic devices, Internet access and electronic

33 messaging systems are collectively referred to), ~~(referred to collectively~~ as "the computer
34 systems"), and are provided in order to enhance both the educational opportunities for our
35 students and the business operations of the district.

36
37 Electronic messages sent by users as part of their work and/or by using the district's computer
38 systems and/or network(s) are not private communications and are potentially subject to
39 disclosure, regardless of whether the messages are sent using personal devices or the District's
40 computer systems. Users must understand that the Board has reserved the right to conduct
41 monitoring of ~~these the District's~~ computer systems and may do so *despite* the assignment to
42 individual users of passwords for system security. Any password systems implemented by the
43 District are designed solely to provide system security from unauthorized users, not to provide
44 privacy to the individual system user.

45
46 *The system's security aspects, message delete function and personal passwords may be bypassed*
47 *for monitoring purposes. Therefore, users must be aware that they should not have any*
48 *expectation of personal privacy in the use of these computer systems. This provision applies to*
49 *any and all uses of the District's computer systems, including any incidental personal use*
50 *permitted in accordance with the Board's policy and regulations regarding computer use by users.*

51
52 Any retained messages may be retrieved as part of routine monitoring by the Board, an employee
53 investigation, a search for documents pursuant to a Freedom of Information Act request, or a
54 formal discovery process as part of litigation. Users should bear in mind that ~~e-mail~~ electronic
55 messages may be retained at different locations within the computer network and that these
56 messages are subject to retrieval, regardless of whether the User has deleted such messages from
57 User's account.. Consequently, users should use discretion when using computers or other
58 electronic technology to send, record or retain electronic ~~communications~~ messages and
59 information.

60
61

62 **Retention of Electronically Stored Information**

63
64 ~~Electronic communications~~ Electronically stored information on District computers or electronic
65 communication systems shall be retained only as long as necessary. The same record retention
66 policy that applies to paper records applies to electronically stored information, including ~~e-mail~~
67 ~~communications~~. Electronic messages. Therefore, like paper records, the content and function of
68 an electronic record, including ~~e-mail communications~~ electronic messages, determines the
69 retention period for that document. The District will comply with all of the minimum standards
70 set forth in the Municipal Records Retention Schedules, as issued by the Office of the Public
71 Records Administrator for the State of Connecticut.

72
73 In addition to the retention guidelines established by the Board and used by ~~school-district~~
74 District officials and employees, all ~~school-~~ District officials and employees have a duty to
75 preserve all records and electronic information, including records and electronic information that
76 might otherwise be deleted or destroyed, that relate to any matter that is currently in litigation or
77 may be anticipated to involve future litigation.

78
79 Legal References:

- 80
81 Conn. Gen. Stat. §§ 1-200(5); 1-211; 1-213(b)(3)
82 Conn. Gen. Stat. § 7-109
83 Conn. Gen. Stat. § 11-8 et seq.
84 General Letters 96-2 and 2009-2 of the Public Records Administrator
85 Public Records Policy 01, *Digital Imaging*, of the Public Records Administrator
86 (Aug. 2014)
87 Record Retention Schedules Towns, Municipalities and Boards of Education

88
89 [Connecticut State Library, Office of the Public Records Administrator, Authorization for](#)
90 [Disposal of Original \(Non-Permanent\) Paper Records Stored as Digital Images, Form](#)
91 [RC-075.1 \(revised 12/2021\)](#)

92
93 Frequently Asked Questions about E-mail, CT Public Records Administrator, *available at*
94 <https://ctstatelibrary.org/wp-content/uploads/2015/05/EmailGuidelines.pdf>.

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97 Date of Adoption: April 6, 2021
98 Date of Revision: October 12, 2021
99 First Reading: January 10, 2023

Regulation #2240

Retention of Electronic Records and Information

I. Records Custodian

These regulations are designed to assist in implementation of Board Policy #2240 regarding the retention of electronic records and information. These regulations supplement and do not replace District policy relating to education records.

The Superintendent of Schools shall designate a Records Custodian who will be responsible for implementation of District policies and regulations for the retention of records, including electronic messages and electronically stored information.

II. Definitions

- A. Electronic messages include e-mail, fax, instant messaging, text messaging, and Web-based messaging services. Electronic messages may be transmitted by a variety of mediums, including computers and mobile computing devices. In addition to the body of the message, electronic messages also contain metadata, such as transactional information (*e.g.*, date and time sent, sender/receiver) and may contain attachments such as calendars, directories, distribution lists, sound recordings, photographs, images, word-processing documents, spreadsheets, and other electronic documents.
- B. Electronically stored information is information that is fixed in a tangible form and is stored in a medium from which it can be retrieved and examined. It can consist of writings, drawings, graphs, charts, photographs, sound recordings, images, and other data or data compilations stored in any medium from which information can be obtained into useable form.
- C. Public records are any recorded data or information relating to the conduct of the public's business prepared, owned, used, or received by a public agency, whether such data or information is handwritten, typed, tape-recorded, videotaped, printed, photostated, photographed or recorded by any method.
- D. Digital imaging is the process of converting original records on paper or film into electronic images. The process typically requires a document scanner or digital camera, a computer and software to capture the image, and indexing of the digitized images.
- E. Transitory correspondence consists of communication that does not relate to an individual's job responsibilities or has a short term administrative value.
- F. Routine correspondence consists of any communication that is part of or relates to commonplace tasks or duties within an office and is done at regular or specified intervals.

47 **III. Classification of Electronic Messages**

48
49 The same record retention policy that applies to paper records applies to electronically stored
50 information, including electronic messages. Therefore, like paper records, the content and
51 function of an electronic record, including electronic messages, determine the retention period
52 for that document. The District will comply with all of the minimum standards set forth in the
53 Municipal Records Retention Schedules, as issued by the Office of the Public Records
54 Administrator for the State of Connecticut.

55
56 Users shall use the following steps in determining whether to maintain electronic messages
57 and, if so, for how long:

58
59 Step 1: Determine whether the message is a public record or a non-record.

60
61 Step 2: If the message is a non-record, destroy at will (e.g., spam and unsolicited
62 advertisements).

63
64 Step 3: If the message is a record, determine which records series the message belongs to, for
65 example:

- 66
67 1. If the message is Transitory Correspondence, delete at will.
68
69 2. If the message is Routine Correspondence, retain for 2 years.
70
71 3. If the message is All Other Correspondence, retain for the equivalent records
72 series.

73
74 Step 4: Maintain the messages for the required retention period under the equivalent records
75 series.

76
77 **IV. Digital Imaging of Paper/Hard Copy Records**

78
79 Paper records may be digitized and maintained as electronic records; however, in doing so, the
80 District must ensure the authenticity, reliability, integrity and usability of the reformatted
81 records. If the District uses a vendor for digital imaging services, the District remains
82 responsible for ensuring compliance with this policy.

83
84 In its use of digital imaging, the District shall:

- 85
86 1. Establish and maintain a quality assurance process to ensure the creation of accurate
87 and authentic digital images and accurate indexes and production metadata.
88
89 2. Create and maintain accurate and authentic digital images in accordance with accepted
90 standards and best practices.
91
92 3. Create and maintain accurate indexes and production metadata to properly identify and
93 retrieve digital images.

- 94
95 4. Store and protect digital images against file corruption, alteration, or deletion
96 throughout the designated retention period.
97
98 5. Perform periodic backups of all digital images, associated indices, and production
99 metadata and maintain a geographically remote offsite backup copy to enable recovery
100 and access in the event of a wide-spread disaster or emergency.
101
102 6. Perform and certify annual tests of backup media to ensure all files have been backed
103 up and are readable.
104
105 7. Migrate digital images, associated indexes, and production metadata to a newer media
106 platform or file format as needed to ensure the content remains accessible.
107
108 8. Define and document the normal operations and use of the imaging technology and
109 electronic content management system to ensure system trustworthiness.
110

111 If paper public records have been converted to digital images, the District shall retain and/or
112 dispose of the original paper records pursuant to the following guidelines.
113

114 Permanent If records are required to be retained permanently or have been designated as
115 archival, they may be digitally scanned and retained in an electronic format, but
116 security copies of the records must be retained in a “human-readable” format,
117 such as paper or microfilm. The Records Custodian must first verify with the
118 Office of the Public Records Administrator for approval of the security copy
119 storage format.
120

121 Less than These records may be transferred to a digital imaging format with
122 Permanent disposal of the original, paper records. To dispose of the original records
123 following their digital imaging, the Records Custodian must first obtain prior
124 authorization from the Public Records Administrator and State Archivist (using
125 Form RC-075.1, available from the Office of the Public Records
126 Administrator). Following destruction of the original records, the Records
127 Custodian must document that the paper records were destroyed lawfully.
128

129 To dispose of digital images once the minimum retention period has expired, the Records
130 Custodian shall obtain prior authorization from the Public Records Administrator and State
131 Archivist. The District must document that the digital images were destroyed lawfully under
132 the appropriate disposition authority. The District shall follow a destruction process by which
133 content is systematically deleted with an audit trail that is legally admissible in court.
134 Destruction should be documented by recording the date of destruction on the form “Records
135 Disposition Authorization” and attaching any supporting documentation, or by following the
136 District’s process for documenting document destruction. After disposing of the records in
137 accordance with these procedures, the Records Custodian will follow all other steps required
138 by the Office of the Public Records Administrator.

139 **V. Retention of Electronic Records**
140

141 Electronic messages and electronically stored information will be archived by the District for
142 their required retention period using method(s) approved by the Records Custodian, which
143 may include the following:

- 144
- 145 1. Print message or record and store in appropriate hard copy file.
 - 146 2. Place in computer folders and save on hard drive.
 - 147 3. Save to a removable disk which is then stored in an appropriate location.
 - 148 4. Transfer to an automated records management software application.
 - 149 5. Manage at the server by an automated classification system.
- 150

151 The Records Custodian will be responsible for working with the District Systems
152 Administrator to implement a schedule and system for reviewing electronically stored
153 information. This review shall occur at least annually. No system wide process for automatic
154 deletion of electronic information will be implemented without notice to any individual who
155 may have such information and each such individual will verify that they have reviewed and
156 archived information that must be retained. Following this review, all electronic messages
157 and/or electronically stored information that have not been archived according to District
158 policies and procedures shall be designated for deletion or archiving, and the affected District
159 Users will be notified about the procedures to be followed to implement this process. The
160 Records Custodian or designee shall follow up with notified Users to ensure compliance.

161
162 Additionally, the Records Custodian, working with the District Systems Administrator, shall
163 ensure than any process for automatic deletion of electronic information from the system will
164 not delete information stored in folders and/or system locations that have been designated as
165 appropriate for archiving electronically stored information.

166
167 Legal References:

- 168
169 Conn. Gen. Stat. §§ 1-200(5); 1-211; 1-213(b)(3)
170 Conn. Gen. Stat. § 7-109
171 Conn. Gen. Stat. § 11-8 et seq.
- 172
173 General Letters 96-2 and 2009-2 of the Public Records Administrator
174 Public Records Policy 02, *Digital Imaging*, of the Public Records Administrator
175 (Aug. 2014)
- 176
177 Record Retention Schedules Towns, Municipalities and Boards of Education
- 178
179 Connecticut State Library, Office of the Public Records Administrator, Authorization
180 for Disposal of Original (Non-Permanent) Paper Records Stored as Digital Images,
181 Form RC-075.1 (revised 12/2021)
- 182
183 Frequently Asked Questions about E-mail, CT Public Records Administrator,
184 available at [https://ctstatelibrary.org/wp-](https://ctstatelibrary.org/wp-content/uploads/2015/05/EmailGuidelines.pdf)
185 [content/uploads/2015/05/EmailGuidelines.pdf](https://ctstatelibrary.org/wp-content/uploads/2015/05/EmailGuidelines.pdf).

