

# Board of Education Regular Meeting #1

Tuesday, December 4, 2007 7:30 PM

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

## I. Call to Order / Attendance

## II. Executive Session - 6:30 p.m.

## III. School Community Session

III.A. Special Recognition of Retiree: Alexis Christina, Island Avenue School, 38 Years of Service

III.B. Public Participation

## IV. Board of Education Student Representatives' Report

**Speaker(s):** Thomas Presti and Emma Norris

## V. Superintendent's Report

**Speaker(s):** Dr. H. Kaye Griffin

V.A. Overview: Daniel Hand High School Program of Studies

**Speaker(s):** High School Administration and Program Coordinators

V.B. Drafts of Council Documents for Athletic Program

**Speaker(s):** Dr. H. Kaye Griffin

V.B.1. Madison Athletic Program Advisory Council (MAPAC)

V.B.2. Coaches' Advisory Council

V.B.3. Daniel Hand High School Student-Athlete Advisory Council

V.C. Discussion: Revised Daniel Hand High School Code of Conduct

**Speaker(s):** Dr. H. Kaye Griffin, High School Administration

## VI. Board Member Comments

## VII. Distribution of Executive Summaries from Board Committees / Liaisons

## VIII. Policy Committee Report

**Speaker(s):** Harriet Gowanlock, Chair

VIII.A. Second Revision Reading: Policy #5100.9.6 Maintenance and Development of Athletic Programs

VIII.B. First Draft Reading: Policy #4TBD Restraint and Seclusion

VIII.C. First Draft Reading: Policy #TBD Student-Activity Transportation/Vehicles

VIII.D. First Draft Reading: Policy #TBD Conduct Code for Participation in Extracurricular Activities

## IX. Audience Response to Information Presented

## X. Consent Agenda (Items 10.1 - 10.6) (Reference Bylaw #9540.2 and #9540.8)

X.A. Bills Payable: \$703,632.60

X.B. Line Transfers: \$95,589.45

X.C. Budget Expenditure Report as of November 29, 2007

X.D. Acknowledgement: Out of State Travel for Daniel Hand High School Students (Reference Policy #6100.16.1)

X.E. Connecticut State Department of Education Carl D. Perkins Innovation Grant Application July 1, 2007-June 30, 2008

X.F. Connecticut State Department of Education Carl D. Perkins Innovation Grant Application- Engineering and Engineering Technology July 1, 2007-June 30, 2008

XI. **Action Item: Minutes 11/20/07 Meeting (Reference Bylaw #9540.8)**

XII. **Action Items: Minutes 11/27/07 Meeting (Reference Bylaw #9540.8)**

XIII. **Old Business**

XIV. **New Business**

XIV.A. Committee Meeting Schedules Through June 30, 2008 **Speaker (s):** Chairman Hale

XV. **Future Agenda Items**

XVI. **Adjournment**

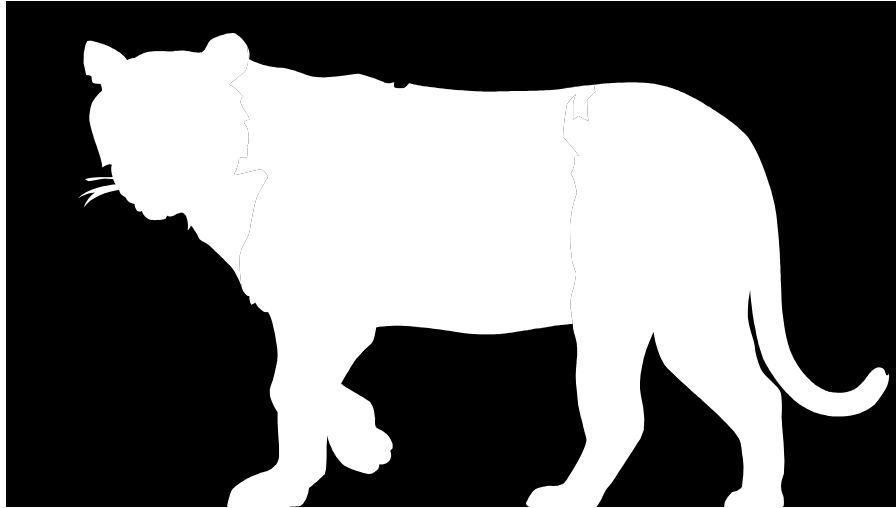
*Daniel Hand High School*  
*Program of Studies*  
*2008-2009*



*Madison, Connecticut*  
*[www.danielhand.org](http://www.danielhand.org)*

# **PROGRAM OF STUDIES**

**2008-2009**



**DANIEL HAND HIGH SCHOOL**

**[www.danielhand.org](http://www.danielhand.org)**

**286 Green Hill Road  
Madison, Connecticut 06443**

**Phone: 203-245-6350    Fax: 203-245-6356**

**Published for the information of  
Students, Parents, and Faculty**

## **School Administrators**

Barbara J. Britton, Principal  
Fran Thompson, Assistant Principal  
Daniel Zittoun, Assistant Principal

## **PROGRAM COORDINATORS**

<b>Art</b>	<b>Angela Medley</b>
<b>Career and Technical Education</b>	<b>Patricia Drew</b> <small>(Department Chair)</small>
<b>English</b>	<b>Patrick Irlbeck</b>
<b>Library/Media</b>	<b>Cynthia Schneider</b>
<b>Mathematics</b>	<b>Doreen Mantilia</b>
<b>Music</b>	<b>Richard Fasano</b>
<b>Physical Education</b>	<b>Jim Flanagan</b>
<b>Science</b>	<b>Paul Mezick</b> <small>(Department Chair)</small>
<b>Social Studies</b>	<b>Peter Nye</b>
<b>Special Education</b>	<b>Pam Rottier</b>
<b>World Languages</b>	<b>Nancy Giraldo</b>

## **School Guidance Services**

<b>Director of Guidance Services</b>	<b>Jean Baker</b>
<b>School Counselor</b>	<b>Phyllis Annunziata</b>
<b>School Counselor</b>	<b>Christine Coyle</b>
<b>School Counselor</b>	<b>Mary Curran</b>
<b>School Counselor</b>	<b>Patty Judson</b>
<b>School Counselor</b>	<b>Cynthia Skarsten</b>

## **Student Athletics**

<b>Director of Athletic Programs</b>	<b>Craig Semple</b>
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**Daniel Hand High School  
286 Green Hill Road  
Madison, CT 06443  
www.danielhand.org  
District Website-www.madison.k12.ct.us**

Main Office	(203) 245-6350
Guidance Office	(203) 245-6360
Athletic Director	(203) 245-6366, 245-6367
Nurse	(203) 245-6370
Attendance	(203) 245-6355
Cancellations & Delays	(203) 245-6475, Voice Mail #6350
Voice Mail Access	(203) 245-6475

**MADISON BOARD OF EDUCATION**

Robert Hale, Chairperson  
Holly Sellers, Vice Chairperson  
John Dean, Secretary  
Becky Coffey  
William Clorite  
Debra Frey  
Harriet Gowanlock  
Seth Klaskin  
Robert Ruggiero

**CENTRAL ADMINISTRATION**

H. Kaye Griffin, Ed.D .....Superintendent of Schools  
Anita Rutlin.....Assistant Superintendent for Curriculum Instruction, Assessment  
Jill Hale .....Interim Director of Special Education/Student Services  
Barbara Macaulay .....Manager of Administrative Services  
Heather Dobson .....Director of Human Resources  
Dotty Bavin .....Manager of Fiscal Services  
D. Stew MacMillan .....Administrative Director of Facilities  
William McMinn .....Manager of School Facilities

# ***Daniel Hand High School***

**286 Green Hill Road, Madison, CT 06443-2299**

*Barbara J. Britton, Principal*

*Fran Thompson, Assistant Principal*

*Daniel Zittoun, Assistant Principal*

Dear Students:

Welcome to the 2008-2009 Program of Studies. This booklet has been prepared to help you choose a course of study for your high school years. Planning is an important part of a successful high school experience. We hope you find it helpful in making informed decisions.

Daniel Hand High School provides you with a high quality core curriculum in mathematics, English, social studies, science and world languages. In addition, a wide range of choices are available in art, music, business, and technology education. Choosing appropriate courses based on your interest, skills, and goals is important in preparing you for your future beyond high school.

It is essential that you and your parents/guardian thoroughly review this booklet and discuss your options. Prior to selecting your courses for next year, it is recommended that you work closely with your teachers and school counselors. We strongly encourage you to think carefully about your choices. These courses become the foundation for future education and training that will support your goals.

An important aspect of your high school education is to broaden your experiences beyond the classroom walls. We encourage you to become involved in co-curricular and extra curricular activities in both the high school and the community. Some of the many possibilities available to you include clubs, athletics, student government, the arts, and community service endeavors. All of these provide opportunities for you to pursue interests and make new friendships.

The administration, faculty, and staff of Daniel Hand High School are here to provide you with the resources, support, and encouragement you will need to be successful.

Sincerely,

Barbara J. Britton  
Principal

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# Daniel Hand High School Mission Statement



Our primary purpose is to graduate successful life-long learners who are responsible citizens in the global community. Daniel Hand High School students, in collaboration with educators, parents, and the Madison community, will develop as motivated, self-reliant, creative, and ethical individuals who respect differences in others.

## Expectations for Students

The Daniel Hand High School graduate will...

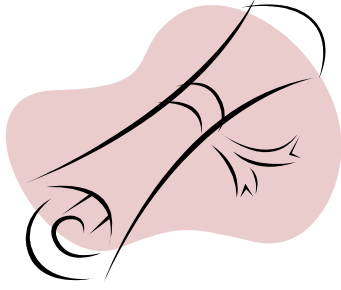
- Demonstrate proficiency and fluency in communication to meet the literacy demands of the global community;
- Use technology effectively and responsibly;
- Apply effective and efficient strategies for gathering information and materials, thinking critically, and solving problems; and
- Demonstrate respect for oneself and strive to contribute to the success of others.

### STATEMENT OF EQUAL OPPORTUNITY

It is the policy of the Board of Education of Madison that no person shall be excluded from employment or participation in, be denied the benefits of or, be subjected to unlawful discrimination under any educational or employment program or activity because of age, color, marital status, national origin, physical disability, race, creed, or sex. This policy includes but is not limited to course offerings, athletic programs, guidance and counseling, and test and procedures. While separation of students in certain specific activities and facilities may be warranted in the best interest of the students' physical or emotional or social well-being, and while unequal aggregate expenditure of funds for members of a particular group of students will not in and of itself constitute a violation of this policy, it is the explicit intent of the Board to provide genuinely equal opportunity for all students in all program areas.

The grievance procedure, which will permit students to communicate grievances related to the Title IX Regulations, can be found in the [Handbook for Students and Parents](#).

## REQUIREMENTS FOR A DIPLOMA



Students must earn twenty-four (24) credits to graduate and must meet the District Performance Standard as written on page 4. All seniors must earn four and one quarter (4.25) credits during their senior year in order to graduate, regardless of previously earned credits. All students must earn the following credits:

English	4.5
Social Studies (including Civics 0.5 & U.S. History 1.0)	3.5
Mathematics	3.5
Science	3.0
Arts or Music	1.0
Career and Technical Education (CTE)	1.0
Health	1.0
Physical Education	1.5
Electives	5.0*

\*2 credits must be in a planned program that reflects one of the areas of focus.

All freshmen, sophomores, and juniors are required to be enrolled in a minimum of 6.5 credits. Exceptions to these requirements will be made only in rare instances, and the exceptions must be recommended by the school counselor and approved by the principal.

A student who fails a health course in any one year will be required to retake that year's course or complete an independent study course. This decision will be made based on the overall impact on the student's schedule, class sizes, and teacher availability.

The quality of a student's work is extremely important in being considered for admission to college. Students should strive to do more than the minimum requirements; they will profit by doing so.

## REQUIREMENTS FOR PROMOTION



For promotion to sophomore status	6 credits
For promotion to junior status	12 credits
For promotion to senior status	18 credits

## DISTRICT PERFORMANCE STANDARDS

### Mathematics Standard

- Scoring in the first three bands (Level 5, 4, or 3 Proficient) on the mathematics portion of the CAPT
- Meeting the state average for math on the PSAT, SAT, or ACT
- Achieving a combined average in the C range for three or more math courses taken at DHHS
- Satisfying the requirements as designated on the IEP for qualifying students.

### Writing Standard

- Scoring in the first three bands (Level 5, 4, or 3 Proficient) on the Writing Across the Disciplines portion of the CAPT
- Meeting the state average on the writing component of the SAT or ACT
- Producing a portfolio of written work in class that will be evaluated by a panel of teachers using the district rubric
- Satisfying the requirements as designated on the IEP for qualifying students

## Rank in Class (Quality Point Average)



Quality point average is used only for the purposes of class rank. Class rank calculation, utilizing quality points will commence in the sophomore year. Quality point average is calculated by adding the total quality points earned and dividing that sum by the total credits attempted. Quality points are awarded according to the grade earned, credit value of the course, and the level designation of the course. **Non-leveled classes are not included in quality point average.** Quality point values are listed in the chart below. Class rank is reported by Decile. (Exact rank in class will be available to counselors in order to fill out accurately any necessary forms and will be used to calculate senior honors, scholarships, and awards.) **Transcripts will report rank only by decile.**

Grade	Level 1	Level 2	Level 3	Grade
A+	21	18	15	A+
A	20	17	14	A
A-	19	16	13	A-
B+	18	15	12	B+
B	17	14	11	B
B-	16	13	10	B-
C+	15	12	9	C+
C	14	11	8	C
C-	13	10	7	C-
D	11	8	5	D
F	0	0	0	F

Minimum passing grade at DHHS is 65 (D)

## CHANGES IN COURSE OFFERINGS AND STUDENT SCHEDULES



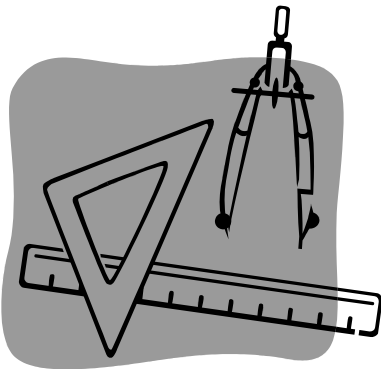
Students should understand that not every course listed in this Program of Studies is offered every year. Certain courses may not be offered due to insufficient enrollment, limited facilities, scheduling problems, or lack of staff. Students are encouraged to take advantage of the many course offerings with the intent to make a serious commitment to the subject matter.

