

# Board of Education Regular Meeting

Tuesday, March 19, 2024 7:30 PM

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

## I. Call to Order / Attendance

I.A. Pledge of Allegiance

## II. School / Community Session

II.A. Public Participation

## III. Board of Education Student Representatives' Report

**Speaker (s):** Eli Ackerman and Brooke Anderson

## IV. Superintendent's Report

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

IV.A. Board Member Appreciation Month

IV.B. Madison Youth & Family Services Presentation

## V. Board Members' Comments

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

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

VII.A. Curriculum and Student Development

**Speaker (s):** Members: Steve Pynn, Chair; Catherine Miller, Mary Ann Connelly

VII.B. Facilities Committee

**Speaker (s):** Members: Emily Rosenthal, Chair, Steven Pynn, Diane Infantine-Vyce

VII.C. Finance Committee

**Speaker (s):** Members: Galen Cawley, Chair, Christine Maisano, Emily Rosenthal

VII.D. Personnel Committee

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

VII.E. Policy Committee

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

### VII.E.1. Policy for Rescission, Second Reading

- 5100.9.6 Maintenance and Development of Athletic Programs
- 5110.3.1 Police in Schools
- 5142.4 School Resource Officer
- 5120.9.5 Automobile Use and Parking
- 5140 School and Community Service

- 9470 School Attorney / Legal Services
- 9480 Consultants to the Board

VII.E.2.

**Policy for Review, Second Reading**

- NEW - 5050 Student Privacy
  - *then Rescind* 5180.2 Research
- 9530 Executive Sessions / Open Meetings
- 9820.1 Board Member Conferences, Conventions, and Workshops
- 9840 Board Member Compensation and Expenses

VII.E.3.

VII.F. LEARN Liaison

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

VIII. **Discuss adding DemandZERO to a future Board agenda following written requests from three (3) Board members.**

IX. **Action Item: Motion to adopt K-12 World Language units.**

X. **Action Item: Motion to rescind the following policies: 5100.9.6 Maintenance and Development of Athletic Programs, 5110.3.1 Police in Schools, 5142.4 School Resource Officer, 5120.9.5 Automobile Use and Parking, 5140 School and Community Service, 5180.2 Research, 9470 School Attorney / Legal Services, 9480 Consultants to the Board**

XI. **Action Item: Motion to approve the following policies: 5050 Student Privacy, 9530 Executive Sessions / Open Meetings, 9820.1 Board Member Conferences, Conventions, and Workshops, 9840 Board Member Compensation and Expenses**

XII. **Action Item: Motion to approve the minutes of the March 5, 2024 Board of Education Meeting (Ref. Bylaw #9540.9)**

XIII. **Future Agenda Items**

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

XV. **Adjournment**

XVI. **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.**

# 2020 Madison Student Survey Results



Madison Youth & Family Services  
SUPPORT • COMMUNITY • EMPOWERMENT

# History and Validity:

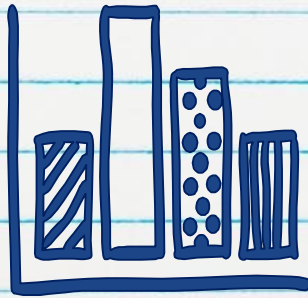
MADE, MYFS, and the Madison Public Schools have been partnering since 2006 to conduct student surveys. This year's survey was conducted on 10/25/23.

Schools have been partnering since 2006 to conduct student surveys. This year's survey was conducted on 10/25/23.

## Survey Tool:

*Search Institute Attitudes and Behaviors Survey*

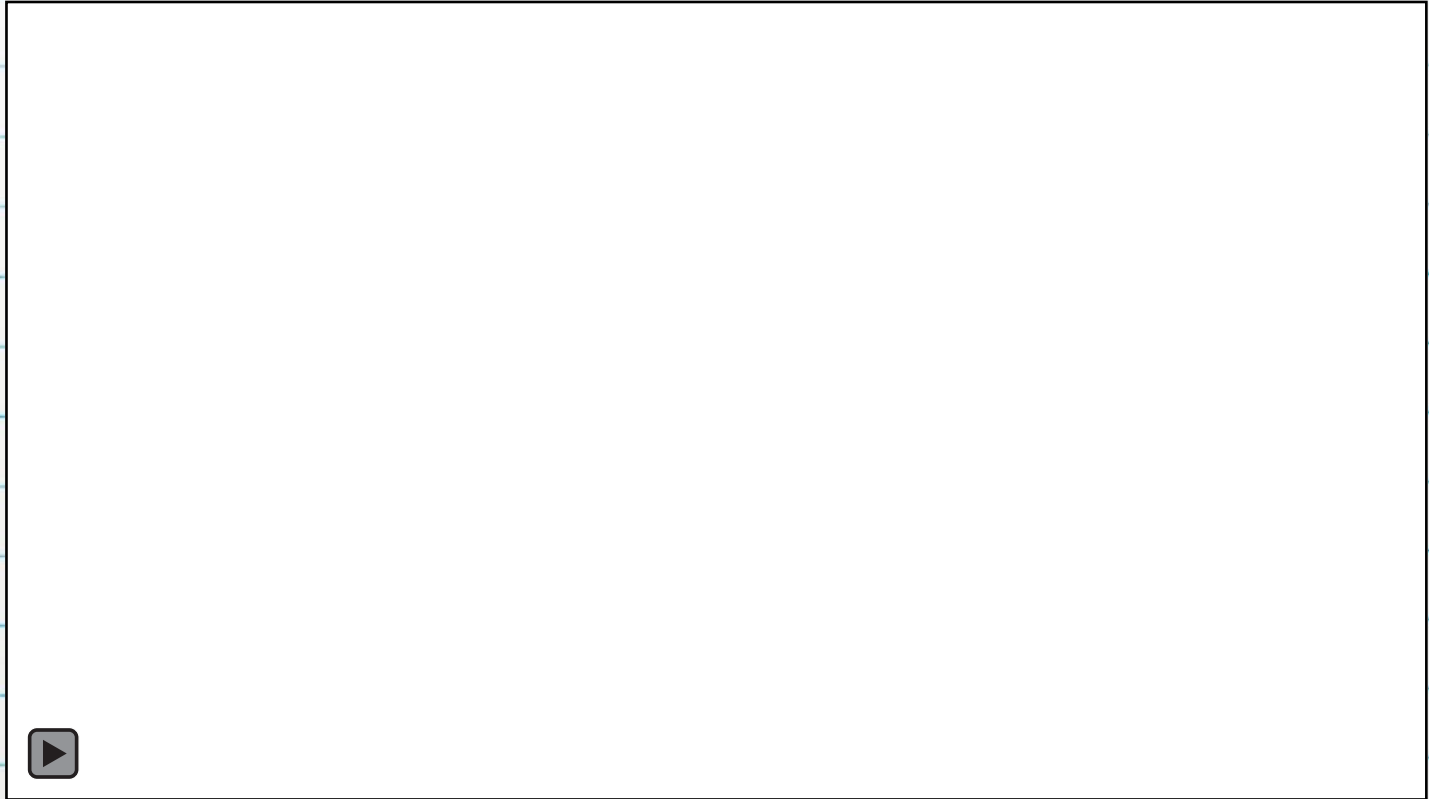
- 160 questions covering wide range of behaviors and characteristics
- Administered on paper 2006-2015.
- Created our own survey in 2017



This was the third time we conducted the Search Institute survey online ('19) and we will include a short addendum survey (19 questions) to capture more Madison schools in the Attitudes and Behaviors Survey.

# How we introduced the survey this year: 3

MADE, MYFS, and the Madison Public Schools ~~partners~~ ~~and~~ ~~created~~ a video with the two MYFS student board representatives.



# The Rollout Plan

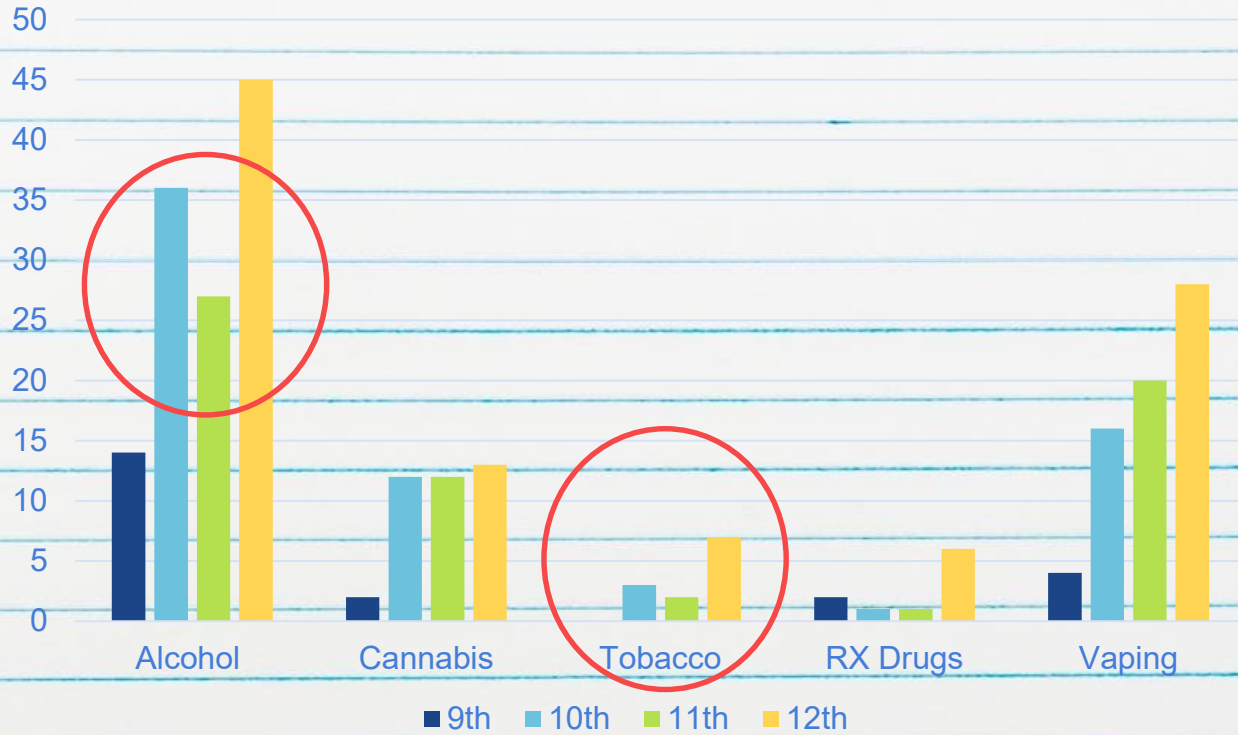
- Presented data to:
  - DHHS Student Leadership
  - MYFS Board
  - MYFS Girls United
  - DHHS PTO
  - MPS Admin Council
  - DHHS Faculty
- Upcoming:
  - Working with DHHS Advisory staff
  - Student created social media posts
  - School assemblies
- ...and more!

# At a glance...

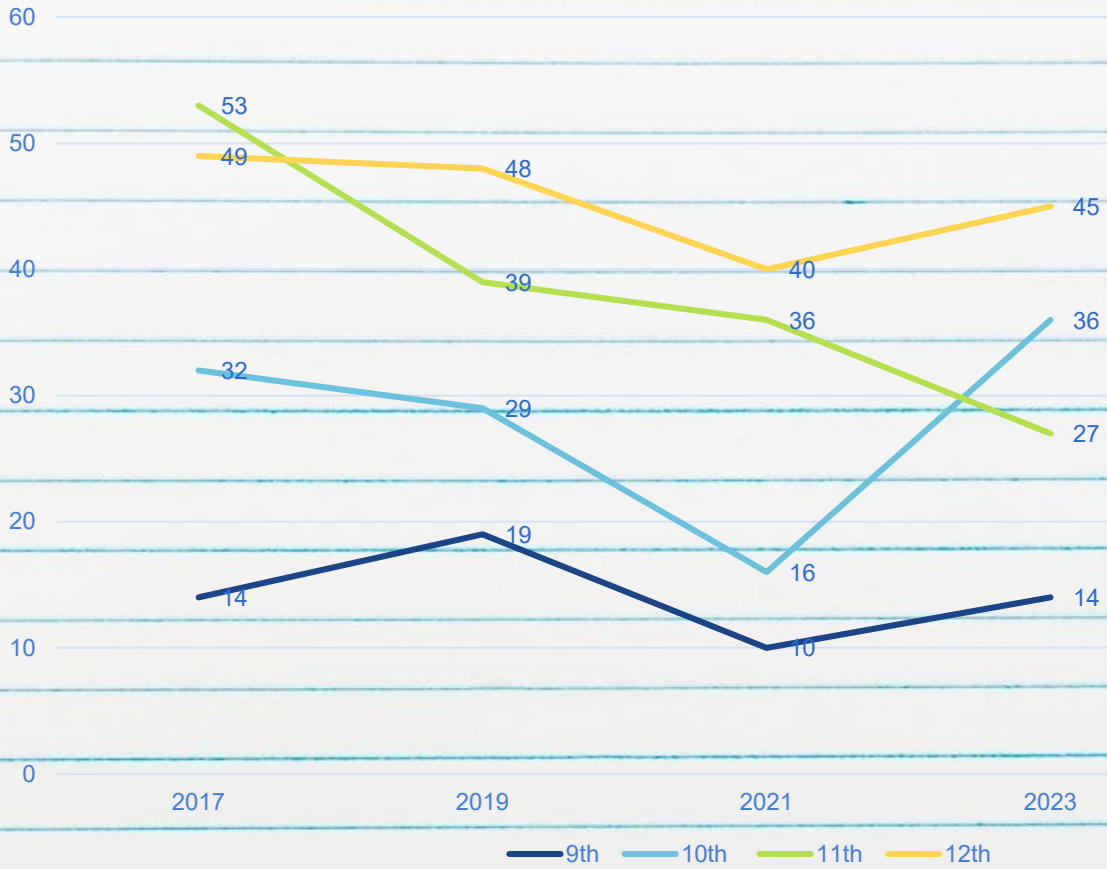
- While substance use is up slightly from 2021 (except for cannabis), overall substance use over time has trended down. The biggest increase between 2021 and 2023 was in alcohol use (25% to 31%).
- Developmental Assets are down slightly from 2021.
- There has been an improvement in youth mental health (depression, anxiety, and suicide attempts) and sexual assaults and sexual harassment.
- A majority of our kids are making good, healthy decisions.