**RECORDS DISPOSITION AUTHORIZATION –
TOWNS, MUNICIPALITIES, & BOARDS OF
EDUCATION**
Form RC-075 (Revised 12/2021)



STATE OF CONNECTICUT
Connecticut State Library
Office of the Public Records Administrator
231 Capitol Avenue, Hartford, CT 06106
<https://ctstatelibrary.org/publicrecords>

AUTHORITY: Connecticut towns, cities, boroughs, districts, municipalities, boards of education, and other political subdivisions of the state must use this form to obtain approval for disposition (destruction or transfer) of public records in accordance with CGS §11-8a and §7-109. All records proposed for disposition must be on an approved records retention schedule. If a record is not on a schedule, the record cannot be disposed; contact this office for further direction.
See Page 2 for instructions. Send completed form by email.

LOCAL GOVERNMENT ENTITY:	DEPARTMENT/UNIT/OFFICE:
RECORDS CUSTODIAN:	TITLE OF RECORDS CUSTODIAN:
RECORDS CUSTODIAN EMAIL ADDRESS (for return of form):	RECORDS CUSTODIAN PHONE:

TYPE OF REQUEST – Indicate one and sign the associated certification statement below:

<input type="radio"/>	TRANSFER	I hereby certify that the records listed below are to be transferred to another entity. After approval, legal title and custody of the records listed below will be transferred to (include name and address):
<input type="radio"/>	DESTRUCTION	I hereby certify that the records listed below have met the retention requirements as indicated on approved records retention schedules issued by the Office of the Public Records Administrator. No records listed, in my opinion, pertain to any pending case, claim, or action. If applicable, all relevant audit reports have been issued.

GOVERNMENT AUTHORIZATION	RECORDS CUSTODIAN (type or print):	RECORDS CUSTODIAN SIGNATURE:	DATE SIGNED:
	HEAD OF MUNICIPALITY (type or print):	HEAD OF MUNICIPALITY SIGNATURE:	DATE SIGNED:
EDUCATION AUTHORIZATION	SUPERINTENDENT OF SCHOOLS (type or print):	SUPERINTENDENT OF SCHOOLS SIGNATURE:	DATE SIGNED:

SCHEDULE & SERIES NUMBER (e.g. M1-080)	RECORDS SERIES TITLE	DATES OF RECORDS		VOLUME OF RECORDS	PROPOSED DATE OF DISPOSITION
		FROM	THRU		
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12.					

OFFICE USE ONLY — AUTHORIZATION EXCEPTIONS:	TOTAL VOLUME OF RECORDS	Email
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APPROVED (Signature of State Archivist):	DATE SIGNED:	APPROVED (Signature of Public Records Administrator):	DATE SIGNED:
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**Reports of Suspected Abuse or Neglect of Children or
Reports of Sexual Assault of Students by School Employees**

Conn. Gen. Stat. Section 17a-101 et seq. requires school employees who have reasonable cause to suspect or believe (1) that any child under eighteen has been abused or neglected, has had a nonaccidental physical injury, or injury which is at variance with the history given of such injury, or has been placed at imminent risk of serious harm, or (2) that any person who is being educated by the Technical Education and Career System or a local or regional board of education, other than as part of an adult education program, is a victim of sexual assault, and the perpetrator is a school employee, to report such suspicions to the appropriate authority. In furtherance of this statute and its purpose, it is the policy of the Madison Board of Education (“Board”) to require ALL EMPLOYEES of the Board of Education to report suspected abuse and/or neglect, nonaccidental physical injury, imminent risk of serious harm, or sexual assault of a student by a school employee, in accordance with the procedures set forth below.

1. Scope of Policy

This policy applies not only to school employees who are required by law to report suspected child abuse and/or neglect, nonaccidental physical injury, imminent risk of serious harm, or sexual assault of a student by a school employee, but to ALL EMPLOYEES of the Board of Education.

2. Definitions

For the purposes of this policy:

"Abused" means that a child (a) has had physical injury or injuries inflicted upon ~~him or her~~ the child other than by accidental means, or (b) has injuries which are at variance with the history given of them, or (c) is in a condition which is the result of maltreatment, such as, but not limited to, malnutrition, sexual molestation or exploitation, deprivation of necessities, emotional maltreatment or cruel punishment.

#4119(b)

"Neglected" means that a child (a) has been abandoned, or (b) is being denied proper care and attention, physically, educationally, emotionally or morally, or (c) is being permitted to live under conditions, circumstances or associations injurious to ~~his~~ the child's well-being, or (d) has been abused.

"School employee" means (a) a teacher, substitute teacher, school administrator, school superintendent, guidance counselor, school counselor, psychologist, social worker, nurse, physician, school paraprofessional or coach employed by the Board or who is working in a Board elementary, middle or high school; or (b) any other person who, in the performance of ~~his or her~~ that person's duties, has regular contact with students and who provides services to or on behalf of students enrolled in the Madison Public Schools ("District"), pursuant to a contract with the Board.

"Sexual assault" means, for the purposes of the mandatory reporting laws and this policy, a violation of Sections 53a-70, 53a-70a, 53a-71, 53a-72a, 53a-72b or 53a-73a of the Connecticut General Statutes. Please see Appendix A of this policy for the relevant statutory definitions of sexual assault laws and related terms covered by the mandatory reporting laws and this policy.

"Statutorily mandated reporter" means an individual required by Conn. Gen. Stat. Section 17a-101 et seq. to report suspected abuse and/or neglect of children or the sexual assault of a student by a school employee. The term "statutorily mandated reporter" includes all school employees, as defined above, any person who is a licensed behavior analyst, and any person who holds or is issued a coaching permit by the State Board of Education, is a coach of intramural or interscholastic athletics, and is eighteen years of age or older.

3. What Must Be Reported

- a) A report must be made when any employee of the Board of Education in the ordinary course of such person's employment or profession has reasonable cause to suspect or

#4119(c)

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believe that any child under the age of eighteen years:

- i) has been abused or neglected;
 - ii) has had nonaccidental physical injury, or injury which is at variance with the history given for such injury, inflicted upon ~~him/her~~ the child;
 - iii) is placed at imminent risk of serious harm; or
- b) A report must be made when any employee of the Board of Education in the ordinary course of such person’s employment or profession has reasonable cause to suspect or believe that any person, regardless of age, who is being educated by the Technical Education and Career System or a local or regional board of education, other than as part of an adult education program, is a victim of the following sexual assault crimes, and the perpetrator is a school employee:
- i) sexual assault in the first degree;
 - ii) aggravated sexual assault in the first degree;
 - iii) sexual assault in the second degree;
 - iv) sexual assault in the third degree;
 - v) sexual assault in the third degree with a firearm; or
 - vi) sexual assault in the fourth degree.

Please see Appendix A of this policy for the relevant statutory definitions of sexual assault laws and related terms covered by the mandatory reporting laws and this policy.

#4119(d)

- 97
- 98 c) The suspicion or belief of a Board employee may be based on factors including, but not
- 99 limited to, observations, allegations, facts or statements by a child or victim, as described
- 100 above, or a third party. Such suspicion or belief does not require certainty or probable
- 101 cause.
- 102

103 4. Reporting Procedures for Statutorily Mandated Reporters

104

105 The following procedures apply only to statutorily mandated reporters, as defined above.

106

- 107 a) When an employee of the Board of Education who is a statutorily mandated reporter and
- 108 who, in the ordinary course of the person's employment, has reasonable cause to suspect
- 109 or believe that a child has been abused or neglected or placed at imminent risk of serious
- 110 harm, or a student is a victim of sexual assault by a school employee, as described in
- 111 Paragraph 3, above, the following steps shall be taken.
- 112

- 113 (1) The employee shall make an oral or electronic report as soon as practicable, but not
- 114 later than twelve (12) hours after having reasonable cause to suspect or believe that a
- 115 child has been abused or neglected or placed at imminent risk of serious harm, or a
- 116 student is a victim of sexual assault by a school employee.
- 117

- 118 (a) An oral report shall be made by telephone or in person to the Commissioner of the
- 119 Department of Children and Families (“DCF”) or the local law enforcement
- 120 agency. DCF has established a 24 hour Child Abuse and Neglect Careline at 1-
- 121 800-842-2288 for the purpose of making such oral reports.
- 122

- 123 (b) An electronic report shall be made in the manner prescribed by the Commissioner
- 124 of DCF. An employee making an electronic report shall respond to further
- 125 inquiries from the Commissioner of DCF or Commissioner’s designee made
- 126 within twenty-four (24) hours. Such employee shall inform the Superintendent or
- 127 ~~his/her~~ Superintendent’s designee as
- 128

#4119(e)

soon as possible as to the nature of the further communication with the Commissioner or Commissioner's designee.

(2) The employee shall also make an oral report as soon as practicable to the Building Principal or ~~his/her~~ Building Principal's designee, and/or the Superintendent or ~~his/her~~ Superintendent's designee. If the Building Principal is the alleged perpetrator of the abuse/neglect or sexual assault of a student, then the employee shall notify the Superintendent or ~~his/her~~ Superintendent's designee directly.

(3) In cases involving suspected or believed abuse, neglect, or sexual assault of a student by a school employee, the Superintendent or ~~his/her~~ Superintendent's designee shall immediately notify the child's parent or guardian that such a report has been made.

(4) Not later than forty-eight (48) hours after making an oral report, the employee shall submit a written or electronic report to the Commissioner of DCF or the Commissioner's designee containing all of the required information. The written or electronic report should be submitted in the manner prescribed by the Commissioner of DCF. When such report is submitted electronically, the employee shall respond to further inquiries from the Commissioner of DCF or Commissioner's designee made within twenty-four (24) hours. Such employee shall inform the Superintendent or ~~his/her~~ Superintendent's designee as soon as possible as to the nature of the further communication with the Commissioner or Commissioner's designee.

(5) The employee shall immediately submit a copy of the written or electronic report to the Building Principal or ~~his/her~~ Building Principal's designee and to the Superintendent or the Superintendent's designee.

(6) If the report concerns suspected abuse, neglect, or sexual assault of a student by a school employee holding a certificate, authorization or permit issued by the State Department of Education, the Commissioner of DCF (or ~~his/her~~ Commissioner of

160 DCF's designee) shall submit a copy of the written or electronic report to the
161 Commissioner of Education (or Commissioner of Education's his/her designee).

162
163 5. Reporting Procedures for Employees Other Than Statutorily Mandated Reporters

164
165 The following procedures apply only to employees who are not statutorily mandated
166 reporters, as defined above.

167
168 a) When an employee who is not a statutorily mandated reporter and who, in the ordinary
169 course of the person's employment or profession, has reasonable cause to suspect or
170 believe that a child has been abused or neglected or placed at imminent risk of serious
171 harm, or a student is a victim of sexual assault by a school employee, as described in
172 Paragraph 3, above, the following steps shall be taken.

173
174 (1) The employee shall make an oral report as soon as practicable, but not later than
175 twelve (12) hours after the employee has reasonable cause to suspect or believe that a
176 child has been abused or neglected or placed at imminent risk of serious harm or a
177 student is a victim of sexual assault by a school employee. Such oral report shall be
178 made by telephone or in person to the Superintendent of Schools or his/her
179 Superintendent's designee, to be followed by an immediate written report to the
180 Superintendent or his/her Superintendent's designee.

181
182 (2) If the Superintendent or his/her Superintendent's designee determines that there is
183 reasonable cause to suspect or believe that a child has been abused or neglected or
184 placed at imminent risk of serious harm or a student is a victim of sexual assault by a
185 school employee, he/she the Superintendent shall cause reports to be made in
186 accordance with the procedures set forth for statutorily mandated reporters.

187
188 b) Nothing in this policy shall be construed to preclude an employee reporting suspected
189 child abuse, neglect or sexual assault by a school employee from reporting the same
190 directly to the Commissioner of DCF.

191 6. Contents of Reports

192

193 Any report made pursuant to this policy shall contain the following information, if known:

194

195 a) The names and addresses of the child* and ~~his/her~~ the child's parents or other person
196 responsible for ~~his/her~~ the child's care;

197

198 b) the age of the child;

199

200 c) the gender of the child;

201

202 d) the nature and extent of the child's injury or injuries, maltreatment or neglect;

203

204 e) the approximate date and time the injury or injuries, maltreatment or neglect occurred;

205

206 f) information concerning any previous injury or injuries to, or maltreatment or neglect of
207 the child or ~~his/her~~ the child's siblings;

208

209 g) the circumstances in which the injury or injuries, maltreatment or neglect came to be
210 known to the reporter;

211

212 h) the name of the person or persons suspected to be responsible for causing such injury or
213 injuries, maltreatment or neglect;

214

215 i) the reasons such person or persons are suspected of causing such injury or injuries,
216 maltreatment or neglect;

217

218 j) any information concerning any prior cases in which such person or persons have been
219 suspected of causing an injury, maltreatment or neglect of a child; and

220

221 k) whatever action, if any, was taken to treat, provide shelter or otherwise assist the child.