As a general rule, courses will not be changed once a selection has been approved. On the rare instance an exception is made, the following criteria will be considered:

1. When there is an error
2. Changes required as a result of failure or summer school results
3. When adjustments in the building master schedule impact upon student schedules

Requests for a change in schedule after the school year begins will require the approval of a building administrator.

## ADVANCED PLACEMENT WORK



Students who have demonstrated outstanding achievement will have the opportunity to pursue work in advanced placement courses. The advanced placement program is sponsored by the College Board. The College Board provides guidance to high schools in the development of rigorous academic programs in such areas as English, history, mathematics, science, and world languages. The College Board also offers a series of examinations in

May of each year to those students who either have the academic background to take the examinations or who have taken advanced placement course work. The students electing to take the examinations are required to pay an examination fee. Any student wishing to take AP exams for whom the fee presents a financial hardship should request a fee waiver from his or her guidance counselor.

This year Daniel Hand High School is offering advanced placement course work in English, mathematics, chemistry, physics, biology, history, art, and psychology. Students are allowed to register for advanced placement course work if they meet all of the prerequisites of the department offering the course. The general prerequisite includes demonstrated academic achievement, the recommendations of the previous year teacher, and permission of the department coordinator. Colleges may award credit or waiver a requirement for students who successfully complete the advanced placement program and who score well on the Advanced Placement examinations. Students should check with the college they plan to attend.

## THE UNIVERSITY OF CONNECTICUT Early College Experience



Daniel Hand High School participates in the Early College Experience program offered by the University of Connecticut. This program, which is offered in high schools around the state, allows students to receive both high school credit and college credit from the University of Connecticut in English, history, mathematics, science, and family and consumer sciences. Students enrolled in the Early College Experience program will receive three (3) or four (4) college credits each college semester. Completion of a full year in a course in the Early College Experience program will provide six (6) or eight (8) credits from the university and credit from Daniel Hand. Students must maintain a grade of C or better to be awarded the university's credits. Students are allowed to take the Early College Experience program courses if they:

1. Meet all the prerequisites of the department and the university.
2. Obtain the permission of the department coordinator.

### COLLEGE AND CAREER PATHWAYS PROGRAM

College and Career Pathways program is a nationally recognized program that enables students to receive community college credit while completing high school courses. Curricula in several Daniel Hand High School courses are aligned with corresponding courses at Gateway Community College. Students who register for College and Career Pathways program receive three credits in each of the following areas: English, math, science, and technology for a total of 12 college credits. These credits are transferable to any Connecticut state university. Because College and Career Pathways program is a national program, many out-of-state universities and private colleges also accept College and Career Pathways program credits.

Daniel Hand High School has aligned curricula in the following Career and Technical Education courses:

Accounting	Computer Applications	English for the 21 <sup>st</sup> Century
Foods	Keyboarding/Word Processing	
Sports & Entertainment Marketing	Word XP	

In order to register for College and Career Pathways program, students must:

- enroll in one of the courses listed above during their junior year
- enroll in or have completed Chemistry or Human Biology
- enroll in or have completed Algebra II

There is no fee required for participation, and students do not have to attend Gateway Community College during their enrollment in College and Career Pathways program courses. There is also no obligation to attend Gateway after high school graduation. The purpose of the program is simply to encourage students to continue their post-secondary education.

Students will receive college credit for each of the College and Career Pathways program aligned courses in which they maintain a grade of B- or better. An official Gateway Community College transcript is issued and mailed to students the summer after their high school graduation.

## CAREER CLUSTER SEQUENCES

During your annual guidance interview, your school counselor will discuss your four – year educational plan as well as possible career interest. The following is an interdisciplinary listing of courses recommended for students in the various career clusters. Its focus is to prepare students with the skills and background necessary for entrance into a specialized institution of higher education or for direct entrance in their career field.

### BUSINESS & FINANCE

Keyboarding/ Word Processing  
Word XP  
Computer Applications  
Web Page Design  
Advanced Web Page Design  
Computer Graphics  
Accounting I & II  
Business Law  
Marketing I  
Sports & Entertainment Marketing  
Personal Finance/Stock Analysis  
Finance and Banking-Honors  
International Business  
Fundamentals of Criminal Justice  
English for the 21st Century  
Journalism  
Statistics  
Introduction to Computer Science  
Introduction to Human Behavior  
Contemporary Issues  
A.P. Psychology  
Economics  
All World Languages  
On Your Own  
Entrepreneurship  
Hospitality and Tourism  
Cooperative Work Experience  
Digital Photography  
World Arts Studio

### GLOBAL STUDIES

Bible as Literature  
British Literature  
Drama Classics  
20<sup>th</sup> Century Literature A & B  
All World Languages  
Global History I & II  
Western Civilization  
Basic Design  
Photo I & I  
Digital Photography  
World Arts Studio

### AMERICAN STUDIES

Drama Classics  
20<sup>th</sup> Century Literature A & B  
Photo I & II  
Painting Studio  
2-D Studio  
Portfolio Development I & II  
Digital Photography  
AP Studio

### CONSTRUCTION TECHNOLOGIES & DESIGN

Basic Design  
Clay and Innovative Forms  
Advanced Clay and Innovative Forms  
Drawing Studio  
Creative Prints  
Art & Video Imaging I & II  
Painting Studio  
Photography I & II  
2-D Studio  
Portfolio Preparation I & II  
Multimedia Studio  
3-D Studio  
Digital Photography  
AP Studio  
Construction I & II  
Manufacturing  
Advanced Materials Processing  
Boat Construction & Navigation  
Theater Set Design & Construction  
Computer Aided Drafting  
Graphic Communications  
Engineering Design  
Architectural Design  
Intermediate Engineering Design  
Entrepreneurship  
Physics of Electronics  
Transportation Systems  
Power & Energy Technology  
Foundations of Technology  
Interior Design  
Web Page Design  
Keyboarding/Word Processing  
Computer Applications  
English for the 21st Century  
Statistics  
Introduction to Computer Science  
Geometry  
Chemistry  
Physics  
Introductory Physical Science  
Contemporary Issues  
All World Languages  
Integrated Algebra and Geometry  
Marine Science and Technology



**ENVIRONMENTAL, NATURAL  
RESOURCES & AGRICULTURE**

Basic Design  
World Arts Studio  
Photo I & II  
3-D Studio  
Digital Photography  
Digital Animation  
Keyboarding  
Computer Applications  
Business Law  
Introduction to Computer Science  
Statistics  
Earth Science  
Chemistry  
Ecology  
Topics in Science  
Horticulture  
Physics  
Introductory Physical Science  
Physics of Electronics I & II  
English for the 21st Century  
Contemporary Issues  
All World Languages  
Marine Science and Technology

**ARTS & MEDIA**

Basic Design  
World Arts Studio  
Clay and Innovative Forms  
Advanced Clay and Innovative Forms  
Drawing Studio  
Creative Prints  
Computer Graphics  
Art & Video Imaging I & II  
Painting Studio  
Photography I & II  
2-D Studio  
Portfolio Preparation I & II  
Digital Animation  
Multimedia Studio  
3-D Studio  
Digital Photography  
AP Studio  
Web Page Design  
Computer Applications  
Stage Band  
Symphonic Band  
Concert Band  
Introductory Chorus  
Advanced Chorus  
Show Choir  
Music Theory  
Waes Haeil Madrigals  
String Orchestra  
Class Instruction in Piano  
Creative Writing  
Journalism  
Drama Classics  
Intro to T.V. Studio  
TV Production  
Video Journalism  
All World Languages  
A.P. Psychology

**GOVERNMENT, EDUCATION,  
HUMAN SERVICES**

Keyboarding/Word Processing  
Computer Applications  
Web Page Design/ Advanced Web Page Design  
Business Law  
International Business  
Health  
Discovering Children  
Human Development and Family Studies (UCONN)  
Early Childhood Education  
Nursery School Lab  
Exploring Elementary Education  
Work Experience with Children  
English for the 21st Century  
All World Languages  
World Arts Studio  
Photo I & II  
Digital Photography  
Digital Animation  
Statistics  
Contemporary Issues  
Economics  
American Government  
Fundamentals of Criminal Justice  
Introduction to Human Behavior  
20<sup>th</sup> Century Literature A & B  
A.P. Psychology

**RETAIL, TOURISM, RECREATION &  
ENTREPRENEURIAL**

Keyboarding/Word Processing  
Word XP  
Web Page Design  
Computer Applications  
Computer Graphics  
Accounting I & II  
Business Law  
Marketing I  
International Business  
Sports & Entertainment Marketing  
Personal Finance/Stock Analysis  
Finance and Banking-Honors  
Introduction to Retail Fashion  
Fashion Merchandising  
Foods & Nutrition  
Bake Shop  
International Foods  
Food Service  
World Arts Studio  
Drawing Studio  
Photo I & II  
Basic Design  
Digital Animation  
3-D Studio  
Digital Photography  
English for the 21st Century  
Journalism  
All World Languages  
Statistics  
Introduction to Computer Science  
Topics in Science  
Economics  
Introduction to Human Behavior  
Contemporary Issues  
A.P. Psychology  
Entrepreneurship  
Hospitality and Tourism

## HEALTH & BIOSCIENCES

Keyboarding/Word Processing  
Computer Applications  
Web Page Design  
Business Law  
Foods & Nutrition  
All World Languages  
Statistics  
Chemistry  
Physics  
Introductory Physical Science  
Biological Systems  
General Biology  
Human Biology  
Anatomy & Physiology  
Topics in Science  
Contemporary Issues  
Economics  
Introduction to Human Behavior  
Health  
Digital Photography  
Digital Animation

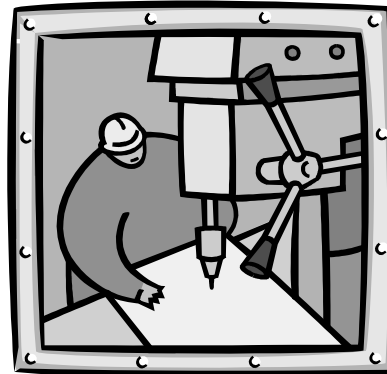


## HUMANITIES CLUSTER

Bible as Literature  
British Literature  
Drama Classics  
20<sup>th</sup> Century Literature A & B  
Basic Design  
World Arts Studio  
Clay and Innovative Forms  
Advanced Clay and Innovative Forms  
Drawing Studio  
Creative Prints  
Art & Video I & II  
Painting Studio  
Photography I & II  
2-D Studio  
Portfolio Preparation I and II  
Digital Animation  
Multimedia Studio  
3-D Studio  
Digital Photography  
AP Studio  
Development Western Civilization  
All World Languages  
Global History I & II  
A.P. Psychology  
Humanities

## TECHNOLOGIES: MANUFACTURING, COMMUNICATIONS & REPAIR

Keyboarding/Word Processing  
Word XP  
Entrepreneurship  
Computer Applications  
Computer Graphics  
Web Page Design  
Accounting I & II  
Business Law  
Construction  
Materials Processing  
Theater Set Design & Construction  
Computer Aided Drafting  
International Business  
Engineering Design & Architectural Design  
Intermediate Engineering Design  
T.V. Production  
Video Journalism  
Intro to T.V. Studio  
Boat Building & Navigation  
Transportation Systems  
Energy & Power Technology  
Foundations of Technology  
English for the 21st Century  
Basic Design  
Drawing Studio  
Art and Video 1&2  
Photo I & II  
2-D Studio  
Portfolio Development  
Digital Animation  
Digital Photography  
Cooperative Work Experience  
Marine Science and Technology  
Physics  
Introductory Physical Science  
Principles of Ecology  
Contemporary Issues  
Economics  
Topics in Science  
Chemistry  
Introduction to Computer Science  
Statistics  
All World Languages





## CAREER AND TECHNICAL EDUCATION DEPARTMENT BUSINESS COURSE OFFERINGS

Grade	Communication & Technology	Finance	Business Administration	Career Education
9	Keyboarding/Word Processing Word XP/Microsoft Publisher Computer Applications			
10	Keyboarding/Word Processing Word XP/Microsoft Publisher Computer Applications Computer Graphics Web Page Design	Accounting I Personal Finance/ Stock Analysis		
11-12	Keyboarding/Word Processing Word XP/Microsoft Publisher Computer Applications Computer Graphics Web Page Design Advanced Web Page Design	Accounting I Personal Finance/ Stock Analysis Finance & Banking -Honors	Marketing I Sports & Entertainment International Business Business Law Entrepreneurship Fundamentals of Criminal Justice	English for the 21 <sup>st</sup> Century On your Own Cooperative Work Experience

Success in today's complex society requires varied technical, social, and business skills. The Business Department prepares students for entry into business programs at the college level and for entry into the work force. Knowledge of practical skills such as word processing, use of spreadsheets, ability to create electronic presentations, knowledge of the principles of accounting, finance, marketing, and law often proves to be factors in successful job application after high school.

Many students have had a brief exposure to keying on a computer keyboard. The ability to key quickly and accurately is extremely important since it is the primary method of inputting information into a computer. This skill will assist students throughout their high school, college, and work careers. The curriculum offered by the Business Department provides students with the opportunity to build on previous exposure to the keyboard. Students who are keying at a speed of less than 40 words per minute should enroll in a keyboarding class before graduation from high school.