## 30-Day Use By Grade (%)

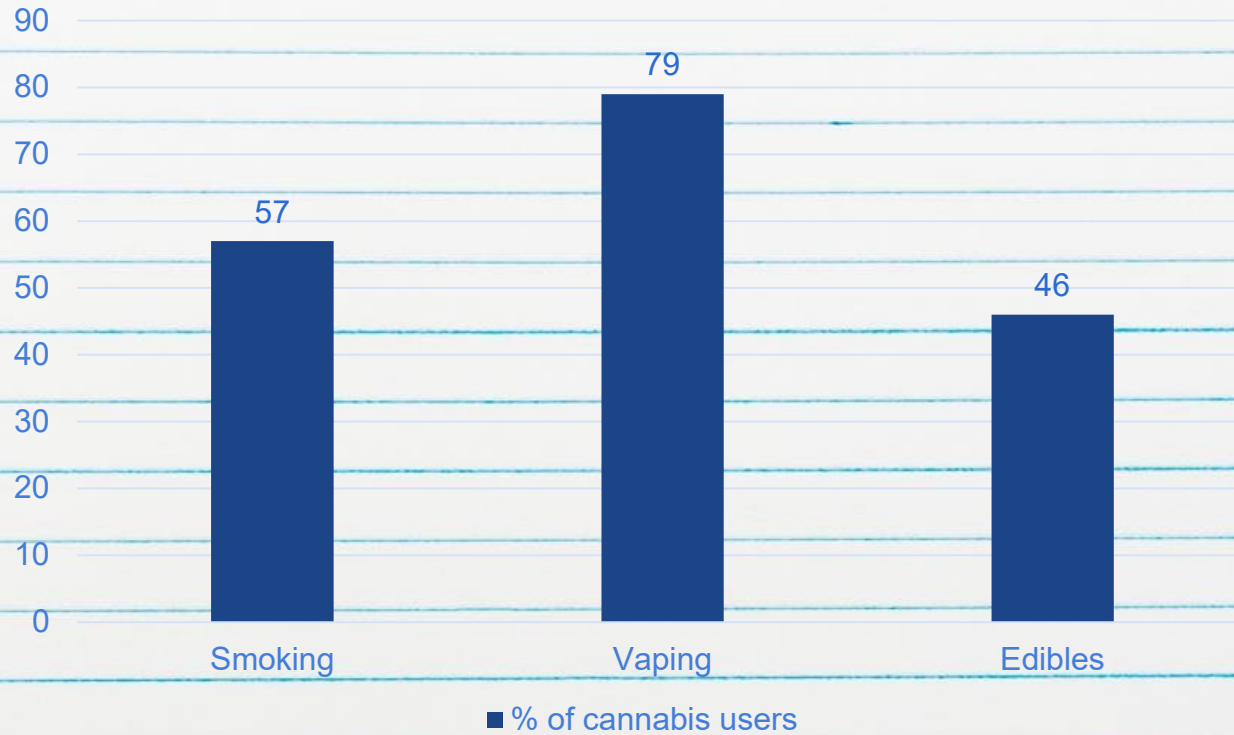


# 30-Day alcohol use by Grade Over Time



# Methods for using cannabis

Methods for Ingesting Cannabis (%)



# Why is it a concern?

- Cannabis concentrates are usually a more potent form of THC, the psychoactive substance found in cannabis. The concentrates often contain ~~80%~~ 80% THC as opposed to the higher tier plants which are usually around 20%.
- While the long term impacts are still relatively unknown, there is concern for impacts to the lungs (heavy metals, chemicals), psychological effects (paranoia, anxiety, panic attacks, and hallucinations), and the impact on other physical aspects like heart rate/blood pressure, digestive issues and more.



# Drinking and Driving

- 7% of our students reported that they have driven after drinking once or more in the last 12 months (up from 4% in 2021).
- 18% of 12 graders reported that they had driven after drinking once or more in the last 12 months (up from 9% in 2021).
- 23% of our students reported that they had ridden in a car with a driver who had been drinking at least once in the last 12 months.



# Depression and Anxiety

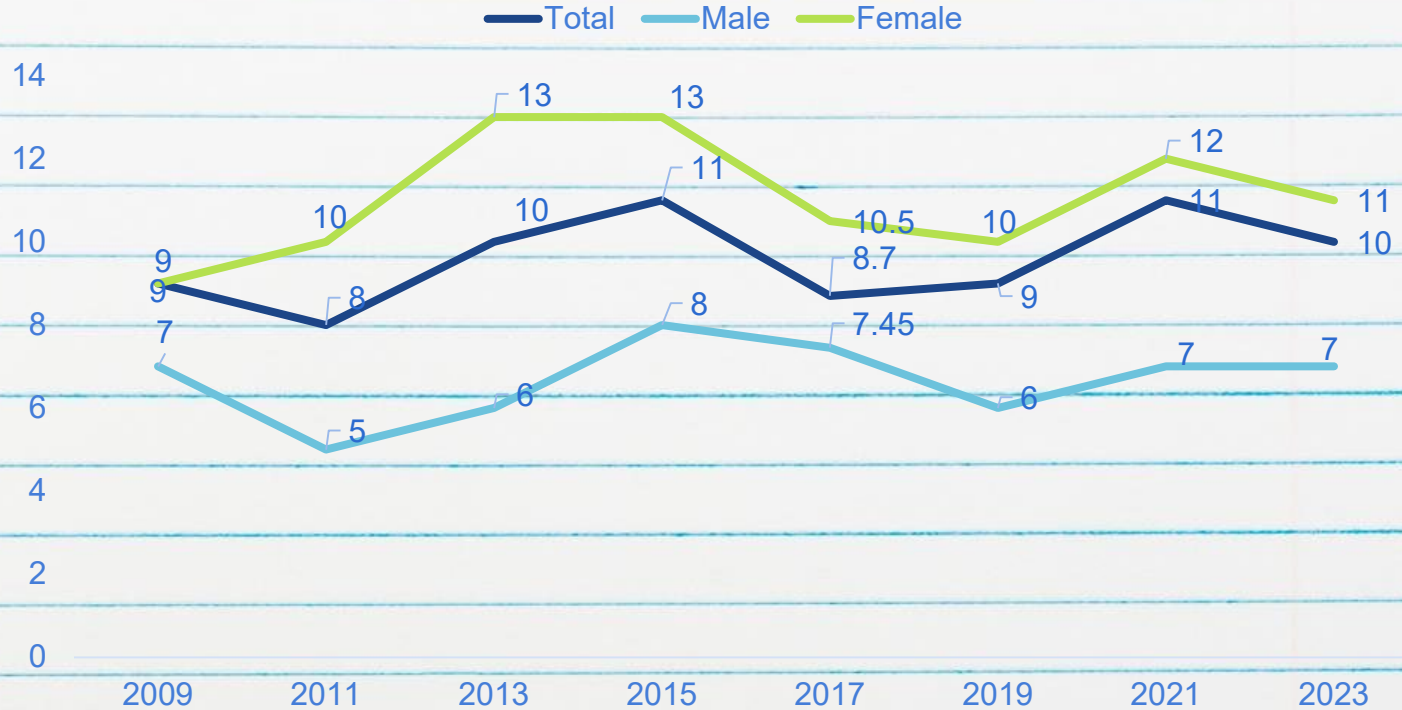
Self report anxiety/depression (%):

Year	Mild	Moderate	Severe
2017	24.7	13.7	10.1
2019	24	13.7	11.3
2021	24	16	12
2023	26	15	10

\*Our non-binary/gender fluid students and LGBTQIA+ students report moderate/Severe Anxiety and depression.

# Attempted suicide % by gender

12



National rates: approximately 9% of high school aged youth h  
the last 12 months.

# Sexual Assault and Sexual Harassment

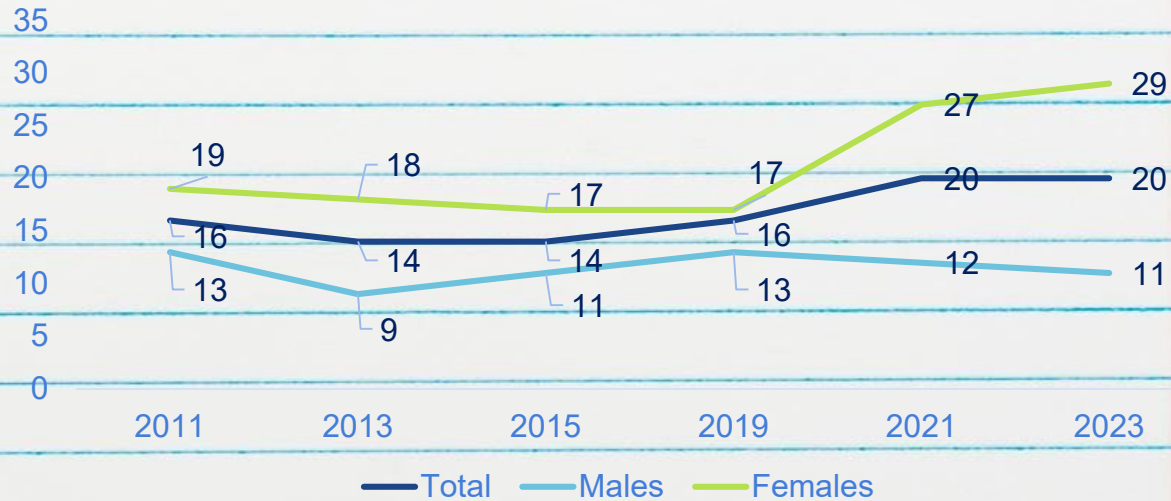
- Students who responded that they have experienced sexual assault or more decreased from 16% to 13%
- Students who responded that they have experienced sexual harassment or more decreased from 34% to 29.5%
- More female students responded that they had been a victim of sexual assault and sexual harassment, but trans and gender fluid students had the highest percentage of victims by population.

# Other Areas of Concern:

## Eating Disorders:

- 20% of the students surveyed reported that they have experienced anorexic or bulimic behavior (Males 18% Females 29%).

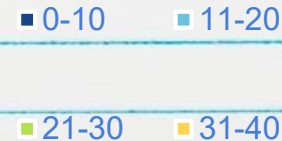
## Eating Disorders Over Time



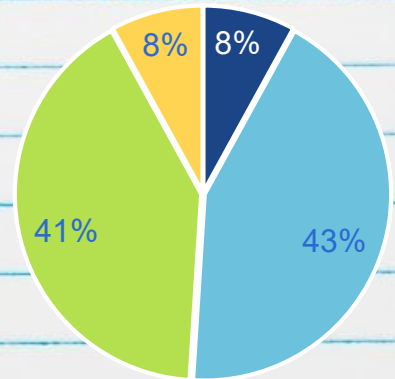
# 40 Developmental Assets

- 49% of students report they have 40 assets
- Only 8% of students report having 0 assets

Each asset is carefully evaluated, and is considered either present or absent in a youth's life in order to simplify survey reporting and focus attention on overall trends. In reality, of course, young people experience assets by degrees, and not as an "all or nothing" proposition. Each asset is scored by how a youth answers multiple questions.



Assets

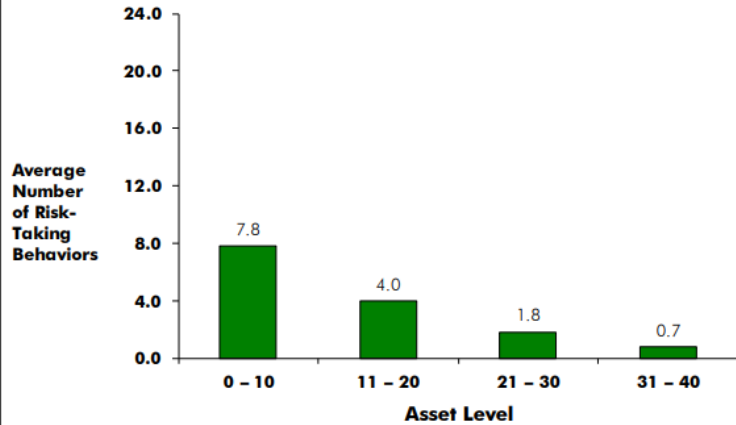


# Internal vs. External Assets

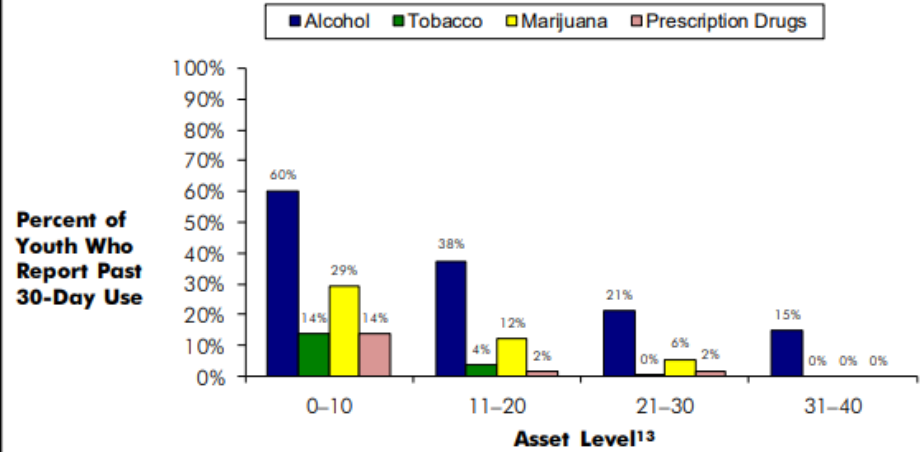
- Internal assets are what the young people develop within themselves
  - Commitment to learning
  - Positive values
  - Social competencies
  - Positive identity
- External assets are the supports young people receive from their family, and the community:
  - Support
  - Empowerment
  - Boundaries and expectations
  - Constructive use of time

# Why are assets important?

**Figure 4. The Power of Developmental Assets to Protect Against Risk-Taking Behaviors**



**Figure 10. Past 30-Day Substance Use by Asset Level**



# Asset Strengths:



- **School Engagement 82%**
  - Young person is actively engaged in learning.
- **Youth Programs 82%**
  - Young person spends three or more hours a week in sports, clubs, or organizations at school and/or in the community.
- **Achievement Motivation 80%**
  - Young person is motivated to do well in school.
- **Family Support 76%**
  - Family life provides high levels of love and support.
- **Positive Peer Influence 76%**
  - Young person's best friends model responsible behavior.
- **Integrity 74%**
  - Young person acts on convictions and stands up for their beliefs.