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*For purposes of this Paragraph, the term “child” includes any victim of sexual assault by a school employee, as described in Paragraph 3, above.

7. Investigation of the Report

- a) The Superintendent or ~~his/her~~ Superintendent’s designee shall thoroughly investigate reports of suspected abuse, neglect or sexual assault if/when such report involves an employee of the Board of Education or other individual under the control of the Board, provided the procedures in subparagraph (b), below are followed. In all other cases, DCF shall be responsible for conducting the investigation with the cooperation and collaboration of the Board, as appropriate.

- b) Recognizing that DCF is the lead agency for the investigation of child abuse and neglect reports and reports of a student’s sexual assault by school employees, the Superintendent's investigation shall permit and give priority to any investigation conducted by the Commissioner of DCF or the appropriate local law enforcement agency. The Superintendent shall conduct the District’s investigation and take any disciplinary action, consistent with state law, upon notice from the Commissioner of DCF or the appropriate local law enforcement agency that the District’s investigation will not interfere with the investigation of the Commissioner of DCF or the local law enforcement agency.

- c) The Superintendent shall coordinate investigatory activities in order to minimize the number of interviews of any child or student victim of sexual assault and share information with other persons authorized to conduct an investigation of child abuse or neglect, as appropriate.

- d) Any person reporting child abuse or neglect or the sexual assault of a student by a school employee, or having any information relevant to alleged abuse or neglect or of the sexual assault of a student by a school employee, shall provide the Superintendent with all

253 information related to the investigation that is in the possession or control of such person,
254 except as expressly prohibited by state or federal law.

255
256 e) When the school district is conducting an investigation involving suspected abuse or
257 neglect or sexual assault of a student by an employee of the Board or other individual
258 under the control of the Board, the Superintendent’s investigation shall include an
259 opportunity for the individual suspected of abuse, neglect or sexual assault to be heard
260 with respect to the allegations contained within the report. During the course of such
261 investigation, the Superintendent may suspend a Board employee with pay or may place
262 the employee on administrative leave with pay, pending the outcome of the investigation.
263 If the individual is one who provides services to or on behalf of students enrolled in the
264 District, pursuant to a contract with the Board of Education, the Superintendent may
265 suspend the provision of such services, and direct the individual to refrain from any
266 contact with students enrolled in the District, pending the outcome of the investigation.

267
268 8. Evidence of Abuse, Neglect or Sexual Assault by a School Employee

269
270 a) If, upon completion of the investigation by the Commissioner of DCF (“Commissioner”),
271 the Superintendent has received a report from the Commissioner that ~~he or she~~ the
272 Commissioner has reasonable cause to believe that (1) a child has been abused or
273 neglected by a school employee, as defined above, and the Commissioner has
274 recommended that such employee be placed on the DCF Child Abuse and Neglect
275 Registry, or (2) a student is a victim of sexual assault by a school employee, the
276 Superintendent shall request (and the law provides) that DCF notify the Superintendent
277 not later than five (5) working days after such finding, and provide the Superintendent
278 with records, whether or not created by DCF, concerning such investigation. The
279 Superintendent shall suspend such school employee. Such suspension shall be with pay
280 and shall not result in the diminution or termination of benefits to such employee.

281
282 b) Not later than seventy-two (72) hours after such suspension, the Superintendent shall
283 notify the Board of Education and the Commissioner of Education, or the Commissioner

284 of Education's representative, of the reasons for and the conditions of the suspension. The
285 Superintendent shall disclose such records to the Commissioner of Education and the
286 Board of Education or its attorney for purposes of review of employment status or the
287 status of such employee's certificate, permit or authorization, if any.

288

289 c) The suspension of a school employee employed in a position requiring a certificate shall
290 remain in effect until the Superintendent and/or Board of Education acts pursuant to the
291 provisions of Conn. Gen. Stat. §10-151. If the contract of employment of such certified
292 school employee is terminated, or such certified school employee resigns such
293 employment, the Superintendent shall notify the Commissioner of Education, or the
294 Commissioner of Education's representative, within seventy-two (72) hours after such
295 termination or resignation.

296

297 d) The suspension of a school employee employed in a position requiring an authorization or
298 permit shall remain in effect until the Superintendent and/or Board of Education acts
299 pursuant to any applicable termination provisions. If the contract of employment of a
300 school employee holding an authorization or permit from the State Department of
301 Education is terminated, or such school employee resigns such employment, the
302 Superintendent shall notify the Commissioner of Education, or the Commissioner of
303 Education's representative, within seventy-two (72) hours after such termination or
304 resignation.

305

306 e) Regardless of the outcome of any investigation by the Commissioner of DCF and/or the
307 police, the Superintendent and/or the Board, as appropriate, may take disciplinary action,
308 up to and including termination of employment, in accordance with the provisions of any
309 applicable statute, if the Superintendent's investigation produces evidence that a child has
310 been abused or neglected by a school employee or that a student has been a victim of
311 sexual assault by a school employee.

312

313 f) The District shall not employ a person whose employment contract is terminated or who
314 resigned from employment following a suspension pursuant to Paragraph 8(a) of this

315 policy and Conn. Gen. Stat. § 17a-101i, if such person is convicted of a crime involving
316 an act of child abuse or neglect or an act of sexual assault of a student, as described in
317 Paragraph 2 of this policy.

318
319 9. Evidence of Abuse, Neglect or Sexual Assault by an Independent Contractor of the Board of
320 Education

321
322 If the investigation by the Superintendent and/or the Commissioner of DCF produces
323 evidence that a child has been abused or neglected, or a student has been sexually assaulted,
324 by any individual who provides services to or on behalf of students enrolled in the District,
325 pursuant to a contract with the Board, the Superintendent shall permanently suspend the
326 provision of such services, and direct the individual to refrain from any contact with students
327 enrolled in the District.

328
329 10. Delegation of Authority by Superintendent

330
331 The Superintendent may appoint a designee for the purposes of receiving and making reports,
332 notifying and receiving notification, or investigating reports pursuant to this policy.

333
334 11. Confidential Rapid Response Team

335
336 The Superintendent shall establish a confidential rapid response team to coordinate with DCF
337 to (1) ensure prompt reporting of suspected abuse or neglect or sexual assault of a student by
338 a school employee, as described in Paragraph 2, above, and (2) provide immediate access to
339 information and individuals relevant to the department's investigation. The confidential
340 rapid response team shall consist of a teacher and the Superintendent, a local police officer
341 and any other person the Board of Education, acting through its Superintendent, deems
342 appropriate.

343

344

345 12. Disciplinary Action for Failure to Follow Policy

346

347 Except as provided in Section 14 below, any employee who fails to comply with the
348 requirements of this policy shall be subject to discipline, up to and including termination of
349 employment.

350

351 13. The District shall not hire any person whose employment contract was previously terminated
352 by a board of education or who resigned from such employment, if such person has been
353 convicted of a violation of Section 17a-101a of the Connecticut General Statutes, as
354 amended, relating to mandatory reporting, when an allegation of abuse or neglect or sexual
355 assault has been substantiated.

356

357 14. Non-Discrimination Policy/Prohibition Against Retaliation

358

359 The Board of Education expressly prohibits retaliation against individuals reporting child
360 abuse or neglect or the sexual assault of a student by a school employee and shall not
361 discharge or in any manner discriminate or retaliate against any employee who, in good faith,
362 makes a report pursuant to this policy, or testifies or is about to testify in any proceeding
363 involving abuse or neglect or sexual assault by a school employee. The Board of Education
364 also prohibits any employee from hindering or preventing or attempting to hinder or prevent
365 any employee from making a report pursuant to this policy or state law concerning suspected
366 child abuse or neglect or the sexual assault of a student by a school employee or testifying in
367 any proceeding involving child abuse or neglect or the sexual assault of a student by a school
368 employee.

369

370 15. Distribution of Policy, ~~Guidelines~~ and Posting of Careline Information

371

372 This policy shall be annually distributed ~~electronically~~annually to all school employees
373 employed by the Board. The Board shall document that all such school employees have
374 received this written policy and completed the training and refresher training programs

375 required by in Section 16, below. Guidelines regarding identifying and reporting child sexual
376 abuse developed by the Governor’s task force on justice for abused children shall annually be
377 distributed electronically to all school employees, Board members, and the parents or
378 guardians of students enrolled in the schools under the jurisdiction of the Board. The Board
379 shall post the Internet web site address and telephone number for the DCF Child Abuse and
380 Neglect Careline in a conspicuous location frequented by students in each school under the
381 jurisdiction of the Board.

382
383 16. Training

- 384
- 385 a) All new school employees, as defined above, shall be required to complete an educational
386 training program for the accurate and prompt identification and reporting of child abuse
387 and neglect. Such training program shall be developed and approved by the
388 Commissioner of DCF.
 - 389
 - 390 b) All school employees, as defined above, shall take a refresher training course developed
391 and approved by the Commissioner of DCF at least once every three years.
 - 392 c) The principal for each school shall annually certify to the Superintendent that each school
393 employee, as defined above, working at such school, is in compliance with the training
394 provisions in this policy and as required by state law. The Superintendent shall certify
395 such compliance to the State Board of Education.

396 Beginning July 1, 2023, all school employees, as defined above, shall complete the (1)
397 training regarding the prevention and identification of, and response to, child sexual abuse
398 and assault; (2) bystander training program; and (3) appropriate interaction with children
399 training program. Each employee must repeat these trainings at least once every three years.
400 Such trainings shall be identified or developed by DCF.

401
402 17. Records

- 403
- 404 a) The Board shall maintain in a central location all records of allegations, investigations,
405 and reports that a child has been abused or neglected by a school employee employed by
406 the Board or that a student has been a victim of sexual assault by a school employee

407 employed by the Board, as defined above, and conducted in accordance with this policy.
408 Such records shall include any reports made to DCF. The State Department of Education
409 shall have access to such records upon request.

410
411 b) Notwithstanding the provisions of Conn. Gen. Stat. §10-151c, the Board shall provide the
412 Commissioner of DCF, upon request and for the purposes of an investigation by the
413 Commissioner of DCF of suspected child abuse or neglect by a teacher employed by the
414 Board, any records maintained or kept on file by the Board. Such records shall include,
415 but not be limited to, supervisory records, reports of competence, personal character and
416 efficiency maintained in such teacher's personnel file with reference to evaluation of
417 performance as a professional employee of the Board, and records of the personal
418 misconduct of such teacher. For purposes of this section, "teacher" includes each certified
419 professional employee below the rank of superintendent employed by the Board in a
420 position requiring a certificate issued by the State Board of Education.

421
422 18. Child Sexual Abuse and/or Sexual Assault Response Policy and Reporting Procedure

423
424 The Board has adopted a uniform child sexual abuse and/or sexual assault response policy
425 and reporting procedure in connection with the implementation of ~~its~~the sexual assault and
426 abuse prevention and awareness program identified or developed by DCF, as outlined in
427 Board Policy #55120.4.2.5, Child Sexual Abuse and/or Sexual Assault Response Policy and
428 Reporting Procedure. Upon receipt of any report of child sexual abuse and/or sexual assault
429 from any source, a school employee shall report such suspicion to the Safe School Climate
430 Coordinator in addition to complying with ~~his/her~~ the school employee's obligations under
431 this Policy and the law regarding mandatory reporting of abuse, neglect and sexual assault.