### BUSINESS COURSE DESCRIPTIONS

#### COMMUNICATION & INFORMATION TECHNOLOGY



**Keyboarding/Word Processing** .5 Credit Course No. 461  
Grades 9-12  
Trimesters: 1

Students who have had an introduction to the keyboard but who wish to improve their speed and technique should enroll in this course. Students work at their own rate and build on previous skills thus enabling them to reach speeds of between 30-50 words per minute or more. Emphasis is placed on formatting documents such as memos, letters, reports, and tables using Microsoft Word XP.

This course is recommended for all students whether they are college bound or plan on entering the job market after graduation.

**College and Career Pathways** – Gateway Community College credit is available to juniors enrolled in this course who successfully complete the application process and earn at least a B- in the course.

**Word XP/Microsoft Publisher .5 Credit**  
Grade 9 - 12  
Trimesters: 1

Course No. 460

This course is designed for students who have mastered the touch method of keying and who have achieved a minimum speed of 30 words per minute. Emphasis will be placed on document formatting and learning the more advanced features of Microsoft Word XP such as creating merged documents, applying styles, formatting tables, linking documents, formatting newsletters and flyers, and enhancing documents with graphics, watermarks, and borders. In Microsoft Publisher, students will create customized calendars, newsletters, invitations, banners, newsletters and various other promotional materials. Digital cameras, scanners, and a poster printer will be used.

**College and Career Pathways Program** – Gateway Community College credit is available to juniors enrolled in this course who successfully complete the application process and earn at least a B- in the course.

**Web Page Design .5 Credit**  
Grades 10-12  
Trimesters: 1

Course No. 466

Students in this course learn to design, create, and maintain home pages for sites on the Internet using HTML, Netscape Communicator, and Dreamweaver MX 2004. Topics include, elements of design, planning a Web site, creating Web pages with HTML, operating a digital camera, using tables, creating forms, working with graphics and animation, and evaluating a good Web site. Students in this class will create their own Web pages. Students must be able to work independently and responsibly in a lab situation.

**Advanced Web Page Design .5 Credit**  
Grades 11-12  
Trimesters: 1

Course No. 467

Students who have successfully completed the introductory course will continue to improve their skills in designing pages for the World Wide Web. This class will be project oriented and will include the design and maintenance of a web site for Daniel Hand High School. Students must be able to work independently and responsibly in a lab situation.

Prerequisite: Web Page Design plus teacher recommendation

**Computer Graphics .5 Credit**  
Grades 10 - 12  
Trimesters: 1

Course No. 468

Computer Graphics provides students with the opportunity to learn how to create and modify graphics to be used on web sites as well as in other personal applications. Students use digital cameras and scanners and enhance their images using Adobe Photoshop Elements. Macromedia Flash will be used to create and animate graphics. Students have opportunities to work in teams as well as on individual projects.

**Computer Applications** .5 Credit  
Grades 9 - 12  
Trimesters: 1

Course No. 469

The purpose of this course is to provide students with the computer concepts required by post-secondary schools. Students in Computer Applications learn all of the components of Microsoft Office XP that includes Word, Excel, PowerPoint, and Access. Additional topics are e-mail and searching the Web. The curriculum also includes a unit on file management using Microsoft Windows. Students who successfully complete this course become experienced computer users who should have no difficulty adapting to different platforms and programs.

Prerequisite: Keyboarding, or Word XP

**College and Career Pathways Program** – Gateway Community College credit is available to juniors enrolled in this course who successfully complete the application process and earn at least a B- in the course.



## FINANCE



**Accounting I** 1 Credit  
Grades 10 - 12  
Trimesters: 2

Course No. 490

This introductory accounting course familiarizes students with the accounting principles and practices commonly used in business. Students work with journals, ledgers, work sheets, and financial statements and use Excel as a tool to facilitate the accounting process. The students will check records, bank reconciliations, and financial reports. Automated accounting software is incorporated to expand students' familiarity with "real life" accounting practices. This course is beneficial to students who plan on majoring in business administration at the post-secondary level.

**College and Career Pathways Program** – Gateway Community College credit is available to juniors enrolled in this course who successfully complete the application process and earn at least a B- in the course.

**Personal Finance/Stock Analysis** .5 Credit  
Grades 10-12  
Trimesters: 1

Course No 496

This course will prepare students to take an active role in their future finances. Units of study will include evaluating stock portfolios, bonds, mutual funds, planning monthly budgets, evaluating and establishing credit, time value of money, saving and investing, and planning for retirement. Students will become familiar with stock market concepts and terminology by participating in an online stock competition and will be responsible for tracking their daily income and expenses.

**Finance and Banking- Honors** 1 Credit  
Grades 11 -12  
Level 1  
Trimesters: 2

Course No 489

Finance and Banking is a two trimester Level One class designed to introduce students to basic theories and techniques of financial decision making, interpret financial statements, capital budgeting, long term financing, global financial principles and methodologies, present and future value, monetary policy, bank operations, and banking regulations. This course is designed for students who are seriously considering careers in business or finance.

Prerequisite: Completion of Algebra II Level 2 with a minimum grade of B.

## **MARKETING**

**Marketing I** .5 Credit  
Grades 11 - 12  
Trimesters: 1

Course No. 494

This basic marketing course gives students an overview of retail, wholesale, and industrial markets. Students are introduced to such topics as market analysis, types of consumers, promotion, buying, pricing, distribution, trends in modern marketing, and careers in marketing. Marketing is an excellent course for students interested in careers in business administration, retailing, and merchandising.

**Sports and Entertainment Marketing** .5 Credit  
Grades 11 – 12  
Trimester: 1

Course No. 495



Sports and Entertainment Marketing is an advanced marketing class designed to familiarize the students with the marketing aspects of two of the most important areas of our modern economy – sports and entertainment. Students will evaluate the strategies used by successful sports and entertainment marketing firms, investigate Internet marketing, explore common myths that surround advertising and promotion in the sports and entertainment field, and examine legal and ethical issues that exist in the sports and entertainment industry.

Prerequisite: Marketing I

**College and Career Pathways Program** – Gateway Community College credit is available to juniors enrolled in this course who successfully complete the application process and earn at least a B- in the course.

**Entrepreneurship**

.5 Credit

Course No. 500

Grades 11-12

Trimesters: 1

In this course, students will learn to combine the wide array of skills attained in previous courses as they learn how to operate and manage their own business. Students will have the opportunity to simulate the process of starting a company. They will design, market and distribute a “real world” product. Throughout the course, students will need to utilize their problem-solving, decision-making, teamwork, and social skills as they work to attain individual and group goals. By the end of the course, students will understand the entrepreneurial process from identifying a business opportunity and developing a business plan, to manufacturing and marketing a product.

Prerequisite: Marketing I

**BUSINESS ADMINISTRATION AND MANAGEMENT****Business Law** .5 Credit

Course No. 498

Grades 11 - 12

Trimesters: 1

This course covers such topics as the history and development of law, kinds of law, crimes and torts, contracts, and the court system. The vocational aspects of the course include careers in law and basic legal information. Students develop an understanding of rights and obligations in meeting the legal demands of society. This course is recommended for students who have an interest in law and/or business.

**International Business** .5 Credit

Course No. 497

Grades 11 - 12

Trimesters: 1

This course will provide students with an understanding of the interdisciplinary nature of international business. The course will cover the development of international business, theories and methods of international trade; the effects of economics, political and cultural environments on international business, and trade, impact of geography in business transactions, legal aspects of international business, and developing an effective international marketing strategy. This course is highly recommended for those students interested in business or finance.

**Fundamentals of Criminal Justice** .5 Credit

Course No. New

Grades 10 - 12

Trimesters: 1

Fundamentals of Criminal Justice is designed to introduce students to the fields of law enforcement, the court system and correctional system. They will learn about the trial processes and interpret police ethics and constitutional laws in relation to law enforcement operations. This course will also explore the multitude of career available in the criminal justice system. Students will be taught the basic skills needed for these jobs.

## CAREER EDUCATION

**On Your Own** .5 Credit  
Grades 11 - 12  
Trimesters: 1

Course No. 562

This course is a must for everyone, both college bound students and those who will be entering the job market after high school graduation. All of the skills that are essential for independent living will be taught. Units of instruction cover apartment hunting, job hunting, home repair, laundry, banking, budgeting, taxes, first aid, meal planning and preparation.

**English for the 21<sup>st</sup> Century** 1 Credit  
Grade 12 – Level 2/3  
Trimesters: 1

Course No. 071

Through interactive, project-based instruction, students will learn the various forms of English communications. Units of study include hands-on instruction and practice in those communication skills most desired by today's prospective employers. Students will have opportunities to demonstrate listening, oral and written skills in both individual and collaborative projects. In addition to involvement in real world applications of communication skills, students will also study literature that explores the themes and issues that are consistent with the human work experience.

This course is team-taught by a member of the English department and a member of the Applied Education department. Students will learn the most current available technology including word processing, PowerPoint, and the Internet.

**Note:** Students may earn Level 2 credit by completing additional projects. Students must obtain prior approval for this opportunity from the department coordinator and the teachers.

### **Cooperative Work Experience I**

Credits: 2 - 1.00 Credit for Class  
1.00 Credit for Work Experience

Course No. 480  
Course No. 481

Grade: 11  
Trimesters: 2

This course is designed to provide juniors with a wide range of opportunities for students interested in developing workplace readiness skills. Students will prepare a portfolio that will reflect each student's career and post-secondary goals. Along with the career exploration class that will meet daily for two trimesters, students will participate in a paid-on-the-job work experience. All students enrolled in CWE must secure employment within six weeks of the start of class. Students will earn one credit for the class and one credit for the job.

### **Cooperative Work Experience II**

Credits: 2 - 1.00 Credit for Class  
1.00 Credit for Work Experience

Course No. 482  
Course No. 483

Grade: 12  
Trimesters: 2

Cooperative Work Experience II is a class designed for seniors who are interested in preparing for the world of work. Classroom studies will be integrated with paid work experience in a field related to a student's academic or career goals. The students will develop knowledge and skills necessary for the workplace, personal life, and lifelong learning. Topics in the classroom to be covered will include economics and the consumer, entrepreneurship, managing your career, technology in the workplace, labor market trends, and post-secondary choices.

## CAREER AND TECHNICAL EDUCATION DEPARTMENT FAMILY/CONSUMER SCIENCE COURSE OFFERINGS

	FASHION TECHNOLOGY	LIVING ENVIRONMENTS	CHILD DEVELOPMENT	NUTRITION TECHNOLOGY	PERSONAL MANAGEMENT
9	Intro. to Retail Fashion (Fall 2009)*	Interior Design (Fall 2009)*	Discovering Children	Foods & Nutrition Bake Shop International Foods	
10	Intro. to Retail Fashion (Fall 2009)*  Fashion Merchandising (Fall 2008)*	Interior Design (Fall 2009)*	Discovering Children  Early Childhood Education  Nursery School Lab	Foods & Nutrition  International Foods  Food Service  Bake Shop	
11-12	Intro. to Retail Fashion (Fall 2009)*  Fashion Merchandising (Fall 2008)*	Interior Design (Fall 2009)*	Discovering Children  Early Childhood Education  Nursery School Lab  Work Experience with Children  UConn/ECE Human Development and Family Studies	Foods & Nutrition  International Foods  Food Service  Hospitality & Tourism  Bake Shop	On Your Own

\*These courses are offered on alternate years.

The Family/Consumer Science Department prepares students to become independent. Emphasis in this program is placed on encouraging students to become responsible citizens, workers, and parents. Courses alert them to their rights and responsibilities as consumers, and assist them in personal development. Students are provided with opportunities to explore careers in childcare, early childhood education, fashion, design and food service.

### FAMILY/CONSUMER SCIENCE COURSE DESCRIPTIONS



#### FASHION TECHNOLOGY

**Introduction to Retail Fashion** .5 Credit **(Not Offered 2008-2009)**  
Course No. 558 Grades 9 – 12  
Trimesters: 1

This course is designed to provide students with a basic understanding of the fashion industry with a focus on fashion retailing. The history and psychology of fashion introduces students to the social, economic, and political influences on fashion. Students gain knowledge of the elements of clothing construction when the class designs a product to be mass-produced, marketed, and sold by the class. Computerized sewing machines and sergers are used. A unit on apparel design provides students with a background in the elements of design, color, line, balance, construction, and use of textiles. Consumer issues are also addressed such as planning and buying, and caring for clothing.

**Fashion Merchandising** .5 Credit  
Grades 10 - 12  
Trimesters: 1

Course No. 560

This course focuses on an in-depth look at retail merchandising in the fashion industry. Units of study include textiles, fashion design, floor planning and display, market research, advertising, and fashion writing.

Prerequisite: Introduction to Retail Fashion

### **LIVING ENVIRONMENTS**

**Interior Design** .5 Credit **(Not Offered 2008-2009)**  
Grades 9 - 12  
Trimesters: 1

Course No. 561

After learning to identify housing, roofing, and window styles, students will draw a floor plan using traditional architectural tools. Students will apply their knowledge of the principles of design, color, furnishings, fabric, and fixtures to create a total effect for the interior designing of rooms. This course is suggested for students with interests in architecture, interior design, or art.

### **PERSONAL DEVELOPMENT**

**On Your Own** .5 Credit  
Grades 11 - 12  
Trimesters: 1

Course No. 562

This course is a must for everyone both college bound students and those who will be entering the job market after high school graduation. All of the skills that are essential for independent living will be taught. Units of instruction include apartment hunting, job hunting, home repair, laundry, banking, budgeting, taxes, first aid, and meal planning and preparation.