# Asset Challenges:



## Restraint 30%

Young person believes it is important not to be sexually active or use other drugs

## Parent Involvement in Schooling 20%

Parent(s) are actively involved in helping young person succeed

## Community Values 20%

Young person perceives that adults in the community value youth

## Creative Activities 19%

Young person spends three or more hours per week in lessons or activities such as theater or other arts.

## Reading for Pleasure 14%

Young person reads for pleasure three or more hours per week.

# Gender specific asset trends:

- **Self-esteem** (young person reports having a high self-esteem) decreased from **57%** in 2011 to **41%** in 2023. There is also a gap between males and females, **54%** of males report to having a high self-esteem vs. **28%** of females.
- **Safety** (young person feeling safe at home, school, and their neighborhood) decreased from **76%** in 2015 to **60%** in 2023. There is also a gap between males and females, **74%** of males report feeling safe vs. **48%** of females.

# The ~~Asset~~ Building Difference

*From*

*To*

Young people's problems

Young people's strengths

Professional work

Everyone's work

Young people using resources

Young people are resources

Programs

Relationships

We are already building assets

We need to continue to build assets intentionally

# Your Assets

22

- Think about the people who had a positive impact on your life
  - How did they make you feel?
  - What did they do to make you feel that way?
  - How did they engage with you or show they cared?
- Things to remember:
  - Assets are an approach not a program
  - Everyone can build assets, YOU are an asset
  - Assets focus on the strengths of young people and relationships
  - It doesn't take a lot of time to build assets
  - Building assets lowers the likelihood of risky behaviors and improves school performance



**Thanks!**

**Any questions?**

**\*Full survey and previous surveys available online!**



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**Maintenance and Development of Athletic Programs**

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**A. Purpose of Programs**

The Madison Public Schools' Department of Athletics provides progressive interscholastic, club and intramural opportunities that are complementary to the central academic mission of the school district. These activities are considered student privileges. Through its commitment to athletics, the Madison Public Schools supports its belief that there are many important and enduring lessons to be learned from involvement in athletics.

**B. Current Athletic Activity Evaluation System**

The Madison Board of Education understands the needs and interests of students may change over time. With this in mind, the Board of Education requires the Director of Athletic Programs to assess existing athletic programs by using an objective and streamlined method.

This method will include, but is not limited to the evaluation of the following categories:

<b><u>Category</u></b>	<b><u>Considerations</u></b>
1. Gender Equity	Title IX considerations
2. Facilities	Burden on available facilities
3. Existing Programs	Financial data and participation rates
4. Administration	Administrative support and supervision
5. Capital Expenses	One time capital or periodic capital outlays
6. Availability of competition	Reasonable creation of a competitive schedule
7. Annual expenses	Annual budget expenditures
8. Student Interest	Ability to attract student participation
9. Community Support	Overall financial support and attendance
10. Level of competitiveness	Potential to meet desired level of success

This evaluation process will be a function and primary duty of the Athletic Advisory Council. The Chairman of the Council shall lead the members of the Athletic Advisory Council to implement this evaluation system and assessment cycle.

The Council does not set or execute policy, but serves to influence policy development and the administration of athletic programs. First and foremost, the Athletics Advisory Council exists to help the Madison Public Schools to maintain a focus on the mission, goals, and objectives of the athletic program and the athletic, academic and social development of student-athletes.

### **C. New Program Implementation**

The Madison Board of Education recognizes that the needs and interests of students may foster support for new athletic activities. Students, staff or parents wishing to recommend a new athletic program must submit a proposal in writing to the Director of Athletic Programs. All proposals for the addition or expansion of the athletic program shall be received by the Director of Athletic Programs and reviewed initially by the School Building Principal and the Superintendent of Schools in the context of the annual budget process. Proposals for such new or expanded programs must be received by October 1 each year for consideration in the upcoming year's budget.

Through the annual budget process, the Madison Board of Education requires the Director of Athletics to recommend the implementation of new sports activities with the expectation that the Board shall review said recommendation in the context of the operational budget for the next fiscal year. All new sports programs recommended through the budget process will be designated to begin as either an intramural or club sport activity. A new sports program must first serve at least one sports season as an intramural or club program before receiving consideration to move to varsity status.

Following the first season of a new sports activity (intramural or club), the Athletic Advisory Council will evaluate the new program to determine its future status. The

Council will use the categories listed in the Current Athletic Activity Evaluation System and other categories as deemed appropriate to evaluate the activity and make recommendations regarding the future status of the program. Any recommendation from the Athletic Advisory Council proposing eligibility as a varsity program shall be forwarded to the Madison Board of Education for action in the context of the next budget cycle.

The result of this process shall be informed decision-making based upon constructive dialogue and consensus for the entire school system and community.

Sources: Almany, David, *Athletic Activity Evaluation System: A System for the Evaluation of Current and Proposed High School Athletic Programs*, D & L Enterprises, Licking, Missouri, 1998

Madison Public Schools – *Department of Athletics, Student-Athlete / Parents Handbook*, 2007-2008

National Interscholastic Athletic Administrators Association, *Athletic Administration: A Comprehensive Guide*, National Federation of High Schools, Kansas City, Missouri, 1998.

Date of Adoption: October 3, 2000

Date of Revision: December 18, 2007

**#5110.3.1  
Police in Schools**

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Schools are responsible for students during school hours which includes protecting each student's constitutional rights, assuring due process in questioning and arrest, and protecting students from any form of illegal coercion.

When police are investigating possible criminal acts which occurred, or may have occurred, on school property, or while under jurisdiction of the school district, they may question students at school when the following procedures are observed:

1. Students will be questioned as confidentially and inconspicuously as possible.
2. In cases involving students age 16 or younger, the student's parents will be present during the questioning. The school principal, or his/her designee, will also be present.
3. In cases involving students age 17 or older, an attempt will be made to notify the student's parents so that they may be present during the questioning. The school principal or his/her designee, will be present.

When investigating a possible criminal violation occurring off school grounds or not part of a school program, police will be encouraged to question students in their homes, however, they may be permitted to question students in the schools when the procedures outlined above are observed.

(c.f. 1350 Relations with Law Enforcement Agencies)  
(c.f. 5090.8.1 Search and Seizure)  
(c.f. 5090.8.1.2 Vehicle Searches on School Grounds)  
(c.f. 5142.4 School Resource Officer)

Date of Adoption: June 4, 1996  
Technical Revision: February 11, 2014

**#5142.4****School Resource Officer**

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It is understood and agreed that the Board of Education, School officials, the Board of Police Commissioners, and Police Department officials share the following goals and objectives with regard to the School Resource Officer (SRO) Program in the schools:

1. To foster educational programs and activities that will increase student's knowledge of and respect for the law and the function of law enforcement agencies;
2. To encourage SROs to attend extra-curricular activities held at schools, when possible;
3. To act swiftly and cooperatively when responding to major disruptions and flagrant criminal offenses at school, such as: disorderly conduct by trespassers, the possession and/or use of weapons on campus, the sale and/or distribution of controlled substances, and riots;
4. To report serious crimes that occur on campus and to cooperate with the law enforcement officials in their investigation of crimes that occur at school; and
5. To cooperate with law enforcement officials in their investigations of criminal offenses which occur off campus.
6. To be involved in the development of District and school safety/crisis plans.
7. To abide by Board of Education policies and to perform various duties developed by the Superintendent.

**School Resource Officer Joint Committee (SROJC)**

The SROJC is an advisory and review committee composed of at least two members each of the Madison BOE and BPC. In addition, the School Superintendent, Police Chief, and at least one SRO will be members. Together, the SROJC will periodically review and evaluate the School Resource Officer Program. Two times per academic year (according to a schedule set by the BOE), the SRJOC will report on their review and make recommendations.

**Agreement for Services**

The Board of Education will execute the role of School Resource Officer via a separate agreement with the Madison Board of Police Commissioners for the purpose of determining term, termination, and funding. Any such executed agreement will reference and be governed by this policy (5142.4).

Legal Reference: Connecticut General Statutes

4-176e through 4-180a. Contested Cases. Notice. Record.

10-233a through 10-233f. Suspension, removal and expulsion of students, as amended by PA 95-304, PA 96-244, and PA 98-139.

53a-3 Definitions.

53a-217b Possession of Firearms and Deadly Weapons on School Grounds.

PA 94-221 An Act Concerning School Discipline and Safety.

GOALS 2000: Educate America Act, Pub. L. 103-227.

18 U.S.C. 921 Definitions.

Title III - Amendments to the Individuals with Disabilities Education Act.

Sec. 314 (Local Control Over Violence)

Elementary and Secondary Act of 1965 as amended by the Gun Free Schools Act of 1994.

P.L. 105-17 The Individuals with Disabilities Act, Amendment of 1997.

*Kyle P. Packer PPA Jane Packer v. Thomaston Board of Education.*

Adopted: February 11, 2014

**#5120.9.5****Automobile Use and Parking**

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Upperclassmen in the high school will have permission to drive to school, subject to availability of parking spaces in school parking lots and provided that the following minimum requirements have been met:

- parental consent in written form has been received;
- possession of a valid Connecticut driver's license has been shown to school administration;
- insurance coverage is confirmed by school administration;
- and student has reviewed student handbook regulations.

Students enrolled in ninth, tenth and eleventh grades may apply for special permission to obtain parking privileges. Requests for special permission are to be considered only when the above minimum requirements have been met and there is evidence of need as determined by the building principal.

The building principal will have authorization to give special consideration to students who have special needs as a result of (student / family) medical, or school-related considerations. A minimum of special permits may be used to accommodate students who have short-term special needs.

A reasonable charge may be assessed by the building principal to recover costs involved in providing parking permits, applications, and related expenses.

In order to reduce parking congestion at school, students living more than one and one-half miles from the assigned school will be provided bus transportation by the school system.

Students enrolled in grades lower than ninth grade are not authorized to drive cars to school. Exceptions will not be granted. Parking space will be available for motorcycles and bicycles.

Juniors accumulating more than five (5) tardies per trimester will lose the privilege of applying for a permit Senior year.

Regular review of valid parking permits will be completed by the building principal (or assigned staff member).

Parking privileges may be terminated, without benefit of refund, for:

- students whose status no longer qualifies them for a permit –
- students who are suspended from school
- students who operate vehicles in a reckless or unsafe manner
- student who are chronically tardy
- failure to abide by the automobile agreement
- failure to display a valid parking permit
- selling or transferring permits without authorization
- parking in faculty spaces, visitor and other unauthorized areas
- accumulating five (5) tardies to school
- leaving school grounds
- accumulating three (3) or more parking tickets
- any other behavior judged as being unsafe or inappropriate

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

Regulations will be enforced by the Madison Department of Police Services.

The school and Board of Education will not assume responsibility for the safe keeping of vehicles.

Date of Adoption: September 3, 1996

Date of Revision: August 16, 2005

**#5140****School And Community Service**

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The Board of Education recognizes the social and scholastic benefits derived from student participation in various community-sponsored activities. However, neither an individual nor the school as a whole shall be permitted to use school time for working on community-sponsored projects unless such an undertaking is deemed to contribute to the educational program. The administration has the responsibility to develop procedures for community groups to request student involvement during school hours, as well as guidelines for the consideration of such a request.

The Board is committed to preparing its high school students for active participation in community affairs in keeping with Madison's tradition of volunteerism. The student community service programs are implemented to provide service opportunities for students and to encourage students to develop projects in their areas of interest.

The program should have, as a primary objective, the development of commitment to community service among high school students. Therefore, students will receive the kind of training and support which will prepare them to be valuable helpers in their community. The program should be designed to be a collaborative effort between the schools and the community.

A supervising teacher(s) should be selected by his/her respective principals or designee for their ability to encourage students to volunteer, support students in their community service activities, solve problems where needed and, most importantly, ensure that students begin to understand that they are needed helpers and valued assets in their community.

#5140 (continued)

Opportunities for student community service may be found in, but not limited to, the following areas:

- after-school tutorial volunteers at own or nearby school
- children's centers
- in-school peer counseling
- religious volunteer
- recreation volunteer
- neighborhood organizations
- libraries
- Town Hall office volunteers
- League of Women voting-related activities (non-partisan)
- hospital helpers
- clinics
- convalescent home visits
- Big Brothers/Big Sisters
- Summer Day Camps (summers only)
- adaptive recreation programs
- Safe Rides
- non-partisan civic activities

The Superintendent is authorized to establish regulations providing for course work for community service in accordance with Section 10-221a[a] of the *Connecticut General Statutes*.

Date of Adoption: June 4, 1996

**#9470  
School Attorney / Legal Services**

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The Board of Education may appoint, either on a full-time or retainer basis, an attorney or attorneys to serve as School District Attorney(s). The primary function of the School District Attorney(s) is to provide professional legal representation for the Board and the Superintendent in questions related to their official duties.

The Attorney (s) shall:

- represent the Board of Education in legal proceedings;
- give an opinion on all legal questions referred by the Board of Education or the Superintendent;
- attend all Board of Education meetings, conferences, and other meetings as requested by the Board or Superintendent
- fulfill such other legal duties as the Madison Board of Education may assign.

The performance of the School District Attorney(s) shall be subject to evaluation on a continuing basis by the Board of Education and the Superintendent.

Date of Adoption: 3/21/89  
1<sup>st</sup> Revision: 1/3/95  
2<sup>nd</sup> Revision: 6/7/11

**#9480  
Consultants to the Board**

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The Board of Education may enlist the services of consultants to provide specialized advice or assistance to the school system concerning educational, management or administrative matters where it is felt an additional opinion or opinions are appropriate.