432
433 Beginning July 1, 2023, and annually thereafter, information regarding the sexual abuse and
434 assault awareness and prevention program identified or developed by DCF shall be
435 distributed electronically to all school employees, Board members, and the parents or
436 guardians of enrolled students.
437

#5120.3

**Health Assessments/Screenings and
Oral Health Assessments
(formerly Health Services)**

Health Assessments

The Madison Board of Education (the “Board”) requires each student enrolled in the Madison Public Schools (the “District”) to undergo health assessments as mandated by state law. The purpose of such health assessments shall be to ascertain whether a student has any physical disability tending to prevent ~~him/her~~ the student from receiving the full benefit of school work and to ascertain whether school work should be modified in order to prevent injury to the student or to secure a suitable program of education for ~~him/her~~ the student. Such health assessments must be conducted by one of the following qualified providers for health assessments: (1) a legally qualified practitioner of medicine; (2) an advanced practice registered nurse or registered nurse, who is licensed under state statute; (3) a physician assistant, who is licensed under state statute; (4) the school medical advisor; or (5) a legally qualified practitioner of medicine, an advanced practice registered nurse or a physician assistant stationed at any military base. The Board will provide written prior notice of the health assessments required under these administrative regulations to the parent or guardian of each student subject to assessment. The parent or guardian shall be provided a reasonable opportunity to be present during such assessment or ~~he/she~~ the parent or guardian may provide for such assessment ~~him/herself~~. No health assessment shall be made of any public school student unless it is made in the presence of the parent or guardian or in the presence of another school employee. Any student who fails to obtain the health assessments required by these administrative regulations may be denied continued attendance in the District.

Health Assessments Required

~~The Board recognizes that, due to the COVID-19 pandemic, “well” child appointments (“Health Appointments”) with qualified health care practitioners have been subject to cancellation and may be limited in availability prior to and during the 2020-2021 school~~

32

33 ~~year. Due to the unavailability of Health Appointments, there may be barriers for a~~
34 ~~student to obtain a required health assessment even if the student's parents or guardians~~
35 ~~make every attempt to schedule the Health Appointment.~~

36

37 ~~The Board is permitted to deny attendance to a student who fails to obtain health~~
38 ~~assessments required by law and Board policy. However, during the 2020-2021 school~~
39 ~~year given the unavailability of Health Appointments due to the COVID-19 pandemic, the~~
40 ~~Board is prioritizing keeping students in school where possible. The Board recognizes~~
41 ~~that being present in the classroom is especially important during the 2020-2021 school~~
42 ~~year due to the cancellation of classes in the spring of the 2019-2020 school year.~~
43 ~~Accordingly, the District administration, when appropriate, will work with parents and~~
44 ~~guardians to have a Health Appointment scheduled as soon as possible rather than deny~~
45 ~~attendance to a student. In addition, as set forth herein, the Board has provided for~~
46 ~~temporary flexibility regarding the submission of required health assessments in light of~~
47 ~~the COVID-19 pandemic.~~

48

49 Prior to enrollment in the District, or as soon as possible thereafter, each student must
50 undergo a health assessment, which shall include:

51 (a) a physical examination which includes hematocrit or hemoglobin tests, height,
52 weight, blood pressure, and a chronic disease assessment which shall include, but
53 not be limited to, asthma. The assessment form shall include (A) a check box for
54 the provider conducting the assessment, to indicate an asthma diagnosis, (B)
55 screening questions relating to appropriate public health concerns to be answered
56 by the parent or guardian, and (C) screening questions to be answered by such
57 provider;

58 (b) an updating of immunizations as required by state law;

59 (c) vision, hearing, speech and gross dental screenings;

60 (d) such other information, including health and developmental history, as the
61 physician feels is necessary and appropriate.

62 The pre-enrollment assessment shall also include tests for tuberculosis, sickle cell anemia
63 or Cooley’s anemia, and tests for lead levels in the blood if, after consultation with the
64 school medical advisor and the local health department, the Board determines that such
65 tests are necessary. Such tests must be conducted by a registered nurse acting pursuant to
66 the written order of a physician, or physician’s assistant, licensed under state law, or an
67 advanced practice registered nurse, licensed under state law.

68 Each student enrolled in the District must undergo a health assessment when entering
69 grade six and when entering grade ten, which shall include:

70 (a) a physical examination which includes hematocrit or hemoglobin tests, height,
71 weight, blood pressure, and a chronic disease assessment which shall include, but
72 not be limited to, asthma as defined by the Commissioner of Public Health
73 pursuant to subsection (c) of section 19a-62a of the Connecticut General Statutes.
74 The assessment form shall include (A) a check box for the provider conducting
75 the assessment, to indicate an asthma diagnosis, (B) screening questions relating
76 to appropriate public health concerns to be answered by the parent or guardian,
77 and (C) screening questions to be answered by such provider;

78 (b) an updating of immunizations as required by state law;

79 (c) vision, hearing, postural and gross dental screenings;

80 (d) such other information, including health and developmental history, as the
81 physician feels is necessary and appropriate.

82 The grade six and grade ten assessments shall also include tests for tuberculosis and
83 sickle cell anemia or Cooley’s anemia if, after consultation with the school medical
84 advisor and the local health department, the Board determines that such tests are
85 necessary. Such tests must be conducted by a registered nurse acting pursuant to the
86 written order of a physician, or physician’s assistant, licensed under state law, or of an
87 advanced practice registered nurse, licensed under state law.

88 The Board of Education shall provide such assessments free of charge to students whose
89 parents or guardians meet the eligibility requirements for free and reduced price meals
90 under the National School Lunch Program or for free milk under the special milk
91 program.

92 **Oral Health Assessments**

93 A. Prior to enrollment in the District, or as soon as possible thereafter, in grade six
94 and in grade ten, the Board shall request that each student undergo an oral health
95 assessment. Such oral health assessments must be conducted by one of the
96 following qualified providers for oral health assessments: (1) a dentist licensed
97 under state law; (2) a dental hygienist licensed under state law; (3) a legally
98 qualified practitioner of medicine trained in conducting oral health assessments as
99 a part of a training program approved by the Commissioner of Public Health; (4) a
100 physician assistant licensed under state law and trained in conducting oral health
101 assessments as part of a training program approved by the Commissioner of
102 Public Health; or (5) an advanced practice registered nurse licensed under state
103 statute and trained in conducting oral health assessments as part of a training
104 program approved by the Commissioner of Public Health.

105 B. The oral health assessment identified in subsection A above shall include a dental
106 examination by a dentist, or a visual screening and risk assessment for oral health
107 conditions by a dental hygienist, legally qualified practitioner of medicine,
108 physician assistant, or advanced practice registered nurse. The assessment form
109 shall include a check box for the qualified provider conducting the assessment to
110 indicate any low, moderate or high-risk factors associated with any dental or
111 orthodontic appliance, saliva, gingival condition, visible plaque, tooth
112 demineralization, carious lesions, restorations, pain, swelling or trauma.

113 C. No oral health assessment shall be made of any public school student unless the
114 parent or guardian of the student consents to such assessment and such assessment
115 is made in the presence of the parent or guardian or in the presence of another
116 school employee. The parent or guardian shall be provided with prior written

117 notice of an oral health assessment and be provided with a reasonable opportunity
118 to opt ~~his/her~~ the child out of such assessment, or the parent or guardian may
119 provide for such oral health assessment ~~him or herself~~.

120 D. If the Board of Education hosts a free oral health assessment event where
121 qualified providers (identified in subsection A above) perform oral health
122 assessments of children attending a public school, the Board shall notify the
123 parents and guardians of such children of the event in advance and provide an
124 opportunity for parents and guardians to opt their child(ren) out of such event.
125 The Board shall infer parent/guardian consent for each child whose parent or
126 guardian did not opt ~~him or her~~ the child out of the free oral health assessment
127 event and shall provide such child with a free oral health assessment; however,
128 such child shall not receive dental treatment of any kind unless the child's parent
129 or guardian provides informed consent for such treatment.

130 E. Any student who fails to obtain an oral health assessment requested by the Board
131 shall not be denied enrollment or continued attendance in the District.

132 **Screenings Required**

133 The Board will provide annually to each student enrolled in kindergarten and grades one
134 and three to five, inclusive, a vision screening. Such vision screening may be performed
135 using a Snellen chart or an equivalent screening device, ~~such as~~ or an automated vision
136 screening device. The Superintendent shall give written notice to the parent or guardian
137 of each student (1) who is found to have any defect of vision or disease of the eyes, with a
138 brief statement describing the defect or disease and a recommendation that the student be
139 examined by an optometrist or ophthalmologist licensed pursuant to state law, and (2)
140 who did not receive such vision screening, with a brief statement explaining why such
141 ~~pupil~~ student did not receive such vision screening.

142 The Board will provide annually to each student enrolled in kindergarten and grades one
143 and three through five, inclusive, audiometric screening for hearing. The Superintendent
144 shall give written notice to the parent or guardian of each student (1) who is found to have
145 any impairment or defect of hearing, with a brief statement describing the impairment or

146 defect, and (2) who did not receive an audiometric screening for hearing, with a brief
147 statement explaining why such student did not receive an audiometric screening for
148 hearing.

149 The Board will provide postural screenings for (1) each female student in grades five and
150 seven, and (2) each male student in grade eight or nine. The Superintendent shall give
151 written notice to the parent or guardian of each student (A) who evidences any postural
152 problem, with a brief statement describing such evidence, and (B) who did not receive a
153 postural screening, with a brief statement explaining why such student did not receive
154 such postural screening.

155 All of the screenings required under these administrative regulations will be performed in
156 accordance with regulations applicable to such screenings as adopted by the State Board
157 of Education.

158 **Assessment/Screening Results**

159 The results of each assessment and screening required or requested by these
160 administrative regulations shall be recorded on forms supplied by the State Board of
161 Education. Each qualified provider performing health assessments or oral health
162 assessments under these administrative regulations shall sign each form and any
163 recommendations concerning a student shall be in writing. Assessment/screening forms
164 shall be included in the cumulative health record of each student and they shall be kept on
165 file in the school attended by the student. If a student transfers to another school district
166 in Connecticut, ~~his/her~~ the student's original cumulative health record shall be sent to the
167 chief administrative officer of the new school district and a true copy retained by the
168 Board. For a student leaving Connecticut, a copy of the records, if requested, should be
169 sent and the original maintained.

170 Appropriate school health personnel shall review the results of each assessment and
171 screening. If the reviewing school health personnel judge that a student is in need of
172 further testing or treatment, the Superintendent shall give written notice to the parent or
173 guardian of such student and shall make reasonable efforts to ensure that such further
174 testing or treatment is provided. Reasonable efforts shall include determination of

175 whether the parent or guardian has obtained the necessary testing or treatment for the
176 student, and, if not, advising the parent or guardian how such testing or treatment may be
177 obtained. The results of such further testing or treatment shall be recorded, kept on file
178 and reviewed by appropriate school health personnel in the same manner as the results of
179 the health assessments and screenings required or requested under these administrative
180 regulations.

181 The district shall report to the local health department and the Department of Public
182 Health, on a triennial basis, the total number of children per school and on a district-wide
183 basis having a diagnosis of asthma (1) at the time of public school enrollment, (2) in
184 grade six or seven, and (3) in grade ~~ten- nine~~ or ~~eleven~~ ten. The report shall contain the
185 asthma information collected as required under Section II of this Policy and shall include
186 information regarding each diagnosed child's age, gender, race, ethnicity and school.

187 **Exemption**

188 Nothing in these administrative regulations shall be construed to require any student to
189 undergo a physical or medical examination or treatment, or be compelled to receive
190 medical instruction, if the parent or legal guardian of such student or the student, if ~~he/she~~
191 the student is an emancipated minor or is eighteen (18) years of age or older, notifies the
192 teacher or principal or other person in charge of such student in writing that ~~he/she- the~~
193 student objects on religious grounds to such physical or medical examination or treatment
194 or medical instruction.

195 **Other Non-Emergency Invasive Physical Examinations and Screenings**

196 A. In addition to the screenings listed above, the district may, from time to time, require
197 students to undergo additional non-emergency, invasive physical
198 examination(s)/screening(s).