### **CHILD DEVELOPMENT**



**Discovering Children** .5 Credit  
Grades 9 - 12  
Trimesters: 1

Course No. 567

Students in this class learn about the social, emotional, physical, and intellectual development of children ages two to five. They participate in the operation of the "Little Hand Nursery School," a child development laboratory. Students have the opportunity to observe and work with children in a pre-school setting as they take an active role in organizing and directing learning activities such as: games, music and storytelling.

**Early Childhood Education** .5 Credit  
Grades 10 – 12  
Trimesters: 1

Course No. 570

Early Childhood Education explores career possibilities in the growing field of child care. Students complete a comprehensive study of child development from infancy to age 5. Different types of day care are analyzed. Lessons and activities are developed and presented to children ages two to five. This course is recommended for students who are interested in the field of child care or early childhood education.



**Nursery School Lab** .5 Credit  
Grades 10-12  
Trimesters: 1

Course No. 571

Nursery School Lab provides students with an opportunity to take responsibility for the operation of a child development laboratory. Students gain experience working with pre-school age children as they plan, observe, and direct the activities of "Little Hand Nursery School." This course provides an increased awareness of the importance of teaching and parenting skills. Children ages 2 to 5 participate in Nursery School Lab.

Prerequisite: Early Childhood Education

**Work Experience with Children** .5 Credit  
Grades 11 - 12  
6 weeks in July, August

Course No. 573

The setting for this course is the Red Barn Children's Center in Clinton. Students who are interested in this course are interviewed for a summer camp program for children ages four to seven. The students must plan and carry out directed play activities and complete observations concerning the children's social and physical development. Students selecting this course must carry a full course load during the academic year.

**Human Development and Family Studies** 1 Credit  
**University of Connecticut , Early College Experience –HDFS 190**  
Grades 11-12  
Level 2  
Trimesters: 2

Course No. 577

As part of the University of Connecticut Early College Experience, this course provides an excellent opportunity for students who wish to enter the fields of nursing or teaching. The course focuses on the developing individual within the context of the family life cycle. This includes psychosocial theory, intellectual development and genetics. Human development will be studied as related to children's play, expression of feeling, developmental tasks, media influence, bullying, peer groups, risk behaviors, identity formation, and communication. This course also includes an internship component. Students must register for UCONN college credit at the designated time. Students may contract for Level 1 Credit

## NUTRITION AND FOOD TECHNOLOGY



**Foods and Nutrition** .5 Credit  
Grades 9 – 12  
Trimesters: 1

Course No. 574

Foods and Nutrition provides students with basic information necessary for a lifetime of healthy living. Current surveys indicate that many adults do not have the skills needed to plan and prepare well-balanced meals for themselves and their families. In this course, students learn the fundamentals of nutrition as well as the skills necessary to prepare meals.

**College and Career Pathways Program** – Gateway Community College credit is available to junior and senior students enrolled in this course that successfully completed the application process and earn at least a B- in this course (refer to page 5).

**International Foods** .5 Credit  
Grades 9 – 12  
Trimesters: 1

Course No. 575

Emphasis is placed on exploring the cultures and geography of other countries as students prepare regional foods using authentic cookware.

**Food Service** .5 Credit  
Grades 10 – 12  
Trimesters: 1

Course No. 576

This course provides students with the opportunity to manage, plan, prepare, and sell a variety of foods. Different job opportunities in the restaurant industry are explored. Students with a career interest in culinary arts would benefit from taking Food Service.

Prerequisite: Foods and Nutrition

**Hospitality and Tourism** .5 Credit  
Grades 11-12  
Trimesters: 1

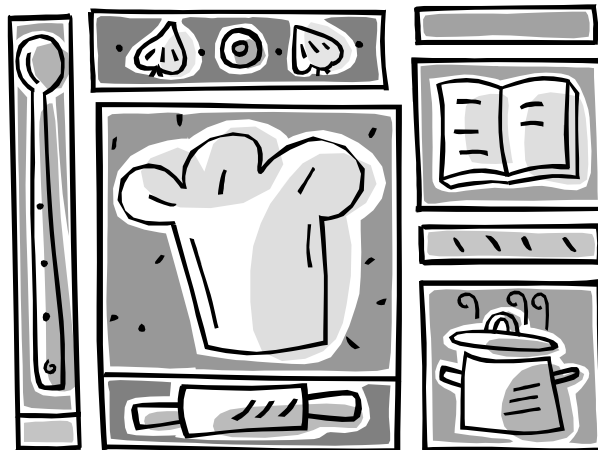
Course No. 499

Hospitality and Tourism provides students with an understanding of the key elements associated with the following industries: lodging, travel, recreation, food services, and leisure services. Students will examine the hospitality and tourism industry and will gain an understanding of the many careers available. As part of this interactive, project-based course, students will have the opportunity to research, design, plan, and market an event.

**Bake Shop** .5 Credit  
Grades 9-12  
Trimesters: 1

Course No.580

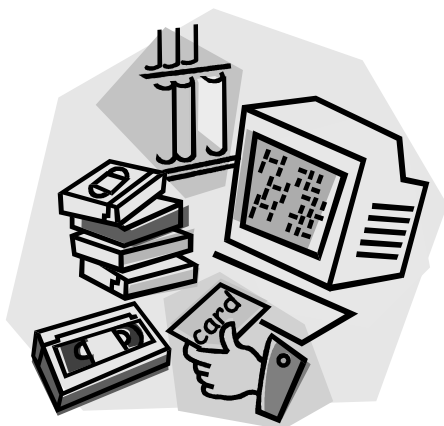
Bake Shop provides students with the opportunity to explore the creative world of cooking with a focus on the art of baking. Students will prepare breads, pastries, cakes and cookies. The baking craft applies principles of math and chemistry in creating the final products.



## CAREER AND TECHNICAL EDUCATION DEPARTMENT

### TECHNOLOGY EDUCATION COURSE OFFERINGS

GRADE	PRODUCTION	TRANSPORTATION	DRAFTING AND DESIGN	COMMUNICATIONS
9	Materials Processing Constructions Systems Foundations of Technology	Transportation Systems Foundations of Technology	Computer Aided Drafting Foundations of Technology	Introduction to TV Studio TV Production Foundations of Technology
10	Materials Processing Construction Systems Advanced Construction Systems Theater Set Design and Construction	Transportation Systems Boat Building and Navigation Power and Energy Technology Advanced Power and Energy Technology	Computer Aided Drafting Architectural Design Engineering Design	Introduction to TV Studio TV Production Video Journalism
11 – 12	Materials Processing Construction Systems Advanced Construction Systems Entrepreneurship Advanced Materials Processing Theater Set Design and Construction	Transportation Systems Boat Building and Navigation Power and Energy Technology Advanced Power and Energy Technology Marine Science and Technology	Computer Aided Drafting Architectural Design Engineering Design Intermediate Engineering Design	Introduction to TV Studio TV Production Video Journalism



The Technology Education Department is a comprehensive, action based program that recognizes and addresses the technological needs of our society. Our program provides students with the necessary technological skills and knowledge in the areas of communications, construction, entrepreneurship, manufacturing, computer-aided drafting, and transportation. Students will develop skills in these areas through cooperative learning, problem solving, information gathering activities and projects. Exposure to the technology courses and curriculum will produce students who are

better prepared to pursue engineering, architectural, manufacturing, communications careers as well as other technical professional occupations.

## TECHNOLOGY EDUCATION COURSE DESCRIPTIONS

### PRODUCTION



**Materials Processing** .5 Credit  
Grades 9 – 12  
Trimesters: 1

Course No. 521

This project-based course introduces students to the basic skills required for working with different types of materials. Students will gain an understanding of the characteristics and properties of the different materials such as wood, metal, plastic, and other synthetic materials. The curriculum provides students with challenging problems that result in the design and manufacturing of various projects. Units of study include safe use of hand and power tools, measurement, properties of materials, pattern development, separating processes, and fastening processes.

**Advanced Materials Processing** .5 Credit  
Grades: 10 – 12  
Trimesters: 1

Course No. 520

This course is designed to provide those students who have taken Materials Processing with an opportunity to further enhance their knowledge and technical skills in processing different materials. Students will be expected to apply their prior knowledge along with learning new and advanced skills in solving design challenges. This will be done through complex hands-on projects.

Prerequisite: Student must achieve a grade of “C” or better in the Materials Processing course

**Construction Systems** .5 Credit  
Grades 9 – 12  
Trimesters: 1

Course No. 506

This course provides students with an understanding of the key principles associated designing and building structures. An understanding of how structures are designed, constructed, impacts on society and what causes failure will be emphasized. Students will learn these major concepts and principles through the use of modeling and testing. There will be an opportunity to build a small structure that fulfills a need in the community. Units of study include safe use of hand and power tools, materials, structural elements, forces, classification of loads, construction process, and residential construction.

**Theater Set Design & Construction** .5 Credit  
Grades 10 -12  
Trimesters: 1

Course No. 510

This course will introduce students to the basic skills and knowledge in set design and construction. Students will gain practical application from this course by working as part of the Daniel Hand High School theater crew and aiding in the design of the sets for our school theatrical performances.

**Advanced Construction Systems** .5 Credit  
Grades 10-12  
Trimesters: 1

Course No. 508

This course is designed to provide those students who have taken Construction I with an opportunity to further investigate the construction industry. Students will become familiar with all aspects of construction technology including construction management, material resources, tools, light/heavy construction processes, mechanical support systems, current developments, career opportunities, and impacts on society. Heavy emphasis will be placed on practical application of the skills presented in class through a wide variety of student activities and hands-on projects.

Prerequisite: Construction Systems

**Marine Science and Technology** 1 credit  
.5 Science  
.5 Technology

Course No: 379

Grades 11 – 12  
Level 2  
Trimesters 2

Marine science and technology explores the marine environment, examines the chemical, biological and geological properties of the sea as well as all stages of aquaculture based careers from boatbuilding and trapping to farming and maintenance of organisms. Boat construction, fishing rod building, physical, chemical, and ecosystem studies related to oceanography will be part of this “hands on” course. Select field trips will support the curriculum and provide school to career practical experience.

Many forms of coastal ecology will also be explored including, water chemistry, rocky shore, sandy shore, estuaries and pelagic zones. Interdisciplinary projects will also be incorporated to widen the student’s understanding of maritime based careers and marine life.

Prerequisite: Successful completion of General Biology, Cellular Biology, or Biological Systems

### **DRAFTING AND DESIGN**

**Foundations of Technology** .5 Credit  
Grades: 9  
Trimesters: 1

Course No. New

Foundations of Technology is an introductory course that prepares students to understand and apply technological skills, principles, and concepts in an authentic, problem-based environment. This course will focus on many dimensions of technology with the goal of developing learners to be technologically literate citizens. Hands-on activities will allow students to select and use machinery and tools to explore solutions to various problems inherent in today’s society. Group and individual lessons engage students in creating ideas, developing innovations, and engineering practical solutions. Students in this course will develop an understanding of engineering design and also prepare them for other, more specialized Technology Education courses. Some activities will revolve around themes of transportation, manufacturing, construction, and communications.



**Computer Aided Drafting** .5 Credit  
Grades: 9 – 12  
Trimesters: 1

Course No. 541

This course will expose and introduce students to the basic skills in Computer Aided Drafting (CAD). CAD is a means of creating technical drawings using a computer. Students will gain an understanding of several different drafting processes related to areas such as Mechanical drawing, Architectural drawing and 3-D Modeling. This course will provide the students the opportunity to explore areas within the fields of engineering and architecture.

**Engineering Design** .5 Credit  
Grades 10 – 12  
Trimesters : 1

Course No. 542

This course will allow students to further enhance their CAD and technical drawing knowledge and skills. Technical skills and knowledge related to creating drawings in the areas of pictorials, two and three dimensional views, sheet metal patterns, Orthographic projections and Isometrics will be addressed. Students will also be introduced to the Engineering design process and be expected to apply their technical skills and knowledge in several challenges and problem solvers. This course will provide a background for students who have an interest in Engineering at the post-secondary level.

Prerequisite: Student must achieve a grade of “C” or better in the Computer Aided Drafting course

**Architectural Design** .5 Credit  
Grades 10 – 12  
Trimesters: 1

Course No. 543

This course provides a background for students who are interested in pursuing a possible degree in Architecture at the post-secondary level. Students will develop an understanding of both the technical and creative knowledge and skills used in the design and construction of residential structures. A Computer Aided Drafting (CAD) program will be used to allow students to apply this knowledge in creating renderings and plans. Students will be expected to create plans/renderings in solving architectural design challenges. These challenges are and not limited to kitchen remodeling, dream bedroom, garage and house design.

Prerequisite: Student must achieve a grade of “C” or better in the Computer Aided Drafting course

**Intermediate Engineering Design** .5 Credit  
Grades 11 – 12  
Trimesters: 1

Course No. 545

This course is an extension of Introduction to Engineering Design and is intended to expand upon the Computer Aided Drafting skills and processes learned. Emphasis will be placed on applications of design problems and solutions. Opportunities are provided for students to conduct research and to redesign existing items. Students will have opportunities to create complex drawings in areas such as auxiliary views, threads and fasteners, obliques, cams and gears, structural drawings and electrical drafting.

Prerequisite: Engineering Design

## COMMUNICATION



**Introduction to T.V. Studio** .5 Credit  
Grades 9 -10  
Trimesters: 1

Course No. 544

This course introduces students to the basic concepts of video production technology. Students start by learning basic camera operation and move on to become familiar with equipment in a T.V. studio and proper camera techniques. During this course, cooperative activities are completed dealing with camera operation, logging videotape, music soundtracks, graphics and storyboarding. A major portion of introduction to T.V. Studio is devoted to learning non-linear editing skills necessary to create several video projects. Students with career interests in the communication field would benefit from taking Introduction to T.V. Studio. Intro to T.V. Studio is a prerequisite to T.V. Production.