The Board encourages the use of consultants when they can provide valuable and necessary specialized services not normally required on a continuing basis and which cannot be provided by district personnel because of limitations of time, experience, or knowledge.

Any proposed contracts with consultants will be submitted to the Board for approval, and will be accompanied by figures showing the estimated cost of the consulting project to the district. Where appropriate, bids for consulting services will be sought but the Board will have ultimate discretion with respect to selection.

Consultants who serve this district will exercise no authority over the work of the employees of the district, but will act only as advisor in the field in which they are qualified to offer assistance.

Date of Adoption: 3/7/95

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2  
3  
4 In accordance with federal law, the Madison Board of Education (the “Board”) adopts, in  
5 consultation with parents, the following provisions related to student privacy.  
6

7 **I. Definitions**

- 8  
9 A. *"Invasive physical examination"* means any medical examination that involves the  
10 exposure of private body parts, or any act during such examination that includes incision,  
11 insertion, or injection into the body, but does not include a hearing, vision, or scoliosis  
12 screening.  
13  
14 B. *"Parent"* includes a legal guardian or other person standing in loco parentis (such as a  
15 grandparent or stepparent with whom the child lives, or a person who is legally  
16 responsible for the welfare of the child).  
17  
18 C. *"Personally identifiable information"* includes, but is not limited to,  
19  
20 1. the student’s name;  
21  
22 2. the name of the student’s parent or other family members;  
23  
24 3. the address of the student or student’s family;  
25  
26 4. a personal identifier, such as the student’s social security number, student number,  
27 or biometric record;  
28  
29 5. other information that, alone or in combination, is linked or linkable to a specific  
30 student that would allow a reasonable person in the school community, who does  
31 not have personal knowledge of the relevant circumstances, to identify the student  
32 with reasonable certainty; or  
33  
34 6. information requested by a person who the educational agency or institution  
35 reasonably believes knows the identity of the student to whom the education  
36 record relates.  
37  
38 D. *"Personal information"* means individually identifiable information including—  
39  
40 1. a student's or parent's first and last name;  
41  
42 2. a home or other physical address (including a street name and the name of a city  
43 or town);  
44  
45 3. a telephone number; or  
46

47 4. a Social Security identification number.

48  
49 E. "Survey" includes an evaluation, but does not include a survey or evaluation administered  
50 to a student in accordance with the Individuals with Disabilities Education Act (20 U.S.C.  
51 § 1400 et seq.)  
52

53 **II. Student Surveys**

54  
55 A. Surveys Funded in Whole or in Part by the U.S. Department of Education:

56  
57 1. The administration shall make available for inspection by parents all instructional  
58 materials, including teacher's manuals, films, tapes or other supplementary  
59 material which will be used in connection with any survey, analysis, or evaluation  
60 funded in whole or in part by the U.S. Department of Education.  
61

62 2. The administration shall obtain the prior written consent of the parent or student  
63 (if the student is an adult or an emancipated minor), prior to requiring a student to  
64 submit to a survey, analysis, or evaluation funded in whole or part by the U.S.  
65 Department of Education that reveals information concerning any of the following  
66 topics:  
67

68 a. political affiliations or beliefs of the student or the student's parent;

69 b. mental or psychological problems of the student or the student's family;

70 c. sex behavior or attitudes;

71 d. illegal, anti-social, self-incriminating, or demeaning behavior;

72 e. critical appraisals of other individuals with whom respondents have close  
73 family relationships;

74 f. legally recognized privileged or analogous relationships, such as those of  
75 lawyers, physicians, and ministers;

76 g. religious practices, affiliations, or beliefs of the student or of the student's  
77 parent; or

78 h. income (other than that required by law to determine eligibility in a  
79 program or for receiving financial assistance under such program).  
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82 3. If a student is *not required* to submit to a survey, analysis, or evaluation that  
83 reveals information concerning any of the topics in Section II.A.2 above, the  
84 administration shall provide parents with notice of the district's intent to distribute  
85 such survey and, upon written request, shall permit the parent or student (if an  
86 adult or emancipated minor) to opt out of participation.  
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B. Surveys Funded by Sources Other than the U.S. Department of Education:

1. Third Party Surveys

- a. Prior to distributing any third party survey, the administration shall give notice to parents of the district's intent to distribute a survey on behalf of a third party.
- b. Upon request, the administration shall permit parents to inspect any third party survey before it is administered or distributed by a school to a student. The administration shall grant reasonable access to the survey within a reasonable period of time after a parental request is received.
- c. Student responses to third party surveys that contain personally identifiable information shall be considered student records, and shall be subject to the district's Confidentiality and Access to Student Records Policy and any administrative regulations or procedures governing the confidentiality of student records.

2. Confidential Topic Surveys

- a. The provisions of this subsection apply to any survey (sponsored by the school district or a third party) which contains questions pertaining to one or more of the following items ("Confidential Topic Surveys"):
  - i) political affiliations or beliefs of the student or the student's parent,
  - ii) mental or psychological problems of the student or the student's family,
  - iii) sex behavior or attitudes,
  - iv) illegal, anti-social, self-incriminating, or demeaning behavior,
  - v) critical appraisals of other individuals with whom respondents have close family relationships,
  - vi) legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers,
  - vii) religious practices, affiliations, or beliefs of the student or of the student's parent,
  - viii) income (other than that required by law to determine eligibility in a program or for receiving financial assistance under such program).

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- b. At the beginning of the school year, the administration shall give direct notice to parents of affected students of the district's intent to distribute a Confidential Topic Survey(s). Such notice shall include the specific or approximate dates during the school year of such distribution.
- c. Upon request, the administration shall permit parents to inspect any Confidential Topic Survey before it is administered, distributed or used by a school to or with a student. The administration shall grant reasonable access to the Confidential Topic Survey within a reasonable period of time after a parental request is received.
- d. Student responses to any Confidential Topic Survey that contain personally identifiable information shall be considered student records, and shall be subject to the district's Confidentiality and Access to Student Records Policy and any administrative regulations or procedures governing the confidentiality of student records.
- e. Upon written request, the administration shall permit the parent or student (if an adult or emancipated minor) to opt out of participation in any Confidential Topic Survey described in this subparagraph.

**III. Collection of Personal Information**

- A. The provisions of this subsection apply to any instrument designed to collect personal information from a student for the purpose of marketing, selling or otherwise distributing such information or providing that information to others for that purpose.
- B. At the beginning of the school year, the administration shall give direct notice to parents of affected students (or to the students aged eighteen (18) or older or emancipated minors) of the district's intent to collect, disclose or use personal information collected from students for the purpose of marketing, selling or otherwise distributing such information or providing that information to others for that purpose. Such notice shall include the specific or approximate dates during the school year of such collection, disclosure or use of personal information.
- C. Upon written request, the administration shall permit parents to inspect an instrument designed to collect personal information of students before it is administered or distributed by a school to a student. The administration shall grant reasonable access to the instrument within a reasonable period of time after a parental request is received.
- D. Upon written request, the administration shall permit parents (or students aged eighteen (18) or older or emancipated minors) to opt out of participation in the collection, disclosure or use of personal information obtained from students for the purposes of marketing, selling or otherwise distributing the personal information to others for that purpose.

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- E. The provisions regarding the collection, disclosure and/or use of personal information do not apply to personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions, such as the following:
1. college or other post-secondary education recruitment, or military recruitment\*;
  2. book clubs, magazines, and programs providing access to low-cost literary products;
  3. curriculum and instructional materials used by elementary schools and secondary schools;
  4. tests and assessments used by elementary schools and secondary schools to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about students;
  5. the sale by students of products or services to raise funds for school-related or education-related activities;
  6. student recognition programs.

\*Note: Notwithstanding the foregoing, the district will permit parents and students over the age of eighteen (18) or emancipated minors to prevent disclosure of secondary school students' names, addresses and telephone numbers to military recruiters and institutions of higher education, in accordance with the district's Confidentiality and Access to Student Records Policy.

**IV. Non-Emergency Invasive Physical Examinations and Screenings**

- A. The provisions described in this subparagraph shall apply to any non-emergency, invasive physical examinations/screenings conducted by the school district, when such examinations/screenings meet the following conditions:
1. they are required as a condition of attendance;
  2. they are administered by the school and scheduled by the school in advance;
  3. they are not necessary to protect the immediate health and safety of the students;  
and
  4. they are not required by state law.
- B. At the beginning of the school year, the administration shall give direct notice to parents of affected students (or the affected student if eighteen (18) or older or an emancipated

231 minor) of the district's intent to conduct non-emergency invasive physical  
232 examination(s)/ screening(s) described above, except for hearing, vision or scoliosis  
233 screenings. Such notice shall include the specific or approximate dates during the school  
234 year of the administration of such the non-emergency invasive physical examination(s)/  
235 screening(s).

- 236  
237 C. Upon written request, the administration shall permit parents of affected students or the  
238 affected students (if adults or emancipated minors) to opt out of participation in the non-  
239 emergency invasive physical examination(s)/screening(s) described in this subparagraph.

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241 **V. Complaint Procedure**

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243 Parents or students (if adults or emancipated minors) who believe that their rights under this  
244 policy have been violated may file a complaint with:

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247 Student Privacy Policy Office  
248 United States Department of Education  
249 400 Maryland Avenue, SW  
250 Washington, D.C. 20202-5920

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253 Legal References:

254  
255 Family Educational Rights and Privacy Act (FERPA), U.S.C. § 1232g; 34 CFR Part 99

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257 Protection of Pupil Rights Amendment, 20 U.S.C. § 1232h

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259 UNITED STATES DEPARTMENT OF EDUCATION, STUDENT PRIVACY POLICY  
260 OFFICE, Protection of Pupil Rights Amendment (PPRA), SPPO-21-01 (issued  
261 November 24, 2020), *available at*  
262 [https://studentprivacy.ed.gov/sites/default/files/resource\\_document/file/20-](https://studentprivacy.ed.gov/sites/default/files/resource_document/file/20-0379.PPRA_508_0.pdf)  
263 [0379.PPRA\\_508\\_0.pdf](https://studentprivacy.ed.gov/sites/default/files/resource_document/file/20-0379.PPRA_508_0.pdf)

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267 First Reading: March 5, 2024

268 Second Reading: March 19, 2024



**RESCIND**

**Students**

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**#5180.2  
Research**

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All requests for the utilization of students in research projects, special studies, and surveys not part of the regular educational program must have prior parent and Superintendent approval and Board of Education notification.

Date of Adoption: April 2, 1996

**Public Meetings and Executive Session**

1. Public Meetings

- A. All meetings of the Madison Board of Education (the “Board”) for the official transaction of business shall be open to the public except that the Board may, by the affirmative vote of two-thirds of the members present and voting, meet in executive session for the purposes specified in Conn. Gen. Stat. §§ 1-225 and 1-200(6).
- B. As defined by statute, the term "meeting" shall not include: any meeting of a personnel search committee for executive level employment candidates; any chance meeting, or a social meeting neither planned nor intended for the purpose of discussing matters relating to official business; strategy or negotiations with respect to collective bargaining; a caucus of members of a single political party notwithstanding that such members also constitute a quorum of a public agency; an administrative or staff meeting of a single-member public agency; and communication limited to notice of meetings of any public agency or the agendas thereof. The term "caucus" means a convening or assembly of the enrolled members of a single political party who are members of a public agency within the state or a political subdivision.

2. Executive Sessions

- A. The public may be excluded from Board meetings that are declared to be executive sessions.
- B. Executive sessions may be held on a two-thirds vote of the members present and voting taken at a public meeting stating the reasons for such executive session. Executive sessions may be held for any reasons permissible under the provisions of the Freedom of Information Act, as it may be amended from time to time, including one or more of the following purposes:
  - (1) Discussion concerning the appointment, employment, performance, evaluation, health or dismissal of a public officer or employee, provided that such individual may require that discussion be held at an open (public) meeting.
  - (2) Strategy and negotiations with respect to pending claims or pending litigation to which the Board or a member of the Board, because of his or her conduct as a member of the Board, is a party

46                                   until such claims or litigation have been finally adjudicated or  
47                                   otherwise settled.

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49                                   (3)   Matters concerning security strategy or the deployment of security  
50                                   personnel, or devices affecting public security.

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52                                   (4)   Discussion of the selection of a site or the lease, sale or purchase of  
53                                   real estate when publicity regarding such site, lease, sale, purchase  
54                                   or construction would adversely impact the price until such time as  
55                                   all of the property has been acquired or all proceedings or  
56                                   transactions concerning same have been terminated or abandoned.

57  
58                                   (5)   Discussion of any matter which would result in the disclosure of  
59                                   public records or the information contained therein described in  
60                                   Conn. Gen. Stat. §1-210(b).

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64   Legal References:

65

66   Connecticut General Statutes

67           1-200   Definitions (Public Agency; Meeting; Caucus; Person;  
68                   Public Records or Files; Executive Sessions)

69           1-210   Access to public records. Exempt records

70           1-225   Meetings of government agencies to be public.

71                   Recording of votes. Schedule and agenda of certain  
72                   meetings to be filed and posted on web sites.

73                   Notice of special meetings. Executive sessions

74           1-231   Executive sessions

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77   First Reading:           March 5, 2024

78   Second Reading:       March 19, 2024

**#9530****Executive Sessions / Open Meetings**

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All meetings shall be open to the public except for executive sessions, as allowed by law.

Executive sessions of the Board of Education may be held upon the affirmative vote of two-thirds (2/3) of the members present and voting, taken at a public meeting and stating the reason(s) for the executive session.

Executive sessions may be considered for the following reasons:

1. Discussion concerning appointment, employment, evaluation, performance, health or dismissal of a public officer or employee; *(The individual has the opportunity to request that such discussion be held at a public meeting)*
2. Strategy and negotiations with respect to pending claims and litigation;
3. Matters concerning security;
4. Discussion of site selection or lease, sale or purchase of real estate where publicity may cause an increased price;
5. Discussion of any matter which would result in the disclosure of exempt records or information contained therein as described in the Connecticut General Statutes, Section 1-19(b).

Attendance at executive session shall be limited to members of the Madison Board of Education, the Superintendent and other persons invited by the Board to present information pertinent to matters before the Board.