199 B. A non-emergency, invasive physical examination or screening is defined as:

200 1. any medical examination that involves the exposure of private body parts; or

- 201 2. any act during such examination that includes incision, insertion, or injection into
202 the body, but does not include a hearing, vision, or scoliosis screening; and
- 203 3. is required as a condition of attendance, administered by the school and scheduled
204 by the school in advance; and
- 205 4. is not necessary to protect the immediate health and safety of the student, or of
206 other students.
- 207 C. If the district elects to conduct any such examinations, then, at the beginning of the
208 school year, the administration shall give direct notice to parents of affected students
209 of the district's intent to conduct the non-emergency invasive physical examination(s)
210 and/or screening(s) described in this subsection. Such notice shall include the
211 specific or approximate dates during the school year of the administration of such
212 non-emergency invasive physical examination(s)/screening(s).
- 213 D. Upon request, the administration shall permit parents or students over the age of
214 eighteen (18) (or emancipated minors) to opt out of participation in the non-
215 emergency invasive physical examination(s)/screening(s) described in this
216 subparagraph.

217 **School Representative to Receive Information Concerning Health Assessments**

218 The Board designates the school nurse coordinator as the representative for receipt of
219 reports from health care providers concerning student health assessments and oral health
220 assessments.

221 Legal References:

222 **Connecticut General Statutes**

223 § 10-206 Health assessments

224 § 10-206a Free health assessments

225 § 10-206d Oral health assessments

226 § 10-208 Exemption from examination or treatment

227 § 10-209 Records not be public. Provision of reports to schools

228 § 10-214 Vision, audiometric and postural screenings: When required;
229 notification of parents re defects; record of results

230 ~~Public Act 18-168, “An Act Concerning the Department of Public Health’s~~
231 ~~Recommendations Regarding Various Revisions to the Public Health Statutes,”~~
232 ~~Sections 8, 80 and 81.~~

233 ~~Public Act No. 21-95, “An Act Concerning Assorted Revisions and Additions to~~
234 ~~the Education Statutes.”~~

235 ~~Public Act No. 21-121, “An Act Concerning the Department of Public Health’s~~
236 ~~Recommendations Regarding Various Revisions to the Public Health Statutes.”~~

237 State of Connecticut Department of Education, Bureau of Health/Nutrition,
238 Family Services and Adult Education, Cumulative Health Records Guidelines
239 (Revised Jan. 2012), [https://portal.ct.gov/-/media/SDE/School-](https://portal.ct.gov/-/media/SDE/School-Nursing/Publications/CHR_guidelines.pdf)
240 [Nursing/Publications/CHR_guidelines.pdf](https://portal.ct.gov/-/media/SDE/School-Nursing/Publications/CHR_guidelines.pdf)

241 **Federal Law:**

242 ~~Elementary and Secondary Education Act of 1965, as amended by the Every~~
243 ~~Student Succeeds Act, Public Law 114-95, at 20 U.S.C. §§ 1232h(c)(2)(C)(iii)~~
244 ~~and 1232h(c)(6)(B).~~

245 ~~Elementary and Secondary Education Act of 1965, as amended by the Every~~
246 ~~Student Succeeds Act, Public Law 114-95, at 20 U.S.C. § 1232h(c)(2)(C)(iii).~~

247

248 Date of Adoption: September 22, 2020

249 First Reading: January 10, 2023

#5113

**Student Attendance, Truancy and
Chronic Absenteeism
(formerly Student Attendance)**

Regular and punctual student attendance in school is essential to the educational process. Connecticut state law places responsibility for assuring that students attend school with the parent or other person having control of the child. To assist parents and other persons in meeting this responsibility, the Board of Education (the “Board”), through its Superintendent, will adopt and maintain procedures to implement this policy.

In addition, the Board takes seriously the issue of chronic absenteeism. To address this issue, the Board, through its Superintendent, will adopt and maintain procedures regarding chronic absenteeism in accordance with state law.

Legal References:

Public Act No. ~~21-46~~ 22-47

~~June Special Session, Public Act No. 21-2~~

~~Public Act No. 21-199~~

Connecticut General Statutes § 10-220

Connecticut General Statutes § 10-184

Connecticut General Statutes § 10-186

Connecticut General Statutes § 10-198a

Connecticut General Statutes § 10-198b

Connecticut General Statutes § 10-198c

Connecticut General Statutes § 10-198d

Connecticut General Statutes § 10-198e

Connecticut General Statutes § 10-198f

- 41 Guidelines for Reporting Student Attendance in the Public School Information
42 System (Connecticut State Department of Education, January 2008)
43
- 44 Connecticut State Board of Education Memorandum, *Definitions of Excused and*
45 *Unexcused Absences* (June 27, 2012)
46
- 47 Connecticut State Department of Education, *Guidelines for Implementation of the*
48 *Definitions of Excused and Unexcused Absences and Best Practices for Absence*
49 *Prevention and Intervention* (April 2013)
50
- 51 Connecticut State Department of Education, *Reducing Chronic Absence in*
52 *Connecticut's Schools: A Prevention and Intervention Guide for Schools and*
53 *Districts* (April 2017)
54
- 55 Connecticut State Department of Education Memorandum, *Youth Service Bureau*
56 *Referral for Truancy and Defiance of School Rules* (February 22, 2018)
57
- 58 Connecticut State Department of Education, *Youth Service Bureau Referral Guide*
59 (February 2018)
60
- 61 Connecticut State Department of Education Memorandum, *Mental Health*
62 *Wellness Days* (January 24, 2022)
63
64
65
- 66 Date of Adoption: October 6, 2020
67 Date Revised: April 5, 2022
68 First Reading: January 10, 2023
69

Regulation #5113
Student Attendance, Truancy and
Chronic Absenteeism
(formerly Student Attendance)

1
2
3
4
5
6 **I. Attendance and Truancy**

7
8 A. Definitions for Section I

- 9
10 1. **“Absence”** - any day during which a student is not considered “in attendance” at
11 his/her assigned school, or on a school sponsored activity (e.g. field trip), for at least
12 one half of the school day.
- 13
14 2. **“Disciplinary absence”** - Any absence as a result of school or district disciplinary
15 action. Any student serving an out-of-school suspension or expulsion should be
16 considered absent. Such absence is not considered excused or unexcused for
17 attendance and truancy purposes.
- 18
19 3. **“Educational evaluation”** - for purposes of this policy, an educational evaluation is
20 an assessment of a student’s educational development, which, based upon the
21 student’s presenting characteristics, would assess (as appropriate) the following areas:
22 health, vision, hearing, social and emotional status, general intelligence, academic
23 performance, communicative status and motor abilities.
- 24
25 4. **“Excused absence”** - a student is considered excused from school if the school has
26 received written documentation describing the reason for the absence within ten (10)
27 school days of the student’s return to school, or if the child has been excluded from
28 school in accordance with section 10-210 of the Connecticut General Statutes
29 (regarding communicable diseases), and the following criteria are met:
- 30
31 a. Any absence before the student’s tenth (10th) absence is considered excused when
32 the student’s parent/guardian approves such absence and submits
33

#5113R(b)

appropriate written documentation in accordance with this regulation.

b. For the student's tenth (10th) absence and all absences thereafter, a student's absences from school are, with appropriate documentation in accordance with this regulation, considered excused only for the following reasons:

- i. student illness (verified by an appropriately licensed medical professional);
- ii. religious holidays;
- iii. mandated court appearances (documentation required);
- iv. funeral or death in the family, or other emergency beyond the control of the student's family;
- v. extraordinary educational opportunities pre-approved by the district administrators and in accordance with Connecticut State Department of Education guidance and this regulation;
- vi. lack of transportation that is normally provided by a district other than the one the student attends.

c. A student, age five (5) to eighteen (18), whose parent or legal guardian is an active duty member of the armed forces who has been called for duty, is on leave from or has immediately returned from deployment to a combat zone or combat support posting, shall be granted ten (10) days of excused absences in any school year, and, in the discretion of the administration, additional excused absences to visit such student's parent or legal guardian with respect to the parent's leave or deployment. In the case of such excused absences, the student and parent or legal guardian are responsible for obtaining assignments from the student's teacher prior to any period of excused absence, and for ensuring that such assignments are completed by the student prior to his or her return to school.

5. "In Attendance" - Any day during which a student is present at the student's assigned school, or an activity sponsored by the school, for at least half of the regular school day.

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- 6. "Student" - a student enrolled in the Madison Public Schools (the "District").
- 7. "Truant" - any student five (5) to eighteen (18) years of age, inclusive, who has four (4) unexcused absences from school in any one month or ten (10) unexcused absences from school in any school year.
- 8. "Unexcused absence" - any absence from a regularly scheduled school day for at least one half of the school day, which is not excused or considered a disciplinary absence.

The determination of whether an absence is excused will be made by the building principal or his/her designee. Parents or other persons having control of the child may appeal that decision to the Superintendent or his/her designee, whose decision shall be final.

B. Mental Health Wellness Days

Any student enrolled in grades kindergarten to twelve, inclusive, shall be permitted to take two mental health wellness days during the school year, during which day such student shall not be required to attend school. No student shall take mental health wellness days during consecutive school days. Mental health wellness days shall be excused when permission by the student's parent/guardian is documented by the student's school, regardless of the number of absences a student has accrued in the school year. Mental health wellness days will not be included in reporting or referrals related to truancy. Mental health wellness day will count as an "absence" for determining chronic absenteeism, as defined in Section II of this policy.

BC. Written Documentation Requirements for Absences

- 1. Written documentation must be submitted for each incidence of absence within ten (10) school days of the student's return to school. Consecutive days of absence are considered one incidence of absence.
- 2. The first nine (9) days of absence will be excused upon receipt of a signed note from the student's parent/guardian, a signed note from a school official that spoke in person

102 with the parent/guardian regarding the absence, or a note confirming the absence by
103 the school nurse or by a licensed medical professional, as appropriate. For any
104 absence due to student illness, the signed note must include the specific symptom(s)
105 exhibited by the student so that the District can monitor trends that would suggest the
106 spread of COVID-19.

- 107
- 108 3. For the student's tenth (10th) absence, and all absences thereafter, documentation of
109 the absence must be submitted in accordance with paragraphs 1 and 2 above, and must
110 also include the reason for the absence and the following additional information:

111

112 a. student illness:

- 113
- 114 i. a signed note from a medical professional, who may be the school nurse, who
115 has evaluated the student confirming the absence and giving an expected return
116 date and including the specific symptom(s) exhibited by the student so that the
117 District can monitor trends that would suggest the spread of COVID-19; or
118 ii. a signed note from school nurse who has spoken with the student's medical
119 professional and confirmed the absence, including the date and location of the
120 consultation and including the specific symptom(s) exhibited by the student so
121 that the District can monitor trends that would suggest the spread of COVID-
122 19.

123 b. religious holidays: none.

124 c. mandated court appearances:

- 125 i. a police summons;
- 126 ii. a subpoena;
- 127 iii. a notice to appear;
- 128 iv. a signed note from a court official; or
- 129 v. any other official, written documentation of the legal requirement to
130 appear in court.
- 131

- 132 d. funeral or death in the family, or other emergency beyond the control of the
133 student's family: a written document explaining the nature of the
134 emergency.
- 135 e. extraordinary educational opportunity pre-approved by the district
136 administrators and in accordance with Connecticut State Department
137 of Education guidance and this policy: written pre-approval from the
138 administration, in accordance with this regulation.
- 139 f. lack of transportation that is normally provided by a district other than the
140 one the student attends: none.

141

142 4. Neither e-mail nor text message shall serve to satisfy the requirement of written
143 documentation. In rare and extraordinary circumstances, a building administrator
144 may, in his/her own discretion, accept the delivery of written documentation through a
145 scanned copy sent by e-mail.

146

147 5. The District reserves the right to randomly audit written documentation received,
148 through telephone and other methods of communication, to determine its authenticity.

149

150 6. Any absence that is not documented in accordance with this regulation within ten (10)
151 school days after the incidence of absence will be recorded as unexcused. If
152 documentation is provided within ten (10) school days, but is incomplete, the building
153 principal may, at his/her own discretion, grant up to a five (5) school day extension for
154 provision of the completed documentation.