**T.V. Production** .5 Credit  
Grades 9 – 12  
Trimesters: 1

Course No. 546

This communication course in technology education is designed to provide students with an opportunity to acquire an understanding of the processes involved in television broadcasting and journalism. Students work in front of the camera as commentators and behind the scenes as directors and technicians. Single and double camera productions are introduced. Students also examine video production techniques including lighting, audio, camera work, and pre/post production planning and editing. All students will work in small groups to produce news for FOX 61 Student News. Students will learn how to write scripts for T.V. news.

Prerequisite: Introduction to T.V. Studio

**Video Journalism** .5 Credit  
Grades 10-12  
Trimesters: 1

Course No. 550

This course will address advanced video and TV studio production with an emphasis on the application of electronic news gathering techniques towards a weekly school news production. Through lectures, hands-on labs, and projects students will learn and apply studio control room and field production techniques. Students in Video Journalism will acquire technical knowledge and competencies in camera operation, lens theory, switching, advanced video editing, audio and tracking, lighting, picture composition, shot planning, continuity, scripting/writing and interviewing.

Prerequisite: T.V. Studio Production

## TRANSPORTATION

**Transportation Systems** .5 Credit  
Grades 9-12  
Trimesters: 1

Course No. 531

Students in this course explore all types of transportation related projects with an emphasis on land, marine, air and space vehicles. They design, construct, analyze and test various models while becoming familiar with differing aspects of energy conversion, propulsion, control, and suspension systems. Aerodynamics is studied as it applies to the design of a student built model car. Course projects include CO<sub>2</sub> cars, hovercraft, kites, hot air balloons, rockets, boats, mag lev vehicles, and more. Activities include practical applications of mathematical and scientific principles.

**Possible Projects:** CO<sub>2</sub> Cars, Hovercrafts, Rockets, Planes, Hot Air Balloons, Boats, Alternative Energy Vehicles



**Boat Building and Navigation** .5 Credit  
Grades 10-12  
Trimesters: 1

Course No. 530

Boat Construction and Navigation explores all stages of boat building from layout and lofting to hull assembly and finishing techniques. Students in this course have an opportunity to construct their own boat with available plans ranging from small plywood canoes to a 14' skiff. Light design sketching, modeling, and full scale boat construction will be part of this heavy "hands on" course. Many forms of boating and navigation will also be explored including boating basics, knot tying, legal requirements, water sports, safety and GPS (Global Positioning Systems). In addition, students who successfully complete the course will have the opportunity to receive the State of Connecticut Safe Boating Certificate. This certificate is mandatory for all persons wishing to operate a vessel upon state waters.

Prerequisite: Student must achieve C or better in Transportation Systems or Materials Processing or teacher's recommendation.

**Power and Energy Technology** .5 Credit  
Grades 10 -12  
Trimesters: 1

Course No. 533

This course familiarizes students with basic concepts in engine related and automotive technology. Students start by learning the basics of the internal combustion engine, and move on to familiarize themselves with the use of basic shop tools and machinery. During this course, students complete activities dealing with small engine and vehicle maintenance, fabrication and customization, automotive systems diagnostic and repair, and exploration of alternative forms of energy for transportation. A major portion of the course is devoted to developing the skills and knowledge necessary to purchase, own, maintain, and repair an automobile. Students with career interests in the automotive field would benefit from taking Power and Energy technology.



**Advanced Power and Energy Technology**  
Grades 10 -12  
Trimesters: 1

.5 Credit

Course No. 534

This course continues the students' experience with engine related and automotive technology. Students continue with activities related to the internal combustion engine, and learn more advanced uses of shop tools and machinery. During this course students continue activities dealing with small engine maintenance, vehicle maintenance, fabrication and customization, automotive systems diagnostic and repair with possible exploration in alternative forms of energy for transportation. A major portion of this course is devoted to the students' individual project interests. Students with career interest in the automotive field would benefit from taking Advanced Power and Energy Technology.

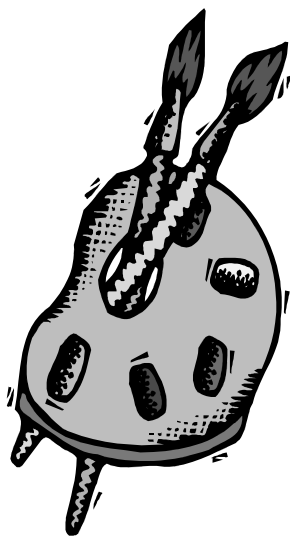
Prerequisite: Student must achieve a grade of "C" or better in the Power and Energy Technology course



## ART DEPARTMENT COURSE OFFERINGS

Grade	Drawing Painting	Sculpture Mixed Media	Photography Video	AP Studio ART
9	Basic Design Creative Prints Drawing Studio	Basic Design Clay & Innovative Forms World Arts Studio	Digital Animation Digital Photography	Basic Design Drawing Studio
10	Basic Design Creative Prints Drawing Studio Painting Studio	Basic Design, Clay & Innovative Forms Advanced Clay & Innovative Forms World Arts Studio	Art & Video I Art & Video II Digital Animation Digital Photography	Painting Studio 2-D Studio
11	Basic Design, Creative Prints Drawing Studio Painting Studio 2-D Studio Portfolio Preparation	Basic Design, Clay & Innovative Forms Advanced Clay & Innovative Forms 3-D Studio World Arts Studio	Art & Video I Art & Video II Digital Animation Photo I Photo II Multimedia Studio	Portfolio Preparation I Portfolio Preparation II
12	Basic Design, Creative Prints Drawing Studio Painting Studio 2-D Studio Portfolio Preparation I & II AP Studio Art	Basic Design, Clay & Innovative Forms Advanced Clay & Innovative Forms 3-D Studio World Arts Studio	Art & Video I Art & Video II Digital Animation Photo I Photo II Multimedia Studio	AP Studio Art

### MAJOR GOALS OF THE ART PROGRAM



To help students:

- Think divergently and become adept at idea generation.
- Use creative problem-solving skills and techniques.
- Critically analyze and interpret visual images using written and oral expression.
- Communicate by using visual images to create an intended impact.
- Identify and assess the quality of works of art with a sophisticated understanding of the elements and principles of artistic expression.
- Develop awareness of our cultural heritage and the heritage of others.
- Create with artistic vision by synthesizing skills and concepts.
- Develop awareness of the unique relationship between art and technology.
- Value the relationship between art and the environment.
- Develop skill in and appreciation of fine craftsmanship.

In planning a program in art, students should note the following:

- Students planning advanced course work in art must obtain the instructor's permission to register.
- Students considering careers in architecture, fashion merchandising, interior design, and/or other art fields should plan to enroll in Basic Design and Drawing Studio in order to build portfolios needed for application to specific universities.

## ART COURSE DESCRIPTIONS

**Basic Design** .5 Credit  
Grades 9 - 12  
Trimesters: 1

Course No. 614

In this course students will create work in two-dimensional art forms. The course allows for experimentation with a variety of media and techniques. The drawing techniques of contour, gesture, linear perspective and portrait painting experiences include color theory and a variety of water-based painting and printing media. An introduction to idea generation, art history, technology and thematic works are included. Sketchbooks are required.

**Drawing Studio** .5 Credit  
Grades 9 - 12  
Trimesters: 1

Prerequisite taken any previous year

Course No. 616  
Course No. 617

Drawing from life is emphasized. Subjects include still life, portraits, landscapes, and architecture with an emphasis on linear perspective. Graphic design, printmaking, value studies and abstraction are examples of units of study. Art history, computer technology, and thematic development works are integrated into units of study. Sketchbooks are required.

Prerequisite: Basic Design

**Painting Studio** .5 Credit  
Grades 10 -12  
Trimesters: 1

Prerequisite taken any previous year

Course No. 624  
Course No. 625

This is a course in the tools and techniques of painting using acrylics, watercolors and inks. Thumbnails, gesture drawings and color studies as methods of idea development and planning are emphasized. Monotypes and monoprints may be introduced as “painterly prints”. Subjects include portrait, figure, still life, landscape, linear and atmospheric perspective, and abstraction. Art history and technology and thematic development works are used for idea concentration and idea generation. Sketchbooks are required.

Prerequisite: Drawing Studio

**2-D Studio** .5 Credit  
Grades 10 -12  
Trimesters: 1

Course No. 633

Students explore media and techniques beyond entry-level courses. Using creative problem solving, students further develop skills in developing thematic works, and in techniques of drawing, painting and printmaking. Various media are used and experimentation with integrating processes is encouraged. Sketchbooks are used for idea generation, idea development, and skill building and are an important part of the course.

Prerequisite: Painting Studio and Teacher Recommendation

**Creative Prints** .5 Credit  
Grades 9-12  
Trimesters: 1

Course No. 618

Printing techniques of monotypes, monoprints, collagraph, dry point, soft blocks, and silkscreen are explored. Book design may be explored using a series of small prints. Technology will be used where applicable. Drawing and design choices reflecting chosen themes will be emphasized. Art history or technology as they relate to printmaking is introduced. Sketch books are required.

**World Arts Studio** .5 Credit  
Grades 9 - 12  
Trimesters: 1

Course No. 610

Through this course, students will be introduced to the rich artistic heritage of cultures from around the world and their influences on contemporary artists' work; emphasis will be placed on cross-cultural themes. Students will have an opportunity to explore a variety of art techniques and media including clay, paper arts, plaster, mosaics and more. The final studio project and presentation will be directed by the students' individual interests.



**Clay and Innovative Forms** .5 Credit  
Grades 9 - 12  
Trimesters: 1

Course No. 620

Students will explore form and space by constructing, modeling, or carving forms. Students will experiment with a variety of media including clay, plaster, cardboard, wood, wire, and paper. The course is designed to introduce students to unique problems encountered in creating three-dimensional forms. Art history and technology are integrated where applicable. Working with theme is emphasized. Sketchbooks are required.

**Advanced Clay and Innovative Forms** .5 Credit  
Grades 10 – 12 Prerequisite taken any previous year  
Trimesters: 1

Course No. 622  
Course No. 623

Students develop expertise in wheel thrown and hand built methods of construction. There is advanced exploration with other media in relationship to clay. Surface treatment and various glazing and finishing methods are explored. Students experiment with functional as well as abstract, sculptural forms, and the work is based upon student developed themes. Art history and technology are integrated where applicable. Sketchbooks are required.

Prerequisite: Clay and Innovative Forms

**3-D Studio** .5 Credit  
Grades 11 - 12  
Trimesters: 1

Course No. 642

Students explore and further develop their skills creating sculptural forms, both functional and nonfunctional from a variety of media including clay. Experimentation and integration of processes is encouraged to create unique, mixed media works of art. Sketchbooks are used for theme development, idea concentration, idea development, and skill building and are in an important part of the course.

Prerequisite: Basic Design, Advanced Clay and Innovative Forms, and teacher recommendation.

**Digital Photography** .5 Credit  
Grades 9 - 10  
Trimesters: 1

Course No. 638

This course introduces students to the multiple benefits and the creative applications of digital photography. Students will explore the technical and design aspects of digital photography. Operating principles of digital cameras, skills in digital photo manipulation techniques using Photoshop, as well as, introduction to aesthetics and history of photography are offered. There is an emphasis on digital photography as it is used for fine art, advertising media and the visual language of images. Students will use their own personal digital cameras for the course.

**Digital Animation** .5 Credit  
Grades 9 - 12  
Trimesters: 1

Course No. 640

Prerequisite taken any previous year

Course No. New

Students will be introduced to the creative process of pre-production, production and post-production animation using Macromedia Flash software. Students will utilize drawing and storyboarding as a means to design and create their own personal animated movies. Students will learn the history of cartoon animation as well as the necessary technical skills to create, arrange and edit music, video, graphics, text, sound effects and voiceovers. Sketchbooks are required. For idea generation and character development.

Prerequisite: Basic Design

**Art & Video I** .5 Credit  
Grades 10 - 12  
Trimesters: 1

Course No. 626

The course introduces students to the motion picture filmmaking process with an emphasis on creating innovative and professional quality short films using digital media. Students become acquainted with the creative and artistic aspects of video. Students use a digital camcorder, computer animation software, all-in-one digital editing system, and basic photographic lighting to experiment with creating special visual effects. The course introduces students to film history from the late nineteenth century to 1950 and to current video editing software used in the film industry. **Students are not required to have a camcorder, but it is recommended.**

**Art & Video II** .5 Credit  
Grades 10 – 12  
Trimesters: 1

Course No. 627

Prerequisite taken any previous year

Course No. 628

This course builds upon the skills developed in Art & Video 1. Production and editing of videos is emphasized with the opportunity to write and produce unique videos using special effects, video graphics, claymation, and other creative applications. The course introduces students to film history from 1950 to the present time.

Prerequisite: Art and Video I



**Photography I** .5 Credit  
Grades 11 - 12  
Trimesters: 1

Course No. 629

The purpose of this course is to introduce students to black and white photography. A working knowledge of the camera, skills in darkroom techniques, as well as introduction to aesthetics and history of photography are offered. There is a major emphasis on photography as a fine art. Photo manipulation using student negatives and PhotoShop is included. **Students must have a 35mm single lens reflex (SLR) camera with a manual override. Film and paper are a student expense. The approximate cost of materials for the trimester is \$75.00.**

**Photography II** .5 Credit  
Grades 11 – 12  
Trimesters: 1

Prerequisite taken any previous year

Course No. 631  
Course No. 630

Photography II builds on the skills and techniques learned in the introductory course, Photography I. Emphasis is on aesthetic quality and experimental technique with an opportunity to develop a unique visual style. Techniques include computer enhanced images and other technologies. **Use of a 35 mm camera (SLR) is required. Film and paper are a student expense.**

Prerequisite: Photography I

**Multi-Media Studio** .5 Credit  
Grades 11 – 12  
Trimesters: 1

Course No. 641

Students will utilize technical and aesthetic skills gained from Art & Video classes, Photo classes, and Digital Animation classes to design and create sophisticated digital media projects including digital audio and video, digital photography, digital manipulation and editing and digital graphics and animation. Sketchbook is required.