The Board of Education is required to maintain minutes of the executive session. The minutes shall indicate all persons who are in attendance, except job applicants who attend for the purpose of interview by the Board.

Legal Reference: Connecticut General Statutes  
Sec., 1-18a (e), 1-21 (a), 1-21g (a)

Date of Adoption: 2/7/72  
1st Revision: 6/19/90  
2nd Revision: 1/3/95

#9820.1

Board Member Conferences, Conventions, and Workshops

Attendance at ~~meetings professional development events, such as conferences and conventions,~~ directly or indirectly related to education or to school matters, should be encouraged for the values that they have to the school system and to the professional growth of Board members. ~~Board members will report to the Board their findings following their attendance at such meetings.~~ The Board Chairperson and the Superintendent of Schools will notify the Board members ~~of all such scheduled meetings. Included among such activities~~ of such events including ~~are~~ conferences, workshops, local, state and national conventions, and district-sponsored meetings. Toward this end, the Board will:

- ~~establish a calendar of such events and require the Board secretary to maintain the calendar and keep the Board informed on upcoming events;~~
- ~~decide which meetings are most promising and~~ approve Board members' attendance at them such events;
- designate members who will represent the Board at such meeting events;
- provide funds in the budget to cover professional development event expenses;
- reimburse Board members for out-of-pocket expenses as may be legally permitted; and
- require Board members to report to the Board as a whole within a reasonable period of time following their return to the district.

Legal References: Connecticut Education Laws  
 Sec. 10-220; 10-221 Powers and Duties of the Board of Education  
~~Sec. 10-157 Appointment of Superintendent of Schools~~  
~~Sec. 9-185 Municipal Officers Boards of Education~~  
~~Sec. 10-248 Payment of School Expenses~~  
Conn. Gen. Stat. § 10-225 Salaries of secretary and attendance officers  
Conn. Gen. Stat. § 10-232 Restrictions on employment of members of board of education

Date of Adoption: 1/3/95  
First Reading: March 5, 2024  
Second Reading: March 19, 2024

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**Reimbursement of Board Member Expenses**

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6 1. Remuneration

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8 A. A member of the Madison Board of Education (the “Board”) shall receive  
9 no compensation for carrying out Board services.

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11 2. Reimbursement

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13 A. Board members authorized to attend educational conferences, meetings or  
14 travel on Board business shall be reimbursed, upon submitting vouchers  
15 and supporting documentation for reasonable and necessary expenditures,  
16 transportation costs, and registration fees. Board members must have  
17 approval in advance from the Board to be eligible for a reimbursement.

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19 B. All Board members that receive prior authorization for reimbursement of a  
20 Board expense are expected to account for all expenditures incurred in  
21 connection with the performance of their Board duties.

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23 C. Receipts in general are required for:

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25 (1) Lodging -- Lodging accommodations should provide normal  
26 comforts and services well located in relation to the area in which  
27 Board business will be conducted.

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29 (2) Meals --Reasonable expenditures are allowed for meals. Board  
30 members may submit appropriate explanatory information as  
31 needed, on a separate sheet of paper attached to the receipt. The  
32 Board will not reimburse Board members for the purchase of  
33 alcohol.

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35 (3) Taxi, Uber/Lyft or Bus Fare

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37 (4) Parking Fees or Toll Charges (when applicable)

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39 (5) Mileage – The Board may reimburse for mileage costs incurred for  
40 travel for Board business other than for regular and special Board  
41 meetings and subcommittee meetings, when approved in advance,  
42 and in accordance with IRS standard reimbursement rates.

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44 (6) Registration Fees -- The Board will not pay any late registration  
45 fees without an explicit prior authorization.  
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48 Legal Reference

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50 Conn. Gen. Stat. § 10-225 Salaries of secretary and attendance officers

51 Conn. Gen. Stat. § 10-232 Restrictions on employment of members of board  
52 of education

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55 First Reading: March 5, 2024

56 Second Reading: March 19, 2024

#9840

**Board Member Compensation and Expenses**

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**Remuneration:**

Board members shall receive no compensation for their services.

**Reimbursement:**

## 1. Educational Conferences

Board members authorized to attend educational conferences out of state shall be reimbursed for reasonable expenditure upon submitting vouchers and supporting documentation. Board members must have approval in advance from the Board of Education.

## 2. Reimbursement of Expenses

Board members shall be reimbursed, upon submitting vouchers and supporting documentation, for reasonable expenditures incurred in connection with the performances of their official Board duties. Board members must have approval in advance from the Board of Education.

Date of Adoption: 6/19/90

1st Revision: 1/3/95

# Curriculum Unit Overviews

World Language Courses Ready for Board of Education Adoption in March 2024

## Grade K-8

- *Kindergarten Spanish*
- *Grade 1 Spanish*
- *Grade 2 Spanish*
- *Grade 3 Spanish*
- *Grade 6 Spanish*
- *Grade 7 French*
- *Grade 8 Spanish*

## Grade 9-12

- *French 3 - Unit 1 , 2 & 4*
- *French 4 Honors*
- *Latin 1*
- *Mandarin 1*
- *Mandarin 2*
- *Mandarin 3*
- *Spanish 2*
- *Spanish 3*
- *Spanish 4 Honors*
- *Spanish 4 - Unit 1*
- *Spanish 5 - Unit 1 & 2*

# Kindergarten Spanish Curriculum Overview

2023-2024

<p><b>Unit 1</b> <i>¡Bienvenidos!</i></p>	<p>¡Bienvenidos! Welcome to Spanish class! Kindergarten students will begin their Spanish exploration with this unique welcome unit featuring Tomás el Tucán, a toucan from Costa Rica who only speaks Spanish. Students will be exposed to a variety of high frequency words used in greetings, introductions and farewells, asking someone how they are with basic responses.</p> <p>Students will apply their learning through a variety of strategies and techniques such as CI (Comprehensible Input), TPR (Total Physical Response), TPRS (Teaching Proficiency through Reading and Storytelling), and ASL (American Sign Language).</p> <p>At the culmination of this unit, students will create a flipbook that highlights their new vocabulary, showcasing their understanding and proper usage of it when they meet Tomás el Tucán's younger sister, Sara.</p> <p><b>Profile of a Graduate Capacities:</b> Product Creation</p>
<p><b>Unit 2</b> <i>¿Cómo estás?</i></p>	<p>In this second unit of kindergarten, students will continue to explore their new Spanish skills as they begin to ask each other, cómo estás - how are you?</p> <p>Students will apply their learning through a variety of strategies and techniques such as CI (Comprehensible Input), TPR (Total Physical Response), TPRS (Teaching Proficiency through Reading and Storytelling), and ASL (American Sign Language).</p> <p>At the culmination of this unit, students will create a book on how to be a good Spanish classroom citizen when a new friend joins the class.</p> <p><b>Profile of a Graduate Capacities:</b> Citizenship</p>
<p><b>Unit 3</b> <i>Mi Nuevo Amigo</i></p>	<p>In this third unit of kindergarten, students will meet a new friend, Manny el mono, who will continue teaching the students Spanish using a new set of high frequency words.</p> <p>Students will apply their learning through a variety of strategies and techniques such as CI (Comprehensible Input), TPR (Total Physical Response), TPRS (Teaching Proficiency through Reading and Storytelling), and ASL (American Sign Language).</p> <p>At the culmination of this unit, students will create their own mochila to include specific items and one that they will eat.</p> <p><b>Profile of a Graduate Capacities:</b> Product Creation</p>

# Grade 1 Spanish Curriculum Overview

2023-2024

<p><b>Unit 1</b> <i>A Trip to Peru</i></p>	<p>In this first unit of first grade, students will be taking an adventure to Machu Picchu, Peru, with a new friend named Larry the Llama! Students will explore Peru and its culture through various artifacts. Each student will create a poncho featuring all the high frequency words learned.</p> <p>Students will apply their learning through a variety of strategies and techniques such as CI (Comprehensible Input), TPR (Total Physical Response), TPRS (Teaching Proficiency through Reading and Storytelling), and ASL (American Sign Language).</p> <p>At the culmination of this unit, students will be asked to create a poncho for their amigo, Larry, by illustrating what is spoken by the teacher.</p> <p><b>Profile of a Graduate Capacities:</b> Product Creation</p>
<p><b>Unit 2</b> <i>The Reunion</i></p>	<p>In this second unit of first grade, students will be learning about two characters who are in fact friends! Manny the mono returns from our kindergarten adventures with the opening of his new restaurant in Peru. Larry the Llama decides to visit Manny's restaurant with his family, and enjoys it so much that he goes back with more relatives.</p> <p>Students will learn a new set of vocabulary skills and apply their learning through a variety of strategies and techniques such as CI (Comprehensible Input), TPR (Total Physical Response), TPRS (Teaching Proficiency through Reading and Storytelling), and ASL (American Sign Language).</p> <p>At the culmination of this unit, students will be using the ministry to aid in fixing the problem that occurs at Manny's restaurant.</p> <p><b>Profile of a Graduate Capacities:</b> Analyzing</p>
<p><b>Unit 3</b> <i>Naymlap - Dan dan dannnn!</i></p>	<p>In this third unit of first grade, students will learn about the significance of the Naymlap via a movie talk. Here, students will experience a postal nightmare that leads them on a journey of cultural exploration where the main character's connection to the historical Naymlap and its mystical powers unite.</p> <p>Students will learn a new set of vocabulary skills and apply their learning through a variety of strategies and techniques such as CI (Comprehensible Input), TPR (Total Physical Response), TPRS (Teaching Proficiency through Reading and Storytelling), and ASL (American Sign Language).</p> <p>At the culmination of this unit, students will assist Naymlap in returning a special letter to a family in the capital of Peru, Lima, by creating a map for him to use to get to his final destination.</p> <p><b>Profile of a Graduate Capacities:</b> Product Creation</p>

# Grade 2 Spanish Curriculum Overview

2023-2024

<p><b>Unit 1</b> <i>¡Yo soy único! (I'm unique!)</i></p>	<p>In this first unit of second grade, students will create personal artifacts that highlight their likes, dislikes, personality traits, and family members. Students will use a variety of high frequency words throughout the unit to support their new learning and understanding of the content.</p> <p>Students will apply their learning through a variety of strategies and techniques such as CI (Comprehensible Input), TPR (Total Physical Response), TPRS (Teaching Proficiency through Reading and Storytelling), and ASL (American Sign Language).</p> <p>At the culmination of this unit, students will help a friend recreate their destroyed <i>lata</i> as they apply their acquired skills learned in this unit.</p> <p><b>Profile of a Graduate Capacities:</b> Analyzing</p>
<p><b>Unit 2</b> <i>Roca, Papel, Tijeras</i></p>	<p>In this second unit of second grade, students will explore a movie talk of three main characters: <i>roca</i>, <i>papel</i>, and <i>tijeras</i>. Although different, each provides a relationship to the other that is unexpected.</p> <p>Students will apply their learning through a variety of strategies and techniques such as CI (Comprehensible Input), TPR (Total Physical Response), TPRS (Teaching Proficiency through Reading and Storytelling), and ASL (American Sign Language).</p> <p>At the culmination of this unit, students will create a poster to support <i>Roca, Papel, and Tijeras's</i> "Somos Amigos" (We are Friends) tour!</p> <p><b>Profile of a Graduate Capacities:</b> Product Creation</p>
<p><b>Unit 3</b> <i>Same, Same, but Different</i></p>	<p>In this third unit of second grade, students will continue to explore their own similarities and differences with two new characters: <i>Kailash</i> and <i>Elliot</i> - children living in different parts of the world who become the best of friends. The two previous units have prepared the students to know that being the same or different continues to make us unique and special in this vast world.</p> <p>Students will apply their learning through a variety of strategies and techniques such as CI (Comprehensible Input), TPR (Total Physical Response), TPRS (Teaching Proficiency through Reading and Storytelling), and ASL (American Sign Language).</p> <p>At the culmination of this unit, students will "send" a postcard to one of the main characters, sharing interesting facts about themselves, and how they are the same and/or different to them.</p> <p><b>Profile of a Graduate Capacities:</b> Product Creation</p>

# Grade 3 Spanish Curriculum Overview

2023-2024

<p><b><u>Unit 1</u></b> <i>El Tiempo</i></p>	<p>In this first unit of third grade, students will learn a variety of weather expressions. Students will use their new vocabulary to support and show their understanding in the target language.</p> <p>Students will apply their learning through a variety of strategies and techniques such as CI (Comprehensible Input), TPR (Total Physical Response), TPRS (Teaching Proficiency through Reading and Storytelling), and ASL (American Sign Language).</p> <p>At the culmination of this unit, students will create their own loco trip in downtown Madison where several weather expressions occur in a variety of places.</p> <p><b>Profile of a Graduate Capacities:</b> Product Creation</p>
<p><b><u>Unit 2</u></b> <i>Peep, Chirp, y Quack</i></p>	<p>In this second unit of third grade, students will meet some adventurous characters named Peep, Chirp, and Quack. Through a movie talk, students will continue to support their weather knowledge</p> <p>Students will apply their learning through a variety of strategies and techniques such as CI (Comprehensible Input), TPR (Total Physical Response), TPRS (Teaching Proficiency through Reading and Storytelling), and ASL (American Sign Language).</p> <p>At the culmination, students will be asked to assist with putting back together the script to an upcoming movie before it is too late.</p> <p><b>Profile of a Graduate Capacities:</b> Analyzing</p>
<p><b><u>Unit 3</u></b> <i>Frankenpiedra</i></p>	<p>In this third unit of third grade, students will learn specific body parts while they venture to the infamous lab of Frankenpiedra and Igor.</p> <p>Students will apply their learning through a variety of strategies and techniques such as CI (Comprehensible Input), TPR (Total Physical Response), TPRS (Teaching Proficiency through Reading and Storytelling), and ASL (American Sign Language).</p> <p>At the culmination of this unit, students will help Little Duck get back home after the Space Mountain ride he was on went into outer space!</p> <p><b>Profile of a Graduate Capacities:</b> Analyzing</p>