155

156 **ED.** Extraordinary Educational Opportunities

157

- 158 1. To qualify as an extraordinary educational opportunity, the opportunity must:
- 159 a. be educational in nature and must have a learning objective related to the student's
160 course work or plan of study;
- 161 b. be an opportunity not ordinarily available to the student;
- 162 c. be grade and developmentally appropriate; and

- 163 d. include content that is highly relevant to the student; while some opportunities will
164 be relevant to all students, others will contain very specific content that would
165 limit their relevance to a smaller group of students.
166
- 167 2. Family vacations do not qualify as extraordinary educational opportunities.
168
- 169 3. All requests for approval of extraordinary educational opportunities must:
170 a. be submitted to the building principal in writing prior to the opportunity, but no
171 later than ten (10) school days prior to the opportunity except in exceptional
172 circumstances at the discretion of the building administrator;
173 b. contain the signatures of both the parent/guardian and the student;
174 c. include an outline of the learning objective of the opportunity and include detail as
175 to how the objective is linked to the student's coursework or plan of study; and
176 d. include additional documentation, where available, about the opportunity.
177
- 178 4. The building principal shall provide a response in writing and include the following:
179 a. either approval or denial of the request;
180 b. brief reason for any denial;
181 c. any requirements placed upon the student as a condition of approval;
182 d. the specific days approved as excused absences for the opportunity;
183 e. the understanding that the building administrator may withdraw its approval if the
184 opportunity is canceled or the student fails to meet the agreed-upon requirements
185 of the approval.
186
- 187 5. All decisions of the building principal relating to extraordinary educational
188 opportunities shall be final.
189
- 190 6. Students who are granted excusal from school to participate in extraordinary
191 educational opportunities are expected to share their experiences with other students
192 and/or school staff when they return.
193

194 7. Approval for an extraordinary educational opportunity is determined on a case-by-case
195 basis and the analysis of individualized factors. An opportunity approved for one
196 student may not be approved for another.

197

198 D.E. Truancy Exceptions:

199

200 1. A student five (5) or six (6) years of age shall not be considered truant if the parent or
201 person having control over such student has appeared personally at the school district
202 office and exercised the option of not sending the child to school at five (5) or six (6)
203 years of age.

204

205 2. Until June 30, 2023, A student seventeen (17) years of age shall not be considered
206 truant if the parent or person having control over such student consents to such
207 student's withdrawal from school. Such parent or person shall personally appear at the
208 school district office and sign a withdrawal form indicating such consent. Such
209 withdrawal form must include an attestation from a guidance counselor or school
210 administrator from the school that the district provided the parent (or person having
211 control of the child) with information on the educational options available in the
212 school system and community.

213

214 3. Beginning July 1, 2023, a student who is eighteen (18) years of age or older may
215 withdraw from school. Such student shall personally appear in person at the school
216 District office and sign a withdrawal form. Such withdrawal form must include an
217 attestation from a guidance counselor or school administrator from the school that the
218 District provided such student with information on the educational options available in
219 the school system and community.

220

221 4. Beginning July 1, 2023, a student seventeen (17) years of age shall not be considered
222 truant if the parent or person having control over such child withdraws such child from
223 school and enrolls such child in an adult education program pursuant to Conn. Gen.
224 Stat. § 10-69. Such parent or person shall personally appear at the school District
225 office and sign an adult education withdrawal and enrollment form. Such adult
226 education withdrawal and enrollment form shall include an attestation (1) from a
227 school counselor or school administrator of the school that the District has provided
228 such parent or person with information on the educational options available in the
229 school system and in the community, and (2) from such parent or person that such

230 child will be enrolled in an adult education program upon such child's withdrawal
231 from school.

232
233 35. If a parent or guardian of an expelled student chooses not to enroll the student
234 in an alternative program, the student shall not be considered to be “truant.”

235
236 EF. Readmission to School Following Voluntary Withdrawal

237
238 1. Except as noted in paragraph 2 below, if a student voluntarily withdraws from school
239 (in accordance with Section D.2, above) and subsequently seeks readmission, the
240 Board may deny school accommodations to the student for up to ninety (90) school
241 days from the date of the student’s withdrawal from school.

242
243 2. If a student who has voluntarily withdrawn from school (in accordance with Section
244 D.2, above) seeks readmission within ten (10) school days of his/her withdrawal, the
245 Board shall provide school accommodations to the student not later than three (3)
246 school days after the student requests readmission.

247
248 EG. Determinations of Whether a Student is “In Attendance”:

249
250 1. A student serving an out of school suspension or expulsion shall be reported as absent
251 unless he or she receives an alternative educational program for at least one half of the
252 regular school day. In any event, the absence is considered a disciplinary absence, and
253 will not be designated as excused or unexcused.

254
255 2. On early dismissal days and days shortened due to inclement weather, the regular
256 school day for attendance purposes is considered to be the amount of instructional time
257 offered to students on that day. For example, if school is open for four hours
258 on a shortened day scheduled, a student must be present for a minimum of two hours
259 in order to be considered “in attendance.”

261 3. Students placed on homebound instruction due to illness or injury in accordance with
262 applicable regulations and requirements are counted as being “in attendance” for every
263 day that they receive instruction from an appropriately certified teacher for an amount
264 of time deemed adequate in accordance with applicable law.

265

266 **GH.** Procedures for students in grades K-8*

267 1. Notification

268 a. Annually at the beginning of the school year and upon the enrollment of any child
269 during the school year, the administration shall notify the parent or other person
270 having control of the student enrolled in grades K - 8 in writing of the obligations
271 pursuant to Conn. Gen. Stat. § 10-184 to ensure that such a student attends school
272 regularly or to show that the child is elsewhere receiving equivalent instruction in
273 the studies taught in the District.

274

275 b. Annually at the beginning of the school year and upon the enrollment of any child
276 during the school year, the administration shall obtain from the parent or other
277 person having control of the student in grades K-8 a telephone number or other
278 means of contacting such parent or other person during the school day.

279

280 2. Monitoring

281 Each school shall implement a system of monitoring individual unexcused absences of
282 students in grades K-8. Whenever such a student fails to report to school on a
283 regularly scheduled school day, school personnel under the direction of the building
284 principal [or ~~his/her~~ designee] shall make a reasonable effort to notify the parent or
285 other person having control of such student by telephone and by mail of the student's
286 absence, unless school personnel have received an indication that the parent or other
287 person is aware of the student's absence. [Reasonable efforts shall include two (2)
288 attempts to reach the parent or other person at the telephone number provided by the
289 parent or other person. Such attempts shall be recorded on a form provided by the
290 Superintendent.] Any person who, in good faith, gives or fails to give such notice
291 shall be immune from liability, civil or criminal, which might otherwise be incurred or

292 imposed and shall have the same immunity with respect to any judicial proceeding
293 which results from such notice or failure to give notice.

294

295 HI. Procedures applicable to students ages five (5) to eighteen (18)

296 1. Intervention

297 a. When a student is truant, the building principal or his/her designee shall schedule a
298 meeting with the parent (or other person having control of such student) and
299 appropriate school personnel to review and evaluate the reasons for the student's
300 truancy. This meeting shall be held no later than ten (10) days after the student
301 becomes truant. The district shall document the meeting, and if parent or other
302 person declines to attend the meeting, or is otherwise is non-
303 responsive, that fact shall also be documented and the meeting shall proceed with
304 school personnel in attendance.

305 b. When a student is truant, the Superintendent or his/her designee shall coordinate
306 services with and referrals of students to community agencies providing child and
307 family services, as appropriate. The district shall document efforts to contact and
308 include families and to provide early intervention in truancy matters.

309 c. When a student is truant, the Superintendent or designee shall provide notice to the
310 student's parent or guardian of the information concerning the existence and
311 availability of the 2-1-1 Infoline program, and other pediatric mental and
312 behavioral health screening services and tools described in Conn. Gen. Stat. § 17a-
313 22r.

314
315 d. Beginning July 1, 2023, when a student is truant, an appropriate school mental
316 health specialist, as determined by the District, shall conduct an evaluation of the
317 student to determine if additional behavioral health interventions are necessary for
318 the well-being of the child. "School mental health specialist" means any person
319 employed by the District to provide mental health services to students, including
320 but not limited to a school social worker, school psychologist, trauma specialist,
321 behavior technician, board certified behavior analyst, school counselor, licensed
322 professional counselor or licensed marriage and family therapist.

323
324 ee. If the Commissioner of Education determines that any school under the jurisdiction
325 of Madison Board of Education (the "Board") has a disproportionately high rate of
326 truancy, the district shall implement in that school a truancy intervention model
327 identified by the Department of Education pursuant to Conn. Gen. Stat. § 10-198e.

328 **ef.** In addition to the procedures specified in subsections (a) through (c) above, a
329 regular education student who is experiencing attendance problems should be
330 referred to the building Child Study Team [or other appropriate school-based team]
331 to consider the need for additional interventions and/or assistance. The Team will
332 also consider whether the student should be referred to a planning and placement
333 team (“PPT”) meeting to review the student’s need and eligibility for special
334 education. A special education student who is experiencing attendance problems
335 should be referred to a PPT meeting for program review.

336 **eg.** Where the documented implementation of the procedures specified in subsections
337 (a) through (d) above does not result in improved outcomes despite collaboration
338 with the parent/guardian, the Superintendent or his/her
339 designee may, with written parental consent, refer a student who is truant to a
340 Youth Service Bureau.

341

342 **IJ.** Attendance Records

343

344 All attendance records developed by the Board shall include the individual student’s
345 state-assigned student identifier (SASID).

346

347 **II. Chronic Absenteeism**

348 **A. Definitions for Section II**

349 1. “Chronically absent child” - a child who is enrolled in a school under the
350 jurisdiction of the Board and whose total number of absences at any time
351 during a school year is equal to or greater than ten percent (10%) of the total
352 number of days that such student has been enrolled at such school during such
353 school year;

354 2. “Absence” - an excused absence, unexcused absence or disciplinary absence,
355 as those terms are defined by the State Board of Education pursuant to section
356 10-198b of the general statutes and these administrative regulations;

357 3. “District chronic absenteeism rate” - the total number of chronically absent
358 children under the jurisdiction of the Board in the previous school year divided
359 by the total number of children under the jurisdiction of the Board for such
360 school year; and

361 4. “School chronic absenteeism rate” - the total number of chronically absent
362 children for a school in the previous school year divided by the total number of
363 children enrolled in such school for such school year.

364 B. Establishment of Attendance Review Teams

365 If the Board has a district chronic absenteeism rate of ten percent (10%) or higher,
366 it shall establish an attendance review team for the school district.

367
368 If a school under the jurisdiction of the Board has a school chronic absenteeism
369 rate of fifteen percent (15%) or higher, it shall establish an attendance review team
370 for that school.

371
372 If the Board has more than one school with a school chronic absenteeism rate of
373 fifteen percent (15%) or higher, it shall establish an attendance review team for the
374 school district or at each such school.

375
376 If the Board has a district chronic absenteeism rate of ten percent (10%) or higher
377 and one or more schools with a school chronic absenteeism rate of fifteen percent
378 (15%) or higher, it shall establish an attendance review team for the school district
379 or at each such school.

380
381 C. Composition and Role of Attendance Review Teams
382 Any attendance review team established under these regulations may include
383 school administrators, guidance counselors, school social workers, teachers,
384 representatives from community-based programs who address issues related to
385 student attendance by providing programs and services to truants, as defined under
386 I.A.7, and chronically absent children and their parents or guardians.

387 Each attendance review team shall be responsible for reviewing the cases of truants
388 and chronically absent children, discussing school interventions and community
389 referrals for such truants and chronically absent children and making any
390 additional recommendations for such truants and chronically absent children and
391 their parents or guardians. Each attendance review team shall meet at least
392 monthly.

393

394 D. State Chronic Absenteeism Prevention and Intervention Plan

395 The Board and its attendance review teams, if any, will consider any chronic
396 absenteeism prevention and intervention plan developed by the State Department
397 of Education.

398

399 **III. Reports to the State Regarding Truancy Data**

400 Annually, each local and regional board of education shall include information
401 regarding the number of truants and chronically absent children in the strategic school
402 profile report for each school under its jurisdiction and for the school district as a
403 whole submitted to the Commissioner of Education. Measures of truancy include the
404 type of data that is required to be collected by the Department of Education regarding
405 attendance and unexcused absences in order for the department to comply with federal
406 reporting requirements and the actions taken by the board of education to reduce
407 truancy in the school district.