Prerequisite: Art & Video 2, Digital Animation, and teacher recommendation.

**Portfolio Preparation I** .5 Credit  
Grades 11 - 12  
Trimesters: 1

Course No. 636

Students evaluate their past work in terms of what they have created. As a team, teacher and student assess what will fulfill his/her portfolio requirements and what is needed to complete his/her portfolio. Assignments are developed cooperatively based upon individual student need. Visitations by college representatives with slides of accepted student portfolios are part of the course.

Prerequisite: 2-D Studio

**Portfolio Preparation II** .5 Credit  
Grades 11-12  
Trimesters: 1

Course No. 637

Because developing a portfolio demands a large investment of time, this course provides students with the opportunity to continue developing their portfolio. Assignments are developed cooperatively, based upon individual student need. Consultation with art department is required and students enrolling must fulfill all prerequisites.

Prerequisite: Portfolio Preparation I

**AP Studio Art** 1 Credit  
Grades 12  
Trimesters: 2

Course No. 639

This course provides an opportunity for highly motivated students to experience intensive instruction equivalent to that of an introductory college studio art foundation in the high school environment. Students in AP Studio Art create a portfolio of a minimum of 25 pieces of art in a variety of media, techniques, and subject matter. Much of the work students do will be personal interpretation of the assignments. This course is divided into three sections: quality, breadth, and concentration. Emphasis is placed on drawing from observation; the application of organizational principles; the development of a body of work of personal choice; the recognition of the role of the history of art; the application of critical thinking skills in written, oral, and problem-solving form. Students will be expected to work both in school and at home (1 hour a day) in order to complete the portfolio requirements for the AP Exam (submission of the portfolio).

In addition to completing regularly assigned homework, students are expected to:

- Complete summer assignments.
- Complete all assignments on time.
- Use sketchbooks on a daily basis.
- Write a detailed thesis statement that clearly outlines the concentration and depth of theme.
- Create 5 actual drawings (maximum size 18" x24") for the Quality section.
- Create 12 works for Concentration section.
- Create 12 works, one slide of each is submitted, for the Breadth section.
- Research and write a paper.
- Participate in cooperative groups, class discussions and critiques on a regular basis.
- Plan and participate in a group AP show during the third trimester.
- Submit a portfolio to the AP College Board.

Prerequisite: B+ or higher in all art courses, Portfolio Preparation II and recommendation of teacher. The Art Department will make the final selection based on portfolio review.



## ENGLISH DEPARTMENT ENGLISH COURSE OFFERINGS

Grade	Level 1	Level 2
9		Literature and Composition
10	World Literature -Honors	World Literature
11	American Literature- Honors	American Literature
12	AP/UCONN/ECE (English 111) (UCONN Early College Experience Program)  Humanities	Creative Writing Journalism Bible as Literature Survey of British Literature Drama Classics 20 <sup>th</sup> Century Literature A 20 <sup>th</sup> Century Literature B English for the 21 <sup>st</sup> Century (Gateway Tech-Prep Program) Humanities Writing for Learners

### ENGLISH DEPARTMENT MAJOR AIMS

In every course offered by the English Department the objectives are as follows:

- To improve each student's reading, composition, listening, and speaking skills.
- To foster an appreciation of the printed word and to provide enjoyable reading experiences.
- To encourage independent, clear and logical thinking.



The English Department offers courses at two levels:

**Level 1** For students who are exceptionally competent in English language and literature, and who meet the criteria established by the English Department.

**Level 2** For those students prepared to engage in a rigorous language arts program.

### ENGLISH SUMMER READING

Every student will have a summer reading assignment. Please see your summer reading list for details. The summer reading list can also be found on the web at [www.danielhand.org](http://www.danielhand.org) or [www.madison.k12.ct.us](http://www.madison.k12.ct.us).



## ENGLISH COURSE DESCRIPTIONS GRADE NINE

**Literature and Composition** 1 Credit  
Grade 9  
Level 2  
Trimesters: 2

Course No. 012

Literature and Composition is for the student who demonstrates the competence and seriousness of purpose to pursue a rigorous literature-based program of studies. Emphasis is on the introduction of various genres of literature, as well as on analytical, creative, and reflective writing. The text contains the basis of literature study including examples of fiction, non-fiction, drama, and poetry, both classical and contemporary. In addition, students also study Shakespeare's *Julius Caesar* and/or *Romeo and Juliet*, as well as *The Odyssey* and a selection of novels. This course emphasizes instruction in speaking, listening, and writing, with regular attention given to grammar, usage, and vocabulary development. Students develop oral presentations and recitations. They should expect daily and long-term assignments to be completed outside of class.

**Exploring Literacy** .5 Credit  
Grade 9  
Trimesters: 1

Course No. 094

**Note: The Exploring Literacy course does not fulfill graduation requirements for credit in English.**

Exploring Literacy is designed to reinforce skills and strategies to improve decoding, spelling, reading comprehension, fluency, vocabulary, and written expression. Small group instruction is utilized with diagnostic, multi-sensory teaching. Instruction is guided by the individual needs of the students, as well as input from guidance counselors, special education program managers, and other instructional personnel. Reading selections include works of fiction, nonfiction, short stories, newspapers, and magazines. Interest and readability levels of the reading material are carefully considered so that the students will experience successful and motivating literacy experiences.

## ENGLISH COURSE DESCRIPTIONS GRADE TEN

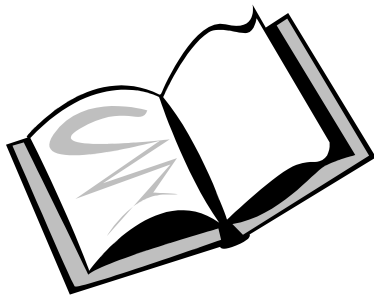
### Prerequisite: Course 012

**World Literature Honors** 1.5 Credits  
Grade 10  
Level 1  
Trimesters: 3

Course No. 021

World Literature Honors extends the work in writing, reading, and oral presentation begun in the ninth grade and is for the capable and highly motivated student. The purpose of this course is to provide students with a foundation for advanced academic study, to build a strong foundation of literacy for our multicultural world, to expand the students' ability to think originally and from multiple perspectives, and to refine speaking and writing skills, and to practice CAPT skills. Students will study a variety of literary genres including poetry, fiction, non-fiction, and drama. Major works may include, but are not limited to, *Oedipus the King*, Shakespearean drama, *Pride and Prejudice*, *A Tale of Two Cities*, *Tess of the D'Urbervilles*, *Lord of the Flies*, *A Doll's House*, and selections from classical epics, the Bible, the Koran, and other major world writers, both ancient and modern. Students should expect regularly assigned major writing assignments per trimester along with oral presentations, journal entries, short papers, long-range projects, independent outside reading, and regular homework assignments.

Prerequisite: Course 012



**World Literature** 1.5 Credits  
Grade 10  
Level 2  
Trimesters: 3

Course No. 022

World Literature extends the work in writing, reading, and oral presentation begun in the ninth grade and is for the student who demonstrates proficiency in reading and writing. The purpose of this course is to provide students with a foundation for advanced academic study, to build a strong foundation of literacy for our multicultural world, to expand the students' ability to think originally and from multiple perspectives, and to foster the development of speaking and writing skills and to practice CAPT skills. Students will study a variety of literary genres which includes poetry, fiction, non-fiction, and drama. Works studied will include *Oedipus the King*, Shakespearean drama, *Lord of the Flies*, *A Doll's House*, and selections from classical epics, the Bible, the Koran and other major works, both ancient and modern. Students should expect regularly assigned major writing assignments per trimester along with oral presentations, journal entries, short papers, long-range projects, independent outside reading, and regular homework assignments.

Prerequisite: Course 012

## ENGLISH COURSE DESCRIPTIONS GRADE ELEVEN

**A passing grade in Course 031 or 032 is required in order to graduate**

**American Literature Honors** 1 Credit

Course No. 031

Grade 11

Level 1

Trimesters: 2

American Literature Honors is intended for the very capable and highly motivated student. Students will read *The Crucible*, *The Great Gatsby*, works from Twain, Hawthorne, and Melville, as well as additional selections of short fiction, essays, poetry, and drama from various periods of American literature. Students will be expected to discuss and make connections between the history and literature. Emphasis will be placed on the writing and revision of a variety of writing assignments with emphasis on the analytical essay and the college essay. Grammar and vocabulary will be stressed through the reading and writing. Oral presentations and class participation will be a significant part of this program. Students should expect daily and long-term written assignments.

Prerequisite: Course 021 or 022

**American Literature** 1 Credit

Course No. 032

Grade 11

Level 2

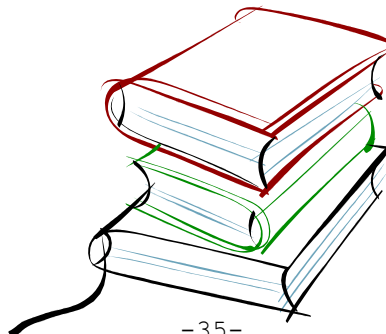
Trimesters: 2

American Literature students read and respond to the richly diverse choices of American literature, including political and biographical selections, as well as drama, fiction, and poetry. Through numerous selections, read both in class and independently, students explore concepts and values which might be defined as American. Students will see a correlation between the historical events and literature. Instruction in literary research, vocabulary development, oral response to literature, and writing and revision of a variety of writing assignments, especially the analytical essay and college essay, are integral parts of the course. Students should expect both daily and long-term assignments.

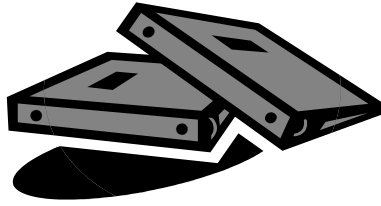
Prerequisite: Course 021 or 022

## ENGLISH ELECTIVES - GRADE ELEVEN

Juniors seeking to enrich their background, or to follow their interests, are encouraged to select English Electives from the list of senior choices. These will be considered enrichment electives, and not added toward the four and one-half English credits needed for graduation. Placement in these electives will depend on available space.



## ENGLISH COURSE DESCRIPTIONS - GRADE TWELVE



**AP English Language and Composition** 1.5 DHHS Credit  
**University of Connecticut , Early College Experience**  
**(ENGLISH 111)** 4 Credits  
Grade 12  
Level 1  
Trimesters: 3

Course No. 00041

Part of the University of Connecticut's *Early College Experience Program*, UCONN English 111 is a college level course for which students earning a grade of C or better receive credit at the University of Connecticut. Students may also earn college credit or advanced placement status by good performance on the Advanced Placement examinations.

AP/UCONN English requires students to become skilled readers of literature written in various genres, periods, disciplines, and rhetorical contexts. Students read to understand a work's complexity, as well as its richness of meaning, and to analyze how that meaning is embodied in literary form.

AP/UCONN English students also work to become confident writers who control a wide range of rhetorical strategies and who possess a keen sense of audience and purpose. Peer evaluation and student/teacher conferencing help students develop revision skills. Written assignments include a variety of personal essays, literary analyses, creative writing assignments, research-based writings, oral presentations, and multi-disciplinary projects.

**Humanities** .5 Credits English  
.5 Credits Social Studies  
Grade 12  
Level 2; contract for Level 1\*  
Trimesters: 2

Course No: 080

Humanities is a course intended for the very capable and highly motivated student dedicated to academic study. The purpose of the course is to explore the interdisciplinary nature of history, literature, art and music. The course will be co-taught by one English teacher and one history teacher, supplemented throughout the course by teacher presentations from the art and music departments. The humanities utilize a specific way of thinking about and responding to the world, prompting people to examine and make sense of the human experience in general and their individual experiences in particular. The humanities enable people to reflect upon their lives and ask fundamental questions of value, purpose, and meaning in a rigorous and systematic way about the challenges faced in their families, their communities, and as a nation. The Humanities course requires students to read extensively and critically, make presentations, respond to materials in written essays, and to actively participate in discussions.

**\*Students may sign a contract for Level 1 credit. The contract will specify academic requirements that must be fulfilled successfully during the course in order for Level 1 credit to be granted.**

## ENGLISH ELECTIVES - GRADE TWELVE



Seniors at Daniel Hand High School typically fulfill graduation requirements in English by taking trimester elective courses. Before making selections, seniors are advised to read carefully the following stipulations:

- Seniors are required to take a minimum of one credit in English, but may take additional electives as enrollment allows.
- Students do not have to take both a writing elective and a literature elective, since both writing and reading are incorporated into each course.
- The summer reading list gives the required title for each senior English elective.
- Survey of British Literature is strongly recommended for college-bound students.
- Seniors in Advanced Placement English may, in addition, take English electives to enrich their background or to follow their interests.

**Journalism** .5 Credit  
Grade 12  
Level 2  
Trimesters: 1

Course No. 068

Journalism students examine communication theories and trends in the mass media, and observe how these theories and trends influence reading and viewing audiences. During the trimester, students learn newspaper writing, conduct research, and interview people about various current issues. These activities result in major articles submitted for grading during the course. Student writers use computers as word processors to compose and revise throughout the term. In addition, students assess newspaper writing style, learn to edit and copy read, evaluate newspapers, learn the history of journalism, familiarize themselves with advertising and layout techniques, and experience the actual process of publishing a newspaper. Students have the opportunity to submit their revised articles to the school newspaper, *The Hand Print*. Seminar discussions at the course's conclusion allow students to distinguish fact from propaganda, and to evaluate the effects of both on a multi-media society.

**Creative Writing** .5 Credit  
Grade 12  
Level 2  
Trimesters: 1

Course No. 066

Creative Writing highlights techniques of expressive writing in the biographic, poetic, fictional, and dramatic modes. Students keep writing journals and share some of their work with the class. Readings and written exercises are assigned to help students acquire greater awareness of the writing styles of established authors and to experiment with new techniques in their own expressive writing. Students produce several finished pieces throughout the term, with a major work as a culminating activity. Students have the opportunity to submit their work to the school literary magazine, *The Phoenix*.