# Grade 6 Spanish Curriculum Overview

2023-2024

<p><b>Unit 1</b> <i>¡Yo tengo Talento!</i></p>	<p>In this first unit of sixth grade, students will describe their own personal talents and interests, as well as the hobbies and talents of others. Students' knowledge of the structure of the language will be expanded upon, as they will use first, second, and third person verb forms to communicate. Vocabulary throughout the unit will be personalized each year based on students and their own interests.</p> <p>At the culmination of this unit, students will create an audio recording to be a contestant on Polson tiene Talento by demonstrating their comprehension of the learned content and the use of the 1st person singular in the target language. This unit will push students to persevere, find ways to communicate their talents, using circumlocution as needed, all while remaining engaged in the task.</p> <p><b>Profile of a Graduate Capacities:</b> Product Creation</p>
<p><b>Unit 2</b> <i>Las Aventuras</i></p>	<p>In this second unit of sixth grade, students will use the High Frequency Words (HFW) in a variety of contexts as we explore the adventures of different characters.</p> <p>Students will receive comprehensible input through a movie talk, and reading a variety of ministories.</p> <p>At the culmination of this unit, students will analyze a new story as they focus on the listening modality in their PBA.</p> <p><b>Profile of a Graduate Capacities:</b> Analyzing</p>
<p><b>Unit 3</b> <i>La Aventura de Brandon Brown</i></p>	<p>In this third unit of sixth grade, students will continue expanding their knowledge of the language by reading a novel based on a character traveling to the Yucatan with his family. Students will explore and learn about historical sites and specific features that are quite popular in this region.</p> <p>At the culmination of this unit, students will create their own adventurous ministory with a partner.</p> <p><b>Profile of a Graduate Capacities:</b> Collective Intelligence, Self-Awareness</p>

# Grade 8 Spanish Curriculum Overview

2023-2024

<p><u>Unit 1</u> <i>La Isla más Peligrosa</i></p>	<p>In unit one of eighth grade, students will review pretense tense verbs using a variety of strategies and approaches. Students will continue this practice as they explore a family's adventure on an island through a novel in the target language. Students will demonstrate their reading comprehension and describe important events in the novel using the present tense. Finally, students will create their own promotional brochure showcasing what the island has to offer!</p> <p><b>Profile of a Graduate Capacities:</b> Product Creation</p>
<p><u>Unit 2</u> <i>Mi Viaje</i></p>	<p>In this second unit of eighth grade, students will describe their vacation experiences. Students will reflect on past vacations by describing where they went and what they did using the preterite tense. This unit will culminate by students researching hispanic speaking countries and creating Instagram posts about their travels explaining where they visited and what activities they did.</p> <p><b>Profile of a Graduate Capacities:</b> Collective Intelligence</p>
<p><u>Unit 3</u> <i>Imperfect/Childhood Memories</i></p>	<p>What were you like when you were a kid? What did you used to play with? Where did you go? What were you like?</p> <p>In this third unit of eighth grade, students will reflect on their own childhoods. The imperfect is the tense used to reflect on these past events, and this new grammatical concept will be supported through the lenses of childhood.</p> <p>At the culmination, students will be sharing an audio recording of their childhood memories while including those of their classmates to compare and/or contrast to their own.</p> <p><b>Profile of a Graduate Capacities:</b> Alternate Perspectives</p>

# Grade 7 French Curriculum Overview

2023-2024

<p><u>Unit 1</u> <i>Raconte-moi une histoire!</i> <i>(Tell me a story!)</i></p>	<p>"Raconte-moi une histoire! (Tell me a story!)". This unit introduces students to the French language for the very first time. Students begin learning "survival French" skills in order to show them that they can communicate in French even with very basic skills. Students will be introduced to new technology resources and how they can utilize them to enhance their language skills. Throughout the unit, students will be exposed to high frequency words through storytelling. They will ultimately work together to create their own story books demonstrating mastery of our high frequency words. In little time, students will discover that they can be a French storyteller!</p> <p><b>Profile of a Graduate Capacities:</b> Product Creation, Self-Awareness</p>
<p><u>Unit 2</u> <i>"It's 'Vous' to you!"</i></p>	<p>During this unit, we will be focusing on the concept of "la politesse" which means politeness. We will be learning about the cultural differences that exist between America and various francophone countries when it comes to greetings and getting to know each other. This unit will also allow students to expand upon their conversational skills by introducing the concept of asking for and stating likes and dislikes. We will be developing our speaking and writing skills as we learn to explain our preferences and agree and disagree with others. By the end of the unit, students will share their new expertise by demonstrating how to navigate various social situations during a trip to France!</p> <p><b>Profile of a Graduate Capacities:</b> Analyzing</p>
<p><u>Unit 3</u> <i>Ça coûte combien? [How much does that cost?]</i></p>	<p>In this unit, students will prepare for the real-world application of buying things in a store. They will master the use of numbers to discuss quantities and prices of commonly used school supplies and other items necessary for their everyday lives. This unit will culminate in a live store scenario during which students will role-play the salesperson and the client.</p> <p><b>Profile of a Graduate Capacities:</b> Collective Intelligence, Self-Awareness</p>
<p><u>Unit 4</u> <i>On y va! Bon appétit!</i></p>	<p>In this unit students will learn how to make plans to go to different places around town to do a variety of activities. This will also include stopping in a café and being able to order typical café fare. This will allow students to reuse their store and money knowledge in a new setting.</p> <p><b>Profile of a Graduate Capacities:</b> Product Creation, Self-Awareness</p>

# French 3 Curriculum Overview

2023-2024

<p><u>Unit 1</u> <i>Health and Wellness</i></p>	<p>In this first unit of French 3 students will consider various aspects of health and wellness in the United States and abroad. They will learn about healthcare practices in other countries and compare them with our own. Unit activities will include acting out visits to the doctor or therapist, meditation in French, and investigation of healthy eating. Ultimately, students will work in teams to create a wellness video that is shared with the class.</p> <p><b>Profile of a Graduate Capacities:</b> Collective Intelligence, Product Creation</p>
<p><u>Unit 2</u> <i>Francophone Influencers</i></p>	<p>How do influencers and activists shape our world? Students will drive the work in this unit, jigsawing a variety of texts about important francophone people and events that have changed the course of history and/or culture. This unit will culminate in a PBA in which students research an important francophone person or event and share it with the class. The use of the past tenses is emphasized throughout the work, as well as emerging use of pronouns in context as students strive to communicate with more sophisticated syntax.</p> <p><b>Profile of a Graduate Capacities:</b> Inquiry, Analyzing</p>
<p><u>Unit 4</u> <i>Refugees</i></p>	<p>In this final unit of French 3, students will explore the difficulties of the lives of refugees, as well as gain some understanding of the situations that cause people to flee their native countries. Students will read <i>Les Migrants</i>, about refugees in France, current events, and authentic songs with an immigration theme from francophone Africa in order to develop insight into themes relating to refugees/immigration. After examining these texts, students will open up their investigation to the entire francophone community. Students will find an actual charitable organization anywhere in the francophone world to which they will apply for an internship, showcasing their new knowledge of the future and conditional tenses (will and would) as they explain how the experience will help them to realize their own hopes for the future, how their efforts will help to improve the situation in the community in which they will work, and to explain in which area of the internship program they would like to participate. If we work together, there is hope for the future!</p> <p><b>Profile of a Graduate Capacities:</b> Decision Making, Citizenship</p>

# French 3 Curriculum Overview

2023-2024

<p><b>Unit 1</b> <i>La Quete du soi</i></p>	<p>In this first unit of French IV Honors, students will reflect upon their own identities and the importance of public, ethnic, and national identity. Students will consider their ideal mate, as well as driving laws and personal responsibility both at home and abroad. During this reflection, students will recall previous study of the past tenses and extend their grammatical knowledge to include the subjunctive, relative pronouns, and to make comparisons. Throughout this unit, students will be exposed to a variety of unit-related, authentic written and spoken texts, recordings, and prompts to further their growth in the language. Having acquired a greater understanding of the power of identity, the unit will culminate with the design of a postage stamp and a travel brochure that celebrate the national identity of a francophone country.</p> <p><b>Profile of a Graduate Capacities:</b> Analyzing, Product Creation</p>
<p><b>Unit 2</b> <i>Beauty and Aesthetics</i></p>	<p>In this second unit of French IV Honors, students will delve into their thoughts about beauty and aesthetics as they relate to self-concept, other people, fashion, arts, film, literature, and wonders around the globe. Students will watch the film Coco Before Chanel as they consider how to define beauty, and who has the power to define what is beautiful and fashionable. Throughout this unit, students will be exposed to a variety of unit-related, authentic written and spoken texts, recordings, and prompts to further their growth in the language. Students will use their creativity as they work in small groups to present a new line of clothing to their classmates that will shake up the fashion industry.</p> <p><b>Profile of a Graduate Capacities:</b> Collective Intelligence, Product Creation</p>
<p><b>Unit 3</b> <i>Le Petit Prince</i></p>	<p>In the brief 3rd unit of French 4 Honors, students will engage in reading the famous story Le Petit Prince, analyzing it for theme as well as use of literary devices. The teacher will model reading strategies and accompanying class activities for two chapters and the reading of the remaining chapters will be student-led. The class will view the film Le Petit Prince and compare the presentation of the story visually versus in writing. Students will also write a composition elaborating a thematic message as presented in the story.</p> <p><b>Profile of a Graduate Capacities:</b> Analyzing</p>
<p><b>Unit 4</b> <i>Science and Technology</i></p>	<p>In this penultimate unit of French 4 Honors, students will probe the constantly-evolving world of science and technology. While investigating and discussing themes related to science and technology, students will be tasked with learning and putting to use the conditional tense to discuss hypothetical situations, as well as the passive voice. Throughout this unit, students will be exposed to a variety of unit-related, authentic written and spoken texts, recordings, and prompts to further their growth in the language. In a culminating activity, students will analyze the limitations of an existing product, imagine an innovation to it, and present their idea to the class.</p> <p><b>Profile of a Graduate Capacities:</b> Idea Generation, Collective Intelligence</p>
<p><b>Unit 5</b> <i>Global Challenges</i></p>	<p>In this final unit of French IV Honors, students will look into the challenges we face in our global society, specifically those of global warming, global conflict, and terrorism. Students will be challenged to expand their repertoire of grammatical structures when offering ideas to address global issues, employing commands. Throughout this unit, students will be exposed to a variety of unit-related, authentic written and spoken texts, recordings, and prompts to further their growth in the language. Ultimately, students will examine a global challenge not studied during the unit to promote action and further awareness related to the issue.</p> <p><b>Profile of a Graduate Capacities:</b> Product Creation, Citizenship</p>

# Latin I Curriculum Overview

2023-2024

<p><b>Unit 1</b> <i>Tantae Molis erat, linguam Anglicam proderet 1 (How great the effort, to create the English Language)</i></p>	<p>The foundations Unit 1 is designed to acclimate the beginning Latin student to the new language before entering a thematic unit of study. Highlights of this unit include a pronunciation guide, a guide into English Grammar, Vocabulary and Derivatives, teaching the students how to interact with the Suburani textbook and digital platform, and teaching the students how to interact with teacher-generated packets.</p> <p>Students will be taught to use roots, prefixes, and suffixes to identify meaning, as well as how to understand the meaning of Latin without translating by using context and the knowledge of the vocabulary already present.</p> <p>The primary focus of this unit is showing how Latin can be taught to improve English and Latin skills concurrently. Primary vocabulary comes from Suburani Chapter 1 and a teacher-generated packet.</p> <p>In the culminating activity, students will be asked to break down English vocabulary using their knowledge of Latin. While their answers will often not be technically correct, students will demonstrate the logical analysis of the language, which is an essential building block of the study of Latin.</p> <p><b>Profile of a Graduate Capacities:</b> Analyzing</p>
<p><b>Unit 2</b> <i>Ars Longa, Vita Brevis! (Art lasts, life is but brief)</i></p>	<p>This unit is about the art and artifacts that remain at Pompeii. Students will use inquiry-based learning to determine the traits and characteristics that were important to the Pompeiian people, and by extension the Romans. During this unit, students will read stories about the foundations of Rome, as well as stories centered around art found in Pompeii. Students will also read through chapters 2 and 3 of Suburani to support their increasing knowledge of Latin grammatical structures begun in Unit 1 and follow the characters who were introduced in chapter 1.</p> <p>Grammatically, students will be focusing on Sentence Structure, cases in Latin, and the first declension.</p> <p><b>Profile of a Graduate Capacities:</b> Analyzing, Product Creation</p>
<p><b>Unit 3</b> <i>Aut cum Scuto, aut in Scuto</i></p>	<p>Unit 3 of Latin I is titled "Aut cum scuto, aut in scuto", a phrase originating in Spartan warfare said from a mother to her son going off to war, "[Return] either with your shield or on it". This unit covers some of the contests and entertainment of Ancient Rome, whether they be some of the first battles of Rome, baths, or religious observances. We will focus heavily on Roman theater, especially the comedy of Plautus.</p> <p>The PBA for this unit will have students designing their perfect day of entertainment, from the perspective of a Roman Aedilis (ancient project manager/selectman and Senator).</p> <p>Building on grammar learned in Units 1-2, the students will focus on the Present conjugation for verbs, all persons and numbers, including the irregular verb SUM, ESSE, FUI, FUTURUS (to be).</p> <p><b>Profile of a Graduate Capacities:</b> Idea Generation, Decision Making</p>

# Latin I Curriculum Overview

2023-2024

<p><b>Unit 4</b> <i>Morituri te salutant - We who are about to die salute you</i></p>	<p>Unit 4 of Latin I comes after the midpoint for the year. In this unit, students will be advancing in their grammatical knowledge of Latin while focusing on the stories of entertainment in Rome. When people think about entertainment in Rome, they often think exclusively of the gladiators and the arena. While that will be a focal point for the unit, we will also explore other modes of entertainment, like the bathhouses of Rome, the racetracks (circuses), and even story-telling (fables).</p> <p>The primary skills students will focus on are the reading strategies that go into translation of Latin. This is the time for the students to have to look at stories in the two perspectives, of seeing the forest from the trees, and seeing the tree from the forest. The unit will culminate in a sight reading passage of a real, ancient Roman Fable, where students will be tasked with looking at specific details within the story, but also in trying to get the general gist of the fable.</p> <p>Grammar topics include 2nd declension nouns, both masculine and neuter, and the imperfect tense.</p> <p><b>Profile of a Graduate Capacities:</b> Analyzing, Self-Awareness</p>
<p><b>Unit 5</b> <i>Ab Urbe Condita - From the founding of the City</i></p>	<p>Unit 5, Ab Urbe Condita, transitions the Latin student from studying Roman entertainment to studying Roman politics, especially through the rhetoricians of the Republic. Students will be given an overview of the city under the rule of the monarchy, the beginning stages of the Republic, and study the tools and speeches of politicians who shaped the Republic.</p> <p>Students will continue their study of nouns and verbs by studying 3rd declension nouns and perfect tense verbs.</p> <p>The unit will culminate in students writing a speech thinking about the tools of rhetoric studied in class in English, and writing 5 mini-slogans in Latin to support their speech.</p> <p><b>Profile of a Graduate Capacities:</b> Design, Product Creation</p>