408

409 **IV. Evolving State Department of Education Guidance**

410 The Board will comply with any and all guidance issued by the State Department of
411 Education regarding attendance requirements, including during periods of blended
412 learning, and regarding attendance requirements of students who choose not to
413 participate.

414

415 Legal References:

416

417 Connecticut General Statutes § 10-220

418

419 Connecticut General Statutes § 10-184

420

421 Connecticut General Statutes § 10-186

422

423 Connecticut General Statutes § 10-198a

424

425 Connecticut General Statutes § 10-198b

426

427 Connecticut General Statutes § 10-198c

428

429 Connecticut General Statutes § 10-198d

430

431 Connecticut General Statutes § 10-198e

432

433 Connecticut General Statutes § 10-198f

434

435 Guidelines for Reporting Student Attendance in the Public School Information System
436 (Connecticut State Department of Education, January 2008)

437

438 Connecticut State Board of Education Memorandum, *Definitions of Excused and*
439 *Unexcused Absences* (June 27, 2012)

440

441 Connecticut State Department of Education, *Guidelines for Implementation of the*
442 *Definitions of Excused and Unexcused Absences and Best Practices for Absence*
443 *Prevention and Intervention* (April 2013)

444

445 Connecticut State Department of Education, *Reducing Chronic Absence in*
446 *Connecticut's Schools: A Prevention and Intervention Guide for Schools and Districts*
447 (April 2017)

448

449 Connecticut State Department of Education Memorandum, *Youth Service Bureau*
450 *Referral for Truancy and Defiance of School Rules* (February 22, 2018)

451

452 Connecticut State Department of Education, *Youth Service Bureau Referral Guide*
453 (February 2018)

454

455 ~~Connecticut State Department of Education, *Adapt, Advance, Achieve: Connecticut's*~~
456 ~~*Plan to Learn and Grow Together* (June 29, 2020), available at [https://portal.et.gov/-](https://portal.et.gov/-/media/SDE/COVID-19/CTReopeningSchools.pdf)~~
457 ~~[/media/SDE/COVID-19/CTReopeningSchools.pdf](https://portal.et.gov/-/media/SDE/COVID-19/CTReopeningSchools.pdf)~~

458

459 Connecticut State Department of Education Memorandum, *Mental Health Wellness*
460 *Days* (January 24, 2022)



Office of the Superintendent
Madison Public Schools
Madison, CT 06443

Deposit to: D01815F/59003

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: 12-16-22

Organization / Individual Making Donation: Steady Photography

Address: 540 E. Main St. Branford CT 06405
(Street) (City, State, Zip)

Daytime Phone # 203-488-5170

Description of Donation / Gift: 90 of Pic. Day Sales Approximate Value: \$1,747.34

Explain how this gift will be used? for field trips

Monetary Gift: Explain how the funds will be used: deposited into Jeffrey Field Trip Acct.

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

Acknowledgments: (optional)

In honor of: _____

In memory of: _____

Acknowledgement Contact: _____

Acknowledgement Address: _____

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

Signature of Person Consulted: Rebecca Frost

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

If yes, please explain conditions: _____

Are there installation costs, site preparation costs, labor costs, or equipment need for installation, etc? _____

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

What is the annual maintenance cost of the donation if any? (be specific) _____

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

(Signature of Donor and print name) _____

For Central Office Use Only

Accepted by Superintendent: [Signature]
Signature

12/22/22
Date

Accepted by Board of Education on: _____
Date



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: 12/19/2022

Organization / Individual Making Donation: Steady Photography

Address: Steady Photography

540 East Main Street

Unit 5

Branford, Connecticut 06405

(Street, City, State, Zip)

Daytime Phone # 203-488-5170

Description of Donation / Gift: Donation Approximate Value: \$1,539.92

Explain how this gift will be used: Deposit in Ryerson Bank Account for Building/Activity Use

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

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

Acknowledgments: (optional)

In honor of:

In memory of: _____

Acknowledgement Contact: John Steady, Owner

Acknowledgement Address: 540 East Main Street, Unit 5, Branford, CT 06405

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: _____

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

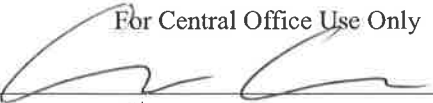
If yes, who will be responsible for the costs? N/A

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

(Signature of Donor)

For Central Office Use Only

Accepted by Superintendent: 
Signature

12/20/22
Date

Accepted by Board of Education on: _____
Date

Deleted Date	Title	Author	Standard Number
12/6/2022	The adoration of Jenna Fox	Pearson, Mary (Mary E.)	ISBN: 978-0-312-59441-1 (pbk.)
12/6/2022	Among the betrayed	Haddix, Margaret Peterson.	ISBN: 0-689-83905-7
12/6/2022	Among the Hidden	Haddix, Margaret Peterson.	ISBN: 978-0-689-82475-3 (pbk.)
12/6/2022	Among the impostors	Haddix, Margaret Peterson.	ISBN: 978-0-689-83908-5 (pbk.)
12/6/2022	Another day	Levithan, David.	ISBN: 978-0-385-75623-5
12/6/2022	Ashfall	Mullin, Mike.	ISBN: 1-933718-74-9
12/6/2022	The blood of Olympus	Riordan, Rick.	ISBN: 978-1-42314673-5 (trade)
12/6/2022	The candymakers	Mass, Wendy, 1967-	ISBN: 978-0-316-00258-5 (trade)
12/6/2022	Catalyst	Kincaid, S. J.	ISBN: 0-06-209305-3
12/6/2022	Catalyst	Kincaid, S. J.	ISBN: 0-06-209305-3
12/6/2022	Catalyst	Kincaid, S. J.	ISBN: 0-06-209305-3
12/6/2022	Champion	Lu, Marie, 1984-	ISBN: 978-0-14-751228-4
12/6/2022	Champion	Lu, Marie, 1984-	ISBN: 978-0-14-751228-4
12/6/2022	Champion	Lu, Marie, 1984-	ISBN: 978-0-14-751228-4
12/6/2022	Cinder	Meyer, Marissa.	ISBN: 978-0-312-64189-4 (trade)
12/6/2022	Criminal destiny	Korman, Gordon.	ISBN: 978-0-06-230002-7
12/6/2022	Crocodile Tears	Horowitz, Anthony, 1955-	ISBN: 978-0-399-25056-9 (trade)
12/6/2022	Crocodile Tears	Horowitz, Anthony, 1955-	ISBN: 978-0-399-25056-9 (trade)
12/6/2022	Crown of midnight	Maas, Sarah J.	ISBN: 978-1-61963-062-8
12/6/2022	The defiant	Stasse, Lisa M.	ISBN: 1-44243271-3
12/6/2022	The defiant	Stasse, Lisa M.	ISBN: 1-44243271-3
12/6/2022	Delirium	Oliver, Lauren, 1982-	ISBN: 978-0-06-172682-8 (trade bdg.)
12/6/2022	Diamond of Darkhold	DuPrau, Jeanne.	ISBN: 978-0-375-85571-9 (trade)
12/6/2022	Diary of a Wimpy Kid	Kinney, Jeff.	ISBN: 978-0-8109-8391-5 (trade)
12/6/2022	Diary of a wimpy kid	Kinney, Jeff.	ISBN: 978-1-41974185-2
12/6/2022	Diary of a Wimpy Kid	Kinney, Jeff.	ISBN: 0-8109-9473-9
12/6/2022	Diary of a Wimpy Kid	Kinney, Jeff.	ISBN: 978-1-41971189-3
12/6/2022	Divided we fall	Reedy, Trent.	ISBN: 978-0-545-54367-5 (trade : hardcover : alk. paper)
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12/1/2022	Cryer's Cross	McMann, Lisa.	ISBN: 978-1-41699482-4 (pbk.)
12/1/2022	Dairy queen	Murdock, Catherine Gilbert.	ISBN: 978-0-618-68307-9 (hc.)
12/1/2022	Dairy queen	Murdock, Catherine Gilbert.	ISBN: 978-0-618-68307-9 (hc.)
12/1/2022	The dangerous days of Daniel X	Patterson, James, 1947-	ISBN: 978-0-316-00292-9 (trade)
12/1/2022	Dogtag summer	Partridge, Elizabeth.	ISBN: 978-1-59990-183-1 (trade)
12/1/2022	Doomed Queen Anne	Meyer, Carolyn, 1935-	ISBN: 0-15-216523-1
12/1/2022	The end of infinity	Myklusch, Matt.	ISBN: 1-41699567-6
12/1/2022	Far far away	McNeal, Tom.	ISBN: 978-0-375-84972-5
12/1/2022	Far far away	McNeal, Tom.	ISBN: 978-0-375-84972-5
12/1/2022	The Fear Place	Naylor, Phyllis Reynolds.	ISBN: 0-689-31866-9
12/1/2022	Feeling sorry for Celia	Moriarty, Jaclyn.	ISBN: 0-312-28736-4
12/1/2022	The first rule of punk	Pérez, Celia C., 1972-	ISBN: 978-0-425-29040-8
12/1/2022	Front and center	Murdock, Catherine Gilbert.	ISBN: 978-0-618-95982-2 (trade)
12/1/2022	Gimme a call	Mlynowski, Sarah.	ISBN: 978-0-385-73588-9 (trade)
12/1/2022	Gods and warriors	Paver, Michelle.	ISBN: 978-0-14-242284-7 (pbk.)
12/1/2022	The graduation of Jake Moon	Park, Barbara.	ISBN: 0-689-83912-X
12/1/2022	Harlem summer	Myers, Walter Dean, 1937-	ISBN: 978-0-439-36843-8 (trade)

12/1/2022 Harris and me : a summer remembered	Paulsen, Gary.	ISBN: 0-15-292877-4
12/1/2022 House rules	Picoult, Jodi, 1966-	ISBN: 978-1-60285-710-0 (trade : alk. paper)
12/1/2022 If you're reading this	Reedy, Trent.	ISBN: 978-0-545-43342-6 (trade)
12/1/2022 Indigo's star	McKay, Hilary.	ISBN: 0-689-86563-5 (hardcover)
12/1/2022 Jellicoe Road	Marchetta, Melina, 1965-	ISBN: 978-0-06-143183-8 (trade)
12/1/2022 Jellicoe Road	Marchetta, Melina, 1965-	ISBN: 978-0-06-143183-8 (trade)
12/1/2022 Jeremy Fink and the meaning of life	Mass, Wendy, 1967-	ISBN: 978-0-316-05829-2 (hardcover)
12/1/2022 The kiss of deception	Pearson, Mary (Mary E.)	ISBN: 0-8050-9923-9
12/1/2022 The last boy at St. Edith's	Malone, Lee Gjertsen.	ISBN: 978-1-48144435-4
12/1/2022 A mango-shaped space : a novel	Mass, Wendy, 1967-	ISBN: 978-0-316-05825-4 (pbk.)
12/1/2022 Morning in a different place	McGuigan, Mary Ann.	ISBN: 978-1-59078-551-5 (trade : alk. paper)
12/1/2022 The mostly true adventures of Homer P. Figg	Philbrick, W. R. (W. Rodman)	ISBN: 0-439-66821-2
12/1/2022 Mystery box	McAlpine, Gordon.	ISBN: 0-8126-2680-X (hc.)
12/1/2022 Now you see her	Mitchard, Jacquelyn.	ISBN: 978-0-06-111683-4 (trade bdg.)
12/1/2022 Patience, Princess Catherine	Meyer, Carolyn, 1935-	ISBN: 0-15-216544-4
12/1/2022 Petey	Mikaelsen, Ben, 1952-	ISBN: 0-7868-1336-9 (pbk.)
12/1/2022 The queen of water	Resau, Laura.	ISBN: 978-0-385-73897-2 (trade)
12/1/2022 Red glass	Resau, Laura.	ISBN: 978-0-440-24025-9 (pbk.)
12/1/2022 Red glass	Resau, Laura.	ISBN: 978-0-440-24025-9 (pbk.)
12/1/2022 Saffy's angel	McKay, Hilary.	ISBN: 978-0-689-84934-3 (pbk.)
12/1/2022 Sarah's ground	Rinaldi, Ann.	ISBN: 0-689-85924-4 (hardcover)
12/1/2022 The second bend in the river	Rinaldi, Ann.	ISBN: 0-590-74258-2
12/1/2022 The secret war	Myklus, Matt.	ISBN: 978-1-41699564-7
12/1/2022 Shade's children	Nix, Garth.	ISBN: 0-06-027324-0
12/1/2022 A single shard	Park, Linda Sue.	ISBN: 0-395-97827-0
12/1/2022 Slam!	Myers, Walter Dean, 1937-	ISBN: 0-590-48668-3 (pbk.)
12/1/2022 Something invisible	Parkinson, Siobhán.	ISBN: 978-1-59643-123-2 (hc.)
12/1/2022 Sorta like a rock star : a novel	Quick, Matthew, 1973-	ISBN: 978-0-316-04352-6 (trade)
12/1/2022 Sparrow Road	O'Connor, Sheila.	ISBN: 978-0-14-242136-9 (pbk.)
12/1/2022 The stars beneath our feet	Moore, David Barclay.	ISBN: 978-1-52470124-6
12/1/2022 The stars beneath our feet	Moore, David Barclay.	ISBN: 978-1-52470124-6
12/1/2022 A step from heaven	Na, An, 1972-	ISBN: 1-886910-58-8 (alk. paper)
12/1/2022 The tenth circle	Picoult, Jodi, 1966-	ISBN: 978-0-7434-9670-4
12/1/2022 Ties that bind, ties that break	Namioka, Lensey.	ISBN: 0-7862-5922-1 (lg. print : alk. paper)
12/1/2022 Tree Girl	Mikaelsen, Ben, 1952-	ISBN: 0-06-009004-9
12/1/2022 Undead	McKay, Kirsty.	ISBN: 978-0-545-38188-8 (trade)
12/1/2022 Where the red fern grows : the story of two dogs anc	Rawls, Wilson.	ISBN: 0-553-27429-5
12/1/2022 Where the red fern grows : the story of two dogs anc	Rawls, Wilson.	ISBN: 0-553-27429-5
12/1/2022 Wisdom's Kiss : a thrilling and romantic adventure, in	Murdock, Catherine Gilbert.	ISBN: 978-0-547-56687-0 (trade)
12/1/2022 Wolf by the ears	Rinaldi, Ann.	ISBN: 0-590-43412-8
12/1/2022 Wonder	Palacio, R. J.	ISBN: 978-0-375-86902-0
12/1/2022 Wonder	Palacio, R. J.	ISBN: 978-0-375-86902-0
12/1/2022 Wonder	Palacio, R. J.	ISBN: 978-0-375-86902-0
12/1/2022 The year of secret assignments*	Moriarty, Jaclyn.	ISBN: 978-0-439-49882-1 (pbk)