**The Bible as Literature** .5 Credit  
Grade 12  
Level 2  
Trimesters: 1

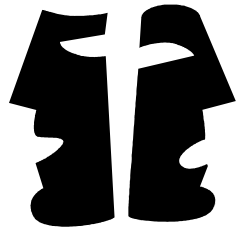
Course No. 077

The Bible as Literature is a survey of the Old and New Testament of the Bible. The course includes readings from Greek mythology and modern literature for comparative purposes. Students examine the biblical concepts of democracy, freedom, justice, life, death, and marriage, as well as their impact on modern-day literature, the legal system, etc. Most importantly, the course explores the numerous literary allusions which have the Bible as a source.

**Survey of British Literature** .5 Credit  
Grade 12  
Level 2  
Trimesters: 1

Course No. 069

Survey of British Literature centers on classic British literature., the major works of which may include, but are not limited to *Beowulf*, *Sir Gawain and the Green Knight*, *The Canterbury Tales*, Shakespearean drama and sonnets, the works of major British poets and dramatists, and more recent novels. Students will be expected to take part in class discussion and cooperative group activities based on the reading, as well as to write and present papers to the class and complete journal assignments. Students will engage in independent reading and project assignments.



**Drama Classics** .5 Credit  
Grade 12  
Level 2  
Trimesters: 1

Course No. 076

Drama Classics focuses upon the social, political, historical, psychological, and religious problems depicted in pre-20<sup>th</sup> century dramatic works. Major authors that students may study include, but are not limited to, Sophocles, Ibsen, Chekhov, Shakespeare, Shaw, and Tennessee Williams. Students will be expected to respond to issues through class discussion, journals, cooperative group activities, essays, oral presentation, independent readings and projects.

**20<sup>th</sup> Century Literature A** .5 Credit  
Grade 12  
Level 2  
Trimesters: 1

Course No. 072

20<sup>th</sup> Century Literature A is a study of the major themes in literature from the modern era. Thematic units include literature of war, literature of alienation in the 20<sup>th</sup> Century, literature about the effects of advances in technology, and literature about the challenges of a culturally diverse world. Major works may include, but are not limited to, *Slaughterhouse 5*, *If I Die in a Combat Zone*, *Box Me Up and Ship Me Home*, *Brave New World*, *A Portrait of the Artist as a Young Man*, *Woman Warrior*, and *Women of Brewster Place*. Students should also expect to study poetry and non-fiction thematically related to course units. Writing papers, class discussion and presentations, journal entries, and cooperative group activities are integral components of the course. Students will be expected to take part in class discussion and cooperative group activities generated from the readings, as well as to write and present papers to the class. Students will engage in independent reading and projects.

**20<sup>th</sup> Century Literature B .5 Credit**

Course No. 073

Grade 12

Level 2

Trimesters: 1

20<sup>th</sup> Century Literature B is a comprehensive study of the drama and short stories of the modern era. Major works may include, but are not limited to, *The Stories of André Dubus*, *The Wild Duck*, *All My Sons*, *The Colored Museum*, *The Secret Sharer*, and other selected short stories and drama. The literature will be representative of the diversity of the 20<sup>th</sup> century. Students will be expected to take part in class discussion and cooperative group activities generated from the readings, as well as to write and present papers to the class. Students will engage in independent reading and projects.

**English for the 21<sup>st</sup> Century 1 Credit**

Level 2 Course No. 070

**Tech-Prep Program**

Level 3 Course No. 071

Grade 12

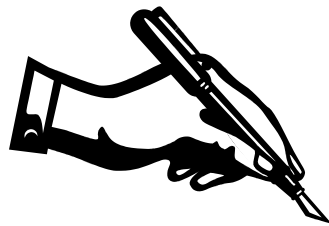
Level 2 or Level 3

Trimesters: 2

Through interactive, project-based instruction, students will learn the various forms of English communication. Units of study include hands-on instruction and practice in those communication skills most desired by today's employers. Students will have opportunities to demonstrate listening skills, as well as oral and written communication in both individual and collaborative projects. Several videotaped oral presentations are required. In addition to involvement in real world applications of communication skills, students will also study literature that explores the themes and issues that are consistent with the human work experience. Students who register and successfully complete this course can earn College and Career Pathways program credit at Gateway Community College.

Because this course is team-taught by a member of the English department and a member of the Applied Education department, students will learn using the most current available technology including word processing, PowerPoint, and the Internet. Students must already have keyboarding skills.

**Note:** Students may earn Level 2 credit by completing additional projects. Students must obtain prior approval from the department coordinator and the teachers.

**Writing for Learners .5 Credit**

Course No: 095

Grade 12

Level 3

Trimesters: 1

**Writing for Learners** focuses on the process and mechanics of writing. The content includes but is not limited to: capitalization, punctuation, spelling, parts of speech, clauses and phrases, types of sentences, transitions, paragraphs, essays, style, audience, purpose, and revising and editing. The topics are presented in a step-by-step, cumulative order within the context of the students' writing. Skills and strategies are continually reinforced within a small class setting. This approach also enhances reading comprehension. Students use *The Writing Skills* workbook series. The course is recommended for reluctant, at-risk writers who are eager to improve their ability to express their ideas in writing.

Prerequisite: Exploring Literacy, Consultation with the student's English teacher, reading teacher, guidance counselor, or other support personnel is required for enrollment in this course.

## HEALTH EDUCATION

Grade	Course
9	Freshman Health
10	Sophomore Health
11	Junior Health
12	Senior Health

Health Education is designed to help students assume responsibility for their health and the health of others. Health is viewed as a dynamic state, ranging from wellness to disabling conditions.

**A passing grade in each health course is required for graduation.**

**Health** .25 Credit  
Grade 9

Course No. 380

Health topics will be taught in physical education. Topics to be studied include anatomy, contraceptives, nutrition, and drugs.

**Health** .25 Credit  
Grade 10

Course No. 382

Students will study units on substance abuse prevention, nutrition, growth and development, and disease prevention. Topics for discussion include Lyme disease, pregnancy and birth, communication skills, fetal alcohol syndrome, and sexually transmitted diseases. Several community guest lecturers will speak on topics of class interest.

**Health** .25 Credit  
Grade 11

Course No. 383

Students will continue the study of substance abuse prevention, growth and development, and disease prevention. Topics for discussion include stress reduction, HIV testing and treatment, suicide prevention, blood and organ donation, drinking and driving, violence in relationships and prevention of teen pregnancy. Speakers from Madison Youth Services will present information on violence reduction in relationships.

**Health** .25 Credit  
Grade 12

Course No. 384

Students will continue the study of substance abuse prevention, consumer health, nutrition, growth and development, and disease prevention. Topics for discussion will include food additives, interpersonal skills, cancer prevention, conflict resolution, chemical dependency in the family, and the grieving process.





## MATHEMATICS DEPARTMENT COURSE OFFERINGS

Grade	Level 1	Level 2		Level 3	
9	Geometry -Honors	Algebra I	Geometry	Algebra I	Integrated Algebra and Geometry
10	Algebra II-Honors	Geometry	Algebra II	Geometry	
11	Pre-Calculus -Honors	Algebra II	Pre-Calculus Math Modeling	Algebra II	
12	AP/UCONN Calculus I + II (Calculus BC) AP/UCONN Calculus I (Calculus AB) Introduction to Computer Science AP Statistics	Pre-Calculus Topics in Computer Science	Statistics Math Modeling Calculus	Discrete Math Statistics Algebra II	Accounting I Math Applications

In the Mathematics Department, Levels 1, 2, and 3 are defined as follows:

**Level 1** - For students who have demonstrated exceptional skills in mathematics, who are considering mathematics or science related careers, and who meet the criteria established by the Mathematics Department.

**Level 2** - For students who may have a commitment to mathematics or science related careers or who wish to pursue a rigorous and demanding college-bound sequence of study.

**Level 3** - For students who wish to pursue an academic program in preparation for college or a technical field, but at a pace that allows for the review of skills that have not been previously mastered.

Notes:

- The State of Connecticut requires three (3) credits of mathematics for graduation. DHHS requires 3.5 credits for graduation. No student may use more than one business course as a mathematics credit for graduation.
- Student placements are based on performance in the previous math course. A student will not be allowed to enter a course unless he/she has met the prerequisite that is found at the end of the course description.
- The average of the student's trimester exams must be greater than 65 to continue in the same level the following academic year.
- Once a student passes a mathematics course, he/she may not elect a course, which precedes that course in content and sequence without the permission of the mathematics coordinator. Students and parents should keep this in mind when planning a four-year course of study.
- **An A average is required in a current course before a student will be considered for advancement to a higher level.**

## MATHEMATICS COURSE DESCRIPTIONS

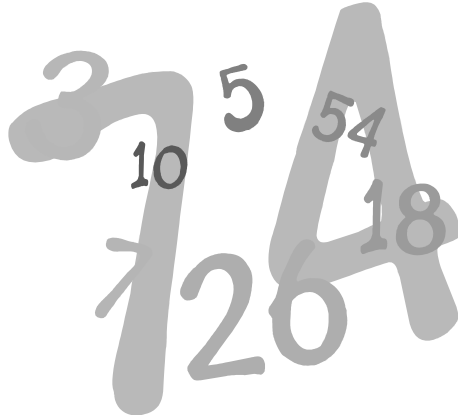
### **Integrated Algebra and Geometry** 1.0 Credit

Course No. 231

Grade 9 Level 3

Trimesters: 2

This course is offered to students who have completed Pre-Algebra. The students will extend their mathematical skills as they explore and solve problems using algebra and geometry skills. They will work cooperatively and use technology to investigate real world problems.



### **Algebra I** 1.5 Credit

Course No. 232

Grade 9 Level 2

Trimesters: 3

Algebra I is viewed as the introductory core course to high school mathematics. Instruction focuses on using modern concepts to develop traditional basic principles. Topics include: real number system, algebraic functions and relations and their graphs, solutions of linear and quadratic equations, inequalities, and data analysis.

Prerequisite: Pre-Algebra with the minimum grade of B and the recommendation of the eighth grade teacher for incoming freshmen.

### **Algebra I** 1.5 Credit

Course No. 233

Grades 9 - 10 Level 3

Trimesters: 3

Algebra I is viewed as the introductory core course to high school mathematics. Instruction focuses on using modern concepts to develop traditional basic principles. Topics include: real number system, algebraic functions and relations and their graphs, solutions of linear and quadratic equations, inequalities, and data analysis. Although the breadth of the topics covered is the same as the level 2 curriculum, the depth in which they are covered and the pace of the topics explored are adjusted to meet the needs of the students.

### **Geometry - Honors** 1 Credit

Course No. 241

Grade 9 Level 1

Trimesters: 2

This course will fully explore topics in plane, solid and coordinate geometry through the study of spatial relationships and the use of an articulated, logical deductive system. Rigorous proofs will be an integral part of this course. Geometric concepts will be reinforced utilizing algebraic skills.

Prerequisite: Algebra I with a minimum grade of A and the recommendation of the Polson School eighth grade teacher.

**Geometry** 1 Credit  
Grades 9 - 10 Level 2  
Trimesters: 2

Course No. 242

This course will explore topics in plane, solid and coordinate geometry, with emphasis on the development of an articulated, logical and deductive system centered on proof. Applications of algebra will be used throughout the course to reinforce the concepts covered in geometry.

Prerequisite: Algebra 1 Level 2 with a minimum grade of C.



**Geometry** 1 Credit  
Grades 10 – 11 Level 3  
Trimesters: 2

Course No. 243

This geometry course is presented through the study of visual patterns. Topics in plane and solid geometry are studied through the traditional postulates with algebra integrated throughout the course. Transformations and measurement, including area and volume, are explored as well as an introduction to the concept of proof.

Prerequisite: Algebra I Level 3 or Integrated Algebra + Geometry

**Algebra II - Honors** 1 Credit  
Grade 10 Level 1  
Trimesters: 2

Course No. 251

This course extends the content learned in Algebra I. Linear quadratic, polynomial, rational, exponential and logarithmic functions and complex numbers are studied in detail. The use of both real and complex numbers will be explored. Advanced Problem solving is a key component of this course. Topics in Trigonometry will also be introduced.

Prerequisite: Geometry - Honors with minimum grade of B-.

**Algebra II** 1 Credit  
Grades 10 -11 Level 2  
Trimesters: 2

Course No. 252

This course extends the content learned in Algebra I. Linear functions, quadratic functions, polynomial, and rational exponential functions, logarithmic functions and the complex numbers are studied in detail. Problem solving is an integral part of the course focus. Scientific and graphic calculators will be used as tools to broaden the students' mathematical experience.

Prerequisite: Geometry Level 2 with a minimum grade of C.

**Algebra II** 1 Credit  
Grade 11 Level 3  
Trimesters: 2

Course No. 253

This course extends the content learned in Algebra I. New topics will include the study of functions, with particular emphasis on linear, quadratic, logarithmic and exponential functions. An introduction to complex numbers will be included. Problem solving will focus on real world applications.

Prerequisite: Geometry Level 3

**Pre-Calculus - Honors** 1 Credit  
Grade 11 Level 1  
Trimesters: 2

Course No. 261

This course is primarily designed as a preparation for Advanced Placement Calculus. Students who meet the requirements for this course will be provided with a rich mathematical foundation upon which to build. Functions, trigonometry, polar coordinates, vectors, sequences, and the limit and the derivative of a function will be among the topics covered. Graphic calculator use will be integrated throughout the course. Students must have a graphic calculator for this course.

Prerequisite: Algebra II –Honors with a minimum grade of B-.