# Spanish 2 Curriculum Overview

2023-2024

<p><b>Unit 1</b> <i>Las tradiciones familiares - Family Traditions</i></p>	<p>Students will learn about the Day of the Dead (Dia de los Muertos) celebration and other aspects of Mexican culture while reading Tumba. Students will then explore their own family traditions learning/ reviewing the vocabulary of family relationships and those words needed to discuss and write about their family traditions, such as gustar. Students will review the present tense, present progressive, ser &amp; estar, and basic irregular present tense verbs both orally and in writing short letters and/or texts to family members. They will also review adjective agreement, creating plural forms and asking and answering questions.</p> <p><b>Profile of a Graduate Capacities:</b> Design, Decision Making</p>
<p><b>Unit 2</b> <i>Festivales</i></p>	<p>In this unit students will explore the many different and unusual festivals celebrated in Spain. Using Google Earth and other online resources, they will locate where in Spain a festival takes place and the history of how each festival began. They will further investigate the festival and its effect on the area's local economy. After taking a "tour" around Spain and visiting each festival during group presentations, students will individually choose which festival about which they would like to create a children's book. They will compare what happens at the festivals in Spain to celebrations and traditions in the United States and locally in Madison. Students will learn about foods and festival related vocabulary and will practice stem changing verbs and simple past preterite to describe what they want and can do at each festival and what happened at the festival the day before.</p> <p><b>Profile of a Graduate Capacities:</b> Design, Product Creation</p>
<p><b>Unit 3</b> <i>Deportes Tradicionales</i></p>	<p>This unit is focused on the traditional sports of Spanish speaking countries and the fans that love them. The impact sports have on family relationships will also be explored. A great deal of time will be spent on the preterite tense and all its irregular forms, with the emphasis on narrating what happened at an event. Students will also be introduced to direct and indirect object pronouns in relation to sports vocabulary. Students will watch the movie "Goal" to incorporate themes of hard work to achieve dreams. After practice and repetition in the past tense, students will ultimately perform a newscast about a game that has already taken place.</p> <p><b>Profile of a Graduate Capacities:</b> Analyzing, Product Creation</p>
<p><b>Unit 4</b> <i>Fiesta Fatal</i></p>	<p>In this final unit of Spanish 2, students will explore the tradition of the Quinceañera and what goes wrong when a drug cartel gets involved in one girl's celebration. In addition, students will look at traditional rites of passage at different ages and in different cultures to compare and contrast how children experience growing up. Students will the Imperfect verb tense and use it to complete a nostalgic written piece about their childhood. Students will be able to recognize when to use the imperfect and when to use the preterite.</p> <p><b>Profile of a Graduate Capacities:</b> Decision Making, Citizenship</p>

# Spanish 3 Curriculum Overview

2023-2024

<p><b><u>Unit 1</u></b> <i>Esperanza para el futuro (Hope for the future)</i></p>	<p>In this first unit of Spanish 3, students will explore the difficulties of life in Guatemala and, more importantly, what is being done to improve the situation there. Students will read <i>Esperanza</i>, a true story about a family forced to emigrate from Guatemala to escape violence and create a more hopeful future. Students will view a variety of video clips as well as a documentary, such as "Living on One Dollar a Day," to better understand daily life in Guatemala. Students will independently explore the efforts of two charitable groups who are working to improve the socioeconomic situation and political climate. After examining Guatemala as a model, students will open up their investigation to the entire global community. Ultimately, students will find an actual charitable organization anywhere in the world to which they will apply for an internship, showcasing their new knowledge of the future and conditional tenses (will and would) to explain in the application how the experience will help them to realize their own hopes for the future, how their efforts will help to improve the situation in the community in which they will work, and explain in which area of the internship program they would like to participate. If we work together, there is hope for the future!</p> <p><b>Profile of a Graduate Capacities:</b> Decision Making, Citizenship</p>
<p><b><u>Unit 2</u></b> <i>Protegiendo nuestra salud (Protecting our health)</i></p>	<p>In this second unit of Spanish 3 students will consider various aspects of health and wellness in the United States and abroad. They will learn about healthcare practices in other countries and compare them with our own. Unit activities will include discussions about taking care of our minds and bodies, mental health practices, meditation and exercising in Spanish, and investigation of healthy eating. Ultimately, students will work in teams to create a wellness video that is shared with the class.</p> <p><b>Profile of a Graduate Capacities:</b> Collective Intelligence, Product Creation</p>
<p><b><u>Unit 3</u></b> <i>Hispanos heróicos (Heroic Hispanic)</i></p>	<p>This third unit of Spanish 3, students will focus on Heroic Hispanics, identifying how each person's influence impacts their respective communities. Grammatical study will pivot to focus on the past tenses, while building on their knowledge of the present. Students will employ unit vocabulary to describe the actions and talk about the prestige of historically significant latinos. Other skills in this unit include presentational and interpersonal speaking, reading of authentic articles, as well as listening comprehension of peers' ideas. Students will work on the skills of citizenship and product creation by considering their knowledge of influential Latinos in a video presentation.</p> <p><b>Profile of a Graduate Capacities:</b> Product Creation, Citizenship</p>
<p><b><u>Unit 4</u></b> <i>Misterios del mundo (Mysteries of the world)</i></p>	<p>Spanish 3 students will take a journey into the mysteries of the Spanish-speaking world, interpreting several legends, including the famous chupacabras: the Mysterious Monster of Latin America and comparing them to legends of their own culture. Students will see how the past tenses are used together for different reasons in the authentic context of legends. Students will embark on a task of creating their own Mysterious Monster of Madison, using the past tenses together, and their imaginations.</p> <p><b>Profile of a Graduate Capacities:</b> Design, Product Creation</p>

<p><i><u>Unit 1</u></i> <i>La entrada a Sudamérica</i></p>	<p>"The Hidden Gems of Latin America" is the theme for all four units of the Spanish 4 course.</p> <p>In the first unit of Spanish 4, students will travel to Colombia, the gateway to South America! Students will explore their identity as travelers as they learn about different locations and regions of Colombia. They will discover the beauty of the country that is embedded in the rich culture, learning about famous Colombian artists, musicians, and of course, the coffee. Building off of their prior knowledge of the present, future, and conditional tenses, students will use the future and conditional tenses to research the country, design a future vacation and make recommendations to avoid travel problems. Ultimately, each student will act as a travel agent, and use all of the information he/she has learned about Colombia, supplemented with internet research, to customize a vacation to Colombia for the family of a classmate. ¡Viajemos a Colombia!</p> <p><b>Profile of a Graduate Capacities:</b> Design, Decision Making</p>
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# Spanish 4 Honors Curriculum Overview

2023-2024

<p><b>Unit 1</b> <i>Las familias contemporáneas</i></p>	<p>In the first unit of Spanish IV Honors, students will examine more closely their family norms, travel, and education pursuits. Is their family modern or traditional? What do they do in their free time? Are they interested in travel? What are their career aspirations? These are just a few of the questions that students will be asked to consider as they develop and hone their understanding and application of the subjunctive mood, which was begun in Spanish 3. Throughout this unit, students will be exposed to a variety of unit-related, authentic written and spoken texts, recordings, and prompts to further their growth in the language. To bring closure to this unit, students will investigate and analyze the tourist attractions in one of the Spanish-speaking countries of the world and create a tourist brochure to promote travel to that country.</p> <p><b>Profile of a Graduate Capacities:</b> Analyzing, Product Creation</p>
<p><b>Unit 2</b> <i>La belleza y la estética</i></p>	<p>In this second unit of Spanish IV Honors, students will delve into their thoughts about beauty and aesthetics as they relate to self-concept, other people, fashion, arts and literature, architecture, and wonders around the globe. While doing so, students will be asked to dive into their past to further examine these thoughts, as they recall their study and use of the preterit and imperfect tenses as a means of learning about the past subjunctive. Throughout this unit, students will be exposed to a variety of unit-related, authentic written and spoken texts, recordings, and prompts to further their growth in the language. Students will use their creativity as they work in small groups to present a new line of clothing to their classmates that will shake up the fashion industry.</p> <p><b>Profile of a Graduate Capacities:</b> Collective Intelligence, Product Creation</p>
<p><b>Unit 3</b> <i>Los desafíos mundiales</i></p>	<p>In this third unit of Spanish IV Honors, students will have a look into the challenges we face in our global society, specifically those of global warming and global conflict and terrorism. Students will be challenged to use effectively the many types of commands from the target language, and say and write correctly in Spanish cardinal and ordinal numbers. Throughout this unit, students will be exposed to a variety of unit-related, authentic written and spoken texts, recordings, and prompts to further their growth in the language. Students will examine in depth a global challenge not studied during the unit to promote action and further awareness related to the issue.</p> <p><b>Profile of a Graduate Capacities:</b> Product Creation, Citizenship</p>
<p><b>Unit 4</b> <i>La ciencia y la tecnología</i></p>	<p>In this fourth and final unit of Spanish IV Honors, students will probe the constantly-evolving world of science and technology. While investigating and discussing these unit themes, students will be tasked with learning and putting to use the Perfect/Haber tenses, past participles used as adjectives, and the passive voice. Throughout this unit, students will be exposed to a variety of unit-related, authentic written and spoken texts, recordings, and prompts to further their growth in the language. Students will be forced to analyze the improvement of a product over time, the limitations of an existing product and imagine and present an innovation to it.</p> <p><b>Profile of a Graduate Capacities:</b> Idea Generation, Product Creation</p>

# Spanish 5 Curriculum Overview

2023-2024

<p><b><u>Unit 1</u></b> <i>Una guía a España</i></p>	<p>There are many different types of travelers; art lovers, hipsters, history buffs, etc. In the first unit of Spanish 5, students will act as travelers while taking an adventure through the major cities of Spain. Students will learn how to navigate public transportation systems throughout the country as well as how to read and interpret menus. Later, in the PBA, students will present autonomous regions of Spain to their classmates, in which they will show their expertise of the culture by using the unit grammar and vocabulary, which builds off of the present tense, present subjunctive, and high frequency words learned in prior units. Students will work on the skill of perseverance by initiating communication in the target language and circumlocuting to successfully overcome challenges in speaking.</p> <p><b>Profile of a Graduate Capacities:</b> Product Creation</p>
<p><b><u>Unit 2</u></b> <i>Navegando Sudamérica</i></p>	<p>In the second unit of our exploration, students will focus on their own personal travel interests in an investigation of South America, mirroring the travel explorations of Spain from Unit 1. Students will also further advance their grammatical study with the application of the imperative mood in the context of travel as well as giving and receiving directions, which builds on the knowledge of the subjunctive mood from Unit 1. Students will conduct research on their assigned country and present their findings based on their individual travel preferences. Throughout the unit, students will express recommendations and possible travel situations, in which they employ the highest level of grammatical structures. Other skills in this unit include presentational and interpersonal speaking, reading of authentic articles, as well as listening comprehension of peers' ideas. Students will work on the skills of analyzing and self-awareness by incorporating their knowledge of South America, their personal interests, and teacher and peer feedback into informative writing as they blog about traveling through South America as their preferred type of traveler.</p> <p><b>Profile of a Graduate Capacities:</b> Analyzing, Self-Awareness</p>

# Mandarin 1 Curriculum Overview

2023-2024

<p><b>Unit 1</b> <i>Ni Hao, China</i></p>	<p>"Ni Hao, China" is the Daniel Hand's students' welcome into Mandarin. This unit introduces students to China, its history, geography, and language. Students will discover the important geographical points of China to build their awareness of the Chinese country, people, and its culture. This unit includes the relationship between Taiwan and mainland China.</p> <p>Students will also learn the initial sounds of Chinese including the Romanized pronunciation guide known as pin-yin and the radicals or components of Chinese character. Students will see how radicals were formed from pictures to express their meanings as characters.</p> <p>Students will learn the importance of writing with proper stroke order to build muscle memory and promote accuracy.</p> <p>The Unit will culminate in a PBA where students will collaboratively, as a class, produce a radical catalog, including their own interpretation of the basic meaning.</p> <p><b>Profile of a Graduate Capacities:</b> Collective Intelligence, Product Creation</p>
<p><b>Unit 2</b> <i>Family/Greetings /Time and Date</i></p>	<p>My Family and I - The purpose of the second unit of Mandarin I is to teach students how to count using Chinese numbers, talk about their family members, and combine the two concepts into discussions concerning family members, birthdays, and ages. The unit is broken down into three major components which each are geared toward the repetition and mastery of the aforementioned concepts. Students will learn that in Chinese culture, there are separate names for all family members, even between a paternal uncle and a maternal uncle.</p> <p>Students will also begin writing and answering questions themselves in order to begin having conversations with each other in Chinese concerning their family members, birthdays, and ages.</p> <p>Students will also begin working in the Language Lab in order to get used to the functions necessary for assessments and the PBA.</p> <p>The unit will culminate in the students creating a family photo album which they could bring on a trip to China, which they will present to their fellow classmates both in class and in the Language Lab.</p> <p><b>Profile of a Graduate Capacities:</b> Product Creation</p>
<p><b>Unit 3</b> <i>Hobbies</i></p>	<p>In Unit 3 of Mandarin I, students will be given the opportunity to learn about how a Chinese student would go about his or her leisure time. Students will learn the Mandarin words for hobbies, sports, and other pastimes. Students will be shown how students in both America and China experience recreational time after school. For example, what sports does each culture play? How important are sports to the whole experience of the student? Students will be asked to consider what makes the daily life of a Chinese student different from the American way of life.</p> <p>The unit will culminate in students taking on the role of a company representative for Exchange International Enterprises (XIE). The purpose of this (fake) company is to expose students to the culture where they will experience an exchange.</p> <p><b>Profile of a Graduate Capacities:</b> Design, Product Creation</p>