Subject to Approval

Meeting Minutes

1. Call to Order / Attendance

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

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

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

2. School / Community Session

Eva Van Camp
29 Bridle Path Lane

Captain Van Camp addressed the Board requesting a waiver for reduced tuition so that her children can remain in the Madison Public Schools. She is currently the Commander of the United States Coast Guard, Sector Long Island Sound and will be transferred to the Coast Guard Academy in New London in the summer of 2023. She will be required to live on campus when the relocation takes place. Captain Van Camp spoke highly of the school district, to the positive experiences her children have had and their desire to remain in their schools (Polson and Ryerson).

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

Eli reported Trimester 1 just finished and the consensus is that exams went well. The fall play just wrapped up and the Jazz, Band and Chamber ensemble concerts are coming up. Blood drive scheduled for December 20. Lucy reported next week is spirit week, with a pep rally on Friday, December 23 (1/2 day). Winter sports have begun; girls basketball had an away game today. Boys basketball has their State championship ring ceremony next Friday right before their home game against Guilford.

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

Dr. Cooke and Assistant Superintendent Gail Dahling-Hench presented a draft GANTT chart which is being used as a planning and tracking tool for the new school building project. Dr. Cooke presented the proposed 2023-2024 school year calendar, noting teachers will start on August 24 and students will start on August 29 with the last day scheduled for June 10 (182 school days and 6 PD days). This calendar has been shared with school administration, the PRC (Parent Representative Council) and the MEA. A parent request to have the day after

Halloween as a PD day will not take place, in order to maintain the Board's policy and practice of trying to schedule as many uninterrupted school weeks during the fall as possible. A number of students from Polson Middle School wrote letters requesting April 8, 2024 as a day off of school in order to travel to view the solar eclipse. Staff members requested that day be part of the April break, which is, in fact, scheduled for April 8-12, 2024. The Accountability Report was recently released and will be presented at the February. 7, 2023 meeting. DHHS, Ryerson and Jeffrey were named schools of distinction. Dr. Cooke noted there are 126 schools of distinction in Connecticut, three of which are in Madison.

5. Board Members' Comments - none
6. Audience Response to Information Presented (Ref. Bylaw #9540.10) - none
7. Board of Selectmen Liaison
Scott Murphy
(Note: Mr. Murphy arrived at approximately 8:10 p.m.)

Mr. Murphy reported the Board of Selectmen met on November 29 and December 6. The Ad-Hoc ARP Funding Committee will be sunset and the remaining funds will be reconciled with the Board of Selectmen. The newly-passed Town Charter was discussed; 20 Boards and Commissions will now become 9. The Town attorney will conduct an overview on FOIA. Marijuana is a hot topic; there is a moratorium coming up December 31 which will be deferred in order for further public discussions to take place. Tennis courts and the dog park were also discussed. Bill McMinn spoke about the Brown School renovations. Chief Drumm and Scott Cochran gave a presentation regarding the successful pilot of the addition of a social worker present with a police officer when responding to a call. This has taken place over the past two months and the Board of Selectmen is likely to recommend this for the Police Department payroll. A DHHS senior attended tonight's MYFS meeting and spoke to the "Ted Talk" project she is working on in conjunction with Principal Salutari.

8. Consent Agenda (Ref. Bylaw #9540.2 and #9540.8)
 - 8.1. Line Item Transfers as of December 13, 2022
 - 8.2. Budget Expenditures as of December 13, 2022
9. Action Item: Motion to approve the Consent Agenda

MOTION: by Gordon, seconded by Rosenthal 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 updates regarding Wellness Curriculum and Counseling by Sarah Sandora and Jen Hawley. Tonight's agenda was amended due to the need for the Advisory Update to move to the January 10 Curriculum meeting. Mr. Pynn noted that student wellness has been a very high priority for the Board and involves many aspects beyond curriculum.

10.2. Facilities Committee

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

The Facilities Committee has not met. The next meeting is scheduled for Tuesday, December 20 at 4:30 and will be by Zoom only.

10.3. Finance Committee

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

Galen Cawley reported the Finance Committee met briefly today and raised the topic of the budget calendar for 2024. No public comment and the meeting was adjourned.

10.4. Personnel Committee

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

Maureen Lewis reported the Personnel Committee met and are continuing negotiations with the nurse's union.

10.5. Policy Committee

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

Dr. Infantine-Vyce reviewed the policies proposed for rescission, noting these policies either overlap with existing policies or they are not mandatory or no longer necessary. A first reading is intended for this evening, with a waiver of the second reading and approval for rescission. After reviewing Policy #9220.5 Unexpired Term Fulfillment / Vacancies, it was decided to retain the current version, as it is more accurately aligned with the Madison Town Charter. Dr. Infantine-Vyce also reviewed the three policies scheduled for a first reading tonight: #7551 Naming/Renaming of School Buildings, Components of Buildings and/or School Grounds; #9220.2 Board Member Oath of Office; #9325.43 Attendance at Meetings via Electronic Communications.

10.6. LEARN Liaison

Mary Ann Connelly

No report.

10.7. Town American Rescue Plan Funding Committee

Emily Rosenthal

Per Scott Murphy's report this evening, this committee will be sunset.

10.8. Town Marijuana Advisory Committee

Mary Ann Connelly

The committee has not met.

11. Action Item: Motion to approve the 2023-2024 Calendar

MOTION: by Miller, seconded by Rosenthal to approve the 2023-2024 School Year Calendar.

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

NAYS: Connelly

ABSTAIN: None

MOTION CARRIED: 8-1

12. Action Item: Motion to approve the minutes of the November 29, 2022 Board of Education Meeting (Ref. Bylaw #9540.9)

MOTION: by Gordon, seconded by Lewis to approve the minutes of the November 29, 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 donation of \$3,000 to Jeffrey Elementary School from the Jeffrey PTO to fund buses for field trips.

MOTION: by Infantine-Vyce, seconded by Gordon to approve the donation of \$3,000 to Jeffrey Elementary School from the Jeffrey PTO to fund buses for field trips.

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

NAYS: None

ABSTAIN: None

MOTION CARRIED: 9-0

Additional Action Item:

14. Motion to waive the second reading of the policies for rescission and approve the rescissions of the following policies: #5050 School Attendance Objectives; #5050.1 Compulsory Attendance; #5050.2 Entrance Age Requirements; #5060 Registration for School; #9200 School Board Legal Status; #9220 Board Membership Elections/Appointment; #9220.1 Board Qualifications; #9220.7 Board Election Campaigns; #9240 Treasurer; #9350 Control of Funds; #9353 Bonding of Officers; #9430 Appointed Board Officials; #9540.6 Suspension of Rules of Order; #9560 School Board Work Sessions and Retreats.

MOTION: by Infantine-Vyce, seconded by Lewis to waive the second reading of the following policies: #5050 School Attendance Objectives; #5050.1 Compulsory Attendance; #5050.2 Entrance Age Requirements; #5060 Registration for School; #9200 School Board Legal Status; #9220 Board Membership Elections/Appointment; #9220.1 Board Qualifications; #9220.7 Board Election Campaigns; #9240 Treasurer; #9350 Control of Funds; #9353 Bonding of Officers; #9430 Appointed Board Officials; #9540.6 Suspension of

Rules of Order; #9560 School Board Work Sessions and Retreats.

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

NAYS: None

ABSTAIN: None

MOTION CARRIED: 9-0

15. Discussion of Student Tuition Matter (proposed for Executive Session)

MOTION: by Infantine-Vyce, seconded by Gordon to enter into Executive Session to discuss a student tuition matter and to invite Dr. Cooke.

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

NAYS: None

ABSTAIN: None

MOTION CARRIED: 9-0

16. Action Item: Motion to conclude Executive Session

MOTION: by Connelly, seconded by Pynn to conclude Executive Session at 8:53 p.m.

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

NAYS: None

ABSTAIN: None

MOTION CARRIED: 9-0

17. Action Item on Student Tuition Matter

MOTION: by Connelly, seconded by Miller to accept the Superintendent's recommendation on a student tuition matter.

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

NAYS: None

ABSTAIN: None

MOTION CARRIED: 9-0

18. Future Agenda Items

19. Meetings / Dates of Importance (see attached)

20. Adjournment

MOTION: by Gordon, seconded by Pynn to adjourn the meeting at 8:56 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

January 17, 2023	Board of Education Budget Workshop – 6:30 p.m.
January 24, 2023	Finance Committee Meeting – 5:30 p.m. Policy Committee Meeting – 6:30 p.m. Board of Education Meeting – 7:30 p.m.
February 7, 2023	Curriculum & Student Development Cmte. – 5:30 p.m. Facilities Committee Meeting – 6:30 p.m. Board of Education Meeting – 7:30 p.m.
February 28, 2023	Finance Committee Meeting – 5:00 p.m. (Polson Library) Policy Committee Meeting – 6:00 p.m. (Polson Library)
March 7, 2023	Finance Committee Meeting – 5:30 p.m. Facilities Committee Meeting – 6:30 p.m. Board of Education Meeting – 7:30 p.m.
March 21, 2023	Curriculum & Student Development Cmte. – 5:30 p.m. Policy Committee Meeting – 6:30 p.m. Board of Education Meeting – 7:30 p.m.

Town Budget Dates:

February 15, 2023	BoE presentation to the Boards of Selectmen and Finance 6:00 p.m., Town Room A/Zoom
February 28, 2023	Public Hearing – Boards of Finance, Selectmen & Education 7:00 p.m., Polson Auditorium/Zoom
April 18, 2023	Public Hearing #2 Review of Town Budget 7:00 p.m., Polson Auditorium/Zoom
May 16, 2023	Referendum