# Mandarin 1 Curriculum Overview

2023-2024

<p><u>Unit 4</u> <i>Visiting a Friend</i></p>	<p>The final unit of Mandarin I, Visiting a Friend, has students consider various customs when visiting a friend in their own culture as well as in others. The students will learn culturally appropriate customs for hosts and guests in China. The unit will culminate in the students taking on the role of a guest or host, engaging in polite conversation and demonstrating their awareness of customary behavior.</p> <p><b>Profile of a Graduate Capacities:</b> Decision Making</p>
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# Mandarin 2 Curriculum Overview

2023-2024

<p><b>Unit 1</b> <i>Phone a Friend</i></p>	<p>Imagine a world without smart phones or the internet - a time when you had to pick up a device connected by wires to the wall and turn a wheel or push physical buttons to contact another human being.</p> <p>In Unit 1 of Mandarin II, students will become acquainted with this bizarre world of the past, and learn how to have appropriate conversations on the phone with other Chinese speakers. Students will practice with speaking politely to adult and unknown figures on the phone.</p> <p>Students will also learn about the culture of respect between people in China. Many times, the age of both individuals necessitates certain communication types and phrases between those individuals, some of which exist in person and some only on the phone.</p> <p>The Unit will culminate in the students practicing what it would be like to use these ancient devices to communicate with other human beings. Students will develop the skill of interpersonal communication throughout this unit, while growing to understand how different cultures use and teach respect.</p> <p><b>Profile of a Graduate Capacities:</b> Product Creation</p>
<p><b>Unit 2</b> <i>I am the Number 1 Student!</i></p>	<p>The second unit of Mandarin 2 will give the students a look at their school and the schools of China and Taiwan. Students will learn the names of their classes as well as those of their extracurricular activities. The difference in speaking about talent between academics vs. extracurriculars will be explored by the students. One of the main objectives of the unit is to get students to look at, create, and read class schedules for themselves and for students in China and Taiwan.</p> <p>Within this unit, students will also begin reading the TPRS book, <i>Susan You Mafan</i>, a book about a 13 year old girl named Susan who by fortune becomes rich. In the first two chapters of the book, we learn about Susan, her likes and dislikes, as well as her academic and extracurricular interests, which makes the book a useful tool for practicing the vocabulary and grammar of this unit.</p> <p>This unit will culminate in the students working collaboratively on a "Day in the Life" promotional video of their life at Daniel Hand. Students' videos will be geared toward promoting excitement for potential students considering Daniel Hand, while also maintaining honesty about what a student can expect with certain classes.</p> <p><b>Profile of a Graduate Capacities:</b> Collective Intelligence</p>
<p><b>Unit 3</b> <i>Let's Go Shopping</i></p>	<p>In Unit 3 of Mandarin 2, the students will study shopping by exploring the markets, malls, and stores of both China and America. Students will examine the basic types of stores, but will focus on shopping for clothing, food, and school supplies. Students will experience how to haggle in markets. Students will write dialogues, while practicing their typing and writing skills. The unit will culminate in students creating a dialogue involving haggling and must adhere to a shopping list.</p> <p>Many of the events listed in stage 3 will happen continuously and repeatedly to help students with Chinese characters and pronunciation.</p> <p><b>Profile of a Graduate Capacities:</b> Collective Intelligence</p>

# Mandarin 2 Curriculum Overview

2023-2024

<p><b>Unit 4</b> <i>Let's Get an Uber!</i></p>	<p>Unit 4 of Mandarin 2 will bring the students for a tour of the streets of the world. Students will learn how to give and receive directions for someone traveling. Students will learn the Cardinal directions, how to use landmarks, distances and times (with travel), and how to communicate about taking or using a form of transportation.</p> <p>Students will continue reading Susan You Mafan and will use the book to help them to discuss how Susan goes from place to place.</p> <p>Students will be exposed to maps of cities in China and Taiwan and will use them to create a plan for travel. The unit will culminate in students creating a plan to travel in New York City using public transportation.</p> <p><b>Profile of a Graduate Capacities:</b> Analyzing, Decision Making</p>
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# Mandarin 3 Curriculum Overview

2023-2024

<p><b>Unit 1</b> <i>What's in the Forecast?</i></p>	<p>In Unit 1 of Mandarin 3, students will learn how to discuss the weather and reflect upon the impact that weather has on our daily lives. In particular, students will learn to make plans with consideration to various weather forecasts, and adjust plans if the weather changes. They will also learn how to offer alternative ideas in a polite fashion.</p> <p>Ultimately, students will take on the role of an aspiring meteorologist who has prepared a weather forecast for a job interview.</p> <p><b>Profile of a Graduate Capacities:</b> Design, Product Creation</p>
<p><b>Unit 2</b> <i>How do I get there?</i></p>	<p>In Unit 2 of Mandarin 3, students will learn how to ask for and receive directions when walking and driving. They will be asked to express the purpose of visiting various locations, as well as consider safety concerns when navigating a new city.</p> <p>Ultimately, students will provide directions for a friend who is visiting a city in China and provide directions for getting to various tourist attractions.</p> <p><b>Profile of a Graduate Capacities:</b> Analyzing, Decision Making</p>
<p><b>Unit 3</b> <i>Sick Day!</i></p>	<p>In Unit 3 of Mandarin 3 Students will learn how to use medical vocabulary. This will be especially useful if they should go to China and fall ill or see someone else fall ill. Over the course of the unit, the students will learn the most common symptoms and how to share those symptoms with professionals.</p> <p>How do you show empathy and concern for someone who is seemingly ill? How do you help someone who needs help? These questions will guide the students through the unit.</p> <p>The students will work on their skill of design - students will create a dialogue wherein they will role-play as doctors and patients. The dialogues will first be revised by the teacher, then students will be tasked with revising their own work. Did they choose the proper character when typing up their script? Does the symptom match the illness? At the end of the unit, students will present their finalized script to the class.</p> <p><b>Profile of a Graduate Capacities:</b> Design</p>
<p><b>Unit 4</b> <i>Travel Around the World</i></p>	<p>Unit 4 of Mandarin 3 will give the students exposure to the world. Students will learn what kind of items they will need to travel around the world and especially to China or Taiwan. On top of more landmarks, modes of travel will be reexamined. Students will expand their knowledge of the geography of China.</p> <p>The unit will culminate in students acting as a travel agent, creating an itinerary from Madison, CT through some famous sites in China, and back to Madison.</p> <p><b>Profile of a Graduate Capacities:</b> Analyzing, Product Creation</p>

## Subject to Approval

## Meeting Minutes

*Video documentation of these proceedings can be found in the Meetings/Minutes section of the website*

### I. Call to Order / Attendance

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

Present: Galen Cawley, Mary Ann Connelly, Diane Infantine-Vyce, Maureen Lewis (on Zoom), Christine Maisano, Cathy Miller, Steven Pynn, Emily Rosenthal

Also present: Craig Cooke, Ph.D., Superintendent; Gail Dahling-Hench, Assistant Superintendent; Kathryn Hart, Polson Middle School Principal

### II. School / Community Session

No members of the public spoke.

### III. Board of Education Student Representatives' Report

*Eli Ackerman and Brooke Anderson*

Eli reported that Trimester 3 has begun, therapy dogs visited Hand during finals week, the College & Career Fair is March 13, and there is an upcoming Red Cross Blood Drive. Brooke shared that winter sports are wrapping up, spring sports are starting, standardized testing for Juniors will start at the end of March, and scheduling for the next school year is currently underway.

### IV. Superintendent's Report

*Craig A. Cooke, Ph.D.*

- Super Bowl Petition – Dr. Cooke and Principal Hart introduced Polson Grade 8 student Will Varone who shared a petition with over 200 signatures and a presentation with the Board requesting that the Monday after the Superbowl be a day off from school.
- Polson Grade 6 READBowl Champions – Principal Hart introduced Polson Grade 6 teacher Christina Zarotney and four students. Polson grade six students participated in a four-week global reading competition called READBowl put on by Malcolm Mitchell, an author, reading activist and athlete. Polson sixth grade students read for a total of 162,648 minutes. In addition, Mrs. Zarotney's team of her two language arts classes won the State Champions for the Middle School division for Connecticut.
- 2025 PreK Configuration – Dr. Cooke shared that when the District moves to its new configuration in Fall 2025, both elementary schools will have PreK classes which will mean fewer building transitions for our youngest learners.

### V. Board Members' Comments

Board members thanked the student presenters. Dr. Infantine-Vyce wished the DHHS Fencing team good luck.

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

No members of the public spoke.

VII. Consent Agenda (Ref. Bylaw #9540.2)

- Line Item Transfers as of February 29, 2024
- Budget Expenditures as of February 29, 2024
- February 2024 Personnel Report

VIII. Action Item: Motion to approve the Consent Agenda

MOTION: by Pynn, seconded by Rosenthal to approve the consent agenda.

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

NAYS:

ABSTAIN:

MOTION CARRIED: 8 – 0

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

Curriculum and Student Development

*Members: Steve Pynn, Chair; Catherine Miller, Mary Ann Connelly*

Mr. Pynn reported on the committee meeting that took place earlier in the evening. The committee heard a presentation on new World Language units ready for adoption and a presentation on the status of the District's Right to Read waiver application.

Facilities Committee

*Members: Emily Rosenthal, Chair, Steven Pynn, Diane Infantine-Vyce*

Mrs. Rosenthal reported on the committee meeting that took place earlier in the evening. Facilities Director Peter Anderson gave an update on the mandatory Indoor Air Quality (IAQ) testing the District undergoes. Facilities Director Bill McMinn and Interim Construction Manager Felicia Smith gave an update on the Hand roof unit project and the Polson bathroom project.

Finance Committee

*Members: Galen Cawley, Chair, Christine Maisano, Emily Rosenthal*

No report.

Personnel Committee

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

No report.

Policy Committee

*Members: Diane Infantine-Vyce, Chair; Maureen Lewis, Galen Cawley*

Dr. Infantine-Vyce reported on the following policies on the agenda this evening:

**Policy for Rescission, First Reading**

- 5100.9.6 Maintenance and Development of Athletic Programs
- 5110.3.1 Police in Schools
- 5142.4 School Resource Officer
- 5120.9.5 Automobile Use and Parking
- 5140 School and Community Service
- 9470 School Attorney / Legal Services

- 9480 Consultants to the Board

**Policy for Review, First Reading**

- NEW – 5050 Student Privacy
  - *then Rescind* 5180.2 Research
- 9530 Executive Sessions / Open Meetings
- 9820.1 Board Member Conferences, Conventions, and Workshops
- 9840 Board Member Compensation and Expenses

**Policy for Rescission, Second Reading**

- 9650 Policy Communication / Dissemination
- 9700 School Board Communications

**Policy for Review, Second Reading**

- 5120.9 Homeless Students
- 9540 Transaction of Business
  - Repeal & Replace*
    - 9540 Meeting Procedures/ Bylaws
    - 9540.13 Reporting of Board Meeting Business
- 9210 Role of Board and Members
  - Repeal & Replace*
    - 9210 Board Member Authority
    - 9210.1 Responsibilities of Board Members
- 1200 School District Logo and Mascot
  - Repeal & Replace*
    - 9710 School District logo and/or Motto
    - 9720 Guidelines for use of District Logo/ Board Members' Names

LEARN Liaison

*Mary Ann Connelly*

No report.

X. Action Item: Motion to rescind the following policies: 9650 Policy Communication / Dissemination, 9700 School Board Communications

MOTION: by Infantine-Vyce, seconded by Rosenthal to rescind the policies 9650 Policy Communication / Dissemination and 9700 School Board Communications.

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

NAYS:

ABSTAIN:

MOTION CARRIED: 8 – 0

XI. Action Item: Motion to approve the following policies: 5120.9 Homeless Students, 9540 Transaction of Business, 9210 Role of Board and Members, 1200 School District Logo and Mascot

MOTION: by Infantine-Vyce, seconded by Miller to approve policies 5120.9 Homeless Students, 9540 Transaction of Business, 9210 Role of Board and Members, and 1200 School District Logo and Mascot.

AYES: Cawley, Connelly, Infantine-Vyce, Lewis, Maisano,  
Miller, Pynn, Rosenthal  
NAYS:  
ABSTAIN:  
MOTION CARRIED: 8 – 0

XII. Action Item: Motion to approve a donation to the DHHS Girls Tennis Team from the Hand Tennis Boosters in the amount of \$2200 for new tennis uniforms.

MOTION: by Miller, seconded by Infantine-Vyce to approve a donation to the DHHS Girls Tennis Team from the Hand Tennis Boosters in the amount of \$2200 for new tennis uniforms.

AYES: Cawley, Connelly, Infantine-Vyce, Lewis, Maisano,  
Miller, Pynn, Rosenthal  
NAYS:  
ABSTAIN:  
MOTION CARRIED: 8 – 0

XIII. Action Item: Motion to approve the minutes of the February 27, 2024 Board of Education Special Meeting (Ref. Bylaw #9540.9)

MOTION: by Infantine-Vyce, seconded by Connelly to approve the minutes of the February 27, 2024 Board of Education Special Meeting.

AYES: Cawley, Connelly, Infantine-Vyce, Lewis, Maisano,  
Miller, Pynn, Rosenthal  
NAYS:  
ABSTAIN:  
MOTION CARRIED: 8 – 0

XIV. Future Agenda Items

XV. Meetings / Dates of Importance (see attached)

XVI. Adjournment

MOTION: by Infantine-Vyce, seconded by Rosenthal to adjourn at 8:20 p.m.

AYES: Cawley, Connelly, Infantine-Vyce, Lewis, Maisano,  
Miller, Pynn, Rosenthal  
NAYS:  
ABSTAIN:  
MOTION CARRIED: 8 – 0

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