**Pre-Calculus** 1 Credit  
Grade 12 Level 2  
Trimesters: 2

Course No. 262

This course is designed to prepare students for calculus. The first trimester will cover polynomial, rational, power, exponential and logarithmic functions. The second trimester will focus on trigonometric functions. Students must have a graphics calculator, as its use will be integrated throughout the course.

Prerequisite: Algebra II Level 2 with a minimum grade of B-.

**Advanced Placement Calculus (BC)**  
**University of Connecticut, Early College Experience**  
**Calculus I and II** Math 115Q / Math 116Q 8 UCONN Credits  
1.5 Daniel Hand High School credits  
Grade 12 Level 1  
Trimesters: 3

Course No. 271

This challenging course allows students to preview college work, build confidence and earn college credit. It is concerned with developing student understanding of calculus concepts and providing experiences in theory, fundamentals, and applications. Concepts will be explored graphically, numerically, analytically and verbally. It focuses on all the topics of differential and integral calculus and investigates polynomial approximations and series. Polar graphs, parametric equations and differential equations will be included. The curriculum in this course will also be sufficient preparation for the AP Calculus BC Exam.

Students must register for college credit.

Prerequisite: Pre-Calculus Honors with a minimum grade of B- or Pre-Calculus with a minimum grade of A.

**Advanced Placement Calculus (AB)**  
**University of Connecticut, Early College Experience**  
**Calculus I** Math 115Q 4 UCONN Credits  
1.0 Daniel Hand High School credit  
Grade 12 Level 1  
Trimesters: 2

Course No. 272

The course is designed to build a strong foundation in the basics of calculus: differentiation and integration. Students are introduced to new ways of thinking about math including graphical, numerical, and analytical approaches. Modeling, problem solving, and data analysis emphasizing real life data will also be studied. The curriculum in this course will also be sufficient preparation for the AP Calculus AB Exam. Students must register for college credit.

Prerequisite: Pre-Calculus Honors with a minimum grade of C or Pre-Calculus with a minimum grade of B+.

**Calculus** 1 Credit  
Grade 12 Level 2  
Trimesters: 2

Course No. new number

This course introduces differential and integral calculus using polynomials, exponential, logarithmic, and trigonometric functions. Applications to real world problems involving business, economics, the behavioral sciences, the social sciences, biology, and medicine are stressed more than theory. The problem solving and investigation components of this course are based upon the use of a graphing calculator with a table option. Regular and frequent access to a graphing calculator for class activities as well as homework is required.

Prerequisite: Pre-Calculus with a minimum grade of B-.



**AP Statistics** 1.5 Credit  
Grade 12 Level 1  
Trimesters: 3

Course No. 291

This course will use modern methods of data analysis to explore and master all topics necessary for success on the AP Statistics exam. Students will explore the four broad conceptual themes: exploring data, planning a study, probability and statistical inference. Technology will play an essential role in the learning through graphical representation, stimulation and experimentation. Students must have access to a TI-83 graphing

calculator for out of class assignments.

Prerequisite: Pre-Calculus with a minimum grade of B

**Math Modeling** 1 DHHS Credit  
**University of Connecticut, Early College Experience**  
Math 107Q  
Grades 12 Level 2  
Trimesters: 2

Course No. 273

This course is an introduction to mathematical modeling based on the use of elementary functions to describe and explore real world data and phenomena. Using interesting applications of mathematics and graphing calculator technology, students will construct useful mathematical models, analyze them critically and communicate quantitative concepts effectively. Students must register for college credit.

Prerequisite: Algebra 2 Level II with a minimum grade of C and teacher recommendation

It should be noted that:

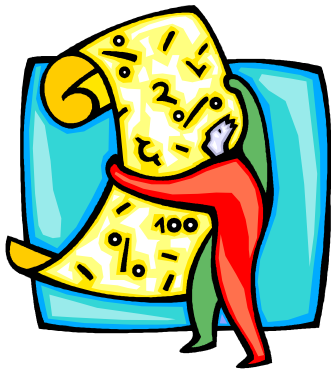
- Students who qualify may receive UCONN credit for this course (Students must register at the beginning of the course, pay a required fee per credit and earn a grade of C or better.)
- This course is not intended to prepare students for college calculus. The pre-calculus course serves that purpose.
- This course may not be elected by students who have already taken Pre-Calculus 261 or 262.

**Discrete Math** .5 Credit  
University of Connecticut, Early College Experience  
Math 103Q

Course No. 267

Grade 12 Level 3  
Trimesters: 1

This course has been designed to extend the high school mathematics experience of level 3 students after they complete Algebra II. Each chapter introduced is independent of the other and focuses more on applications, modeling and use of technology rather than abstract algebraic concepts. Topics covered will include but not necessarily be limited to finances, probability simulations, election theory, sequences and series and set theory.  
Prerequisite: Algebra II Level 3 with minimum grade of C.



**Introduction to Computer Science** 1 Credit Course No. 288  
Grades 11 and 12 Level 2 (Students may contract for Level 1)  
Trimesters: 2

This course will provide an in-depth introduction to computer programming using the Visual Basic .NET programming language. Students will learn how to design and develop Microsoft Windows-based event-driven programs and will learn the major programming topics including: program flow and control, iteration, branching, data structures, functions, user-interface design, file input/output, arrays, and algorithms. In addition, object-oriented, design and development

concepts will be introduced. This is a hands-on class, and students should be prepared to spend a considerable amount of time working on their projects outside of class.

**Statistics** .5 Credit  
Grade 12  
Trimesters: 1

Level 2 - Course No. 292  
Level 3 - Course No. 293

This trimester course provides students with a range of topics in both probability and statistics. Students learn how to collect and analyze data and also how to use sample data to form conclusions about population parameters. This course is recommended for all college-bound seniors. The course levels are differentiated by the pace of the instruction and depth in which topics are covered.

Prerequisite: Teacher Recommendation

**Math Applications** 1 Credit  
Grade 11-12 Level 3  
Trimesters: 2

Course No. 280

This course promotes the quantitative literacy needed to function effectively in society and in the work place. Students will use computer technology to investigate real world scenarios. They will research topics, analyze data and present their findings to a variety of personal and business financial decisions.

Prerequisite: Teacher recommendation.

This course may not be elected by a student who has completed Algebra II.

**Accounting I** 1 Credit  
Grades 11 - 12  
Trimesters: 2

Course No. 490 (Technology Credit)  
Course No. 491 (Level 3 Math Credit)

This introductory accounting course familiarizes students with the accounting principles and practices commonly used in business. Students work with journals, ledgers, work sheets, and financial statements and use Lotus 1-2-3 as a tool to facilitate the accounting process. The computer program Quicken is used to produce check records, bank reconciliations, and financial reports. Automated accounting software is incorporated to expand students' familiarity with "real life" accounting practices. This course is beneficial to students who plan on majoring in business administration at the post-secondary level. *Students may take this course as either a math or technology credit.* Accounting I is not a substitute for college preparatory math.  
Prerequisite: Teacher Recommendation



## MUSIC DEPARTMENT COURSE OFFERINGS

Grade	General	Instrumental	String	Vocal
9	Music Theory 1 Music Theory 2 Class Instruction in Piano	Concert Band Stage Band	String Orchestra 1 Chamber Orchestra	Introductory Chorus Show Choir Waes Haeil Madrigals
10	Music Theory 1 Music Theory 2 Class Instruction in Piano	Concert Band Stage Band	String Orchestra 1 Chamber Orchestra	Introductory Chorus Advanced Chorus Show Choir Waes Haeil Madrigals
11	Music Theory 1 Music Theory 2 Class Instruction in Piano	Symphonic Band Stage Band	String Orchestra 2 Chamber Orchestra	Introductory Chorus Advanced Chorus Concert Choir Show Choir Waes Haeil Madrigals
12	Music Theory 1 Music Theory 2 Class Instruction in Piano	Symphonic Band Stage Band	String Orchestra 2 Chamber Orchestra	Introductory Chorus Advanced Chorus Concert Choir Show Choir Waes Haeil Madrigals

Daniel Hand High School offers an outstanding music program. Students are encouraged to participate in a four-year program or to select courses as their schedules permit.



### MUSIC COURSE DESCRIPTIONS



**Class of Instruction in Piano** .5 Credit  
Grades 9-12  
Trimesters: 1

Course No. 700

This approach to class piano instruction provides an introduction to the keyboard designed to promote music reading, performance skills and self-expression. Repertoire will range from classical to popular musical styles. This course is designed for beginning student with a little experience on the piano.

**Symphonic Band** 1 Credit  
Grades 11 - 12  
Trimesters: 3 (40-minute periods)

Course No. 706

This course is open to any student in grades 10 – 12 who shows a proficiency in playing a band instrument. Band meets daily throughout the school year. Two major concerts are performed yearly. Students will refine the skills of ensemble playing, which includes phrasing, balance, and interpretation of music. Marching at football games, parades, and one major activity such as an exchange concert, band day at West Point or Disney World are some of the exciting activities of the band.

Prerequisite: Students new to Daniel Hand High School must demonstrate an appropriate level of performance.



**Concert Band** 1 Credit  
Grade 9-10  
Trimesters: 3 (40 minute periods)

Course No. 707

This course is open to any student in grade 9 who shows a proficiency in playing a band instrument. Band meets daily throughout the school year and includes a forty minute sectional/band rehearsal during one scheduled class per week. Two major concerts are performed yearly. Students will refine the skills of ensemble playing, which includes phrasing, balance, and interpretation of music. Marching at football games, parades, and one major activity such as an exchange concert, band day at West Point or Disney World are some of the exciting activities of the band.

Prerequisite: Recommendation from the middle school band director for incoming freshmen. Students new to Daniel Hand High School must demonstrate an appropriate level of performance.

**Stage Band** 1 Credit  
Grades 9 - 12  
Trimesters: 3 (40-minute periods)

Course No. 705

This course is open to any student in who shows a proficiency in playing alto sax, tenor sax, baritone sax, trumpet, trombone, drum set, guitar, bass guitar or piano. Depending on the number of interested students, tryouts may be necessary. All types of stage band music will be played, from the 1930's to present day charts. Two major concerts will be performed yearly. The group will also have the exciting opportunity of performing at outside functions, which require a smaller performing group.

**Note:** Class will meet from 2:05 p.m. - 2:45 p.m. daily. Athletic coaches and activity advisors will be informed about the participants and their need to miss 15 minutes of practice.



**Introductory Chorus** 1 Credit  
Grades 9 - 12  
Trimesters: 3 (40 minute periods)

Course No. 712

The Introductory Chorus is made up of students who will develop the skills of sight-reading, independent part-singing, and voice use or technique. All freshmen will be placed in this course.

Prerequisite: Recommendation from the middle school choral director for incoming freshmen. Students new to Daniel Hand High School or in grades 10-12 must demonstrate an appropriate level of interest and performance.

**Advanced Chorus** 1 Credit  
Grades 10 - 12  
Trimesters: 3 (40-minute periods)

Course No. 713

The Advanced Chorus is made up of those students with good music reading ability, proper use of voice as an instrument, and an ability to hold to their assigned part against other parts or accompaniment. The course is made up of students who will develop skills of sight-reading, independent part-singing, and voice use or technique. All sophomores will be placed in this course. Membership is determined by audition.

**Concert Choir** 1 Credit  
Grades 11-12  
Trimesters: 3 (40 minute periods)

Course No. New

Students in Concert Choir must be able to demonstrate an advanced level of musicianship. Students must be able to demonstrate proper vocal technique, music reading ability, and an ability to hold to their assigned part against other parts or accompaniment. Membership is determined by audition.

**Show Choir** .5 Credit  
Grades 9 – 12  
Trimesters: 3 (40 minute periods)

Course No. 719

The Show Choir is made up of those students with outstanding music reading ability and the confidence to combine singing and dancing in a small group setting. The choir will perform at various occasions, which require a smaller performing group. Membership is determined by audition, which will be held during the spring of the previous year.

**Note:** Class will meet on Wednesday and Friday from 2:05 – 2:45 p.m. Athletic coaches and activity advisors will be informed about the participants and their need to miss 15 minutes of practice.

**Waes Haeil Madrigals** .5 Credit  
Grades 9 – 12  
Trimesters: 3 (40-minute periods)

Course No. 717

Waes Haeil Madrigals will be made up of students who have shown outstanding vocal ability through an audition process. The group will study and rehearse madrigal style music from the 16th century to the present. The style will be primarily "a capella," and performances will take place on various occasions and for many outside functions. Membership is determined by audition, which will be held during the spring of the previous year.

**Note:** Class will meet Tuesday and Thursday from 2:05-2:45 p.m. Athletic coaches and activity advisors will be informed about the participants and their need to miss 15 minutes of practice.



**String Orchestra 1** 1 Credit  
Grades 9 – 10  
Trimesters: 3 (40-minute periods)

Course No. 721

String players with two or more years of experience will comprise the string orchestra. A variety of music literature will be studied and performed, with the emphasis on each student's own improvement and active participation in concerts, exchange

programs, festivals, and other musical activities.

**Prerequisite:** Recommendation from the middle school orchestra director for incoming freshmen. Students new to Daniel Hand High School must demonstrate an appropriate level of performance.

**String Orchestra 2** 1 Credit  
Grades 11-12  
Trimesters: 3 (40-minute periods)

Course No. 725

String players with two or more years of experience will comprise the string orchestra. A variety of music literature will be studied and performed, with the emphasis on each student's own improvement and active participation in concerts, exchange programs, festivals, and other musical activities.

Prerequisite: Students new to Daniel Hand High School must demonstrate an appropriate level of performance.

**Chamber Orchestra** 1 Credit  
Grades 9-12  
Trimesters: 3 (40-minute periods)

Course No. New

Chamber Orchestra will be made up of students who have shown outstanding musical ability on their string instrument through an audition process. The group will study and rehearse advanced orchestral repertoire, chamber music, and chamber ensemble techniques. The performances will include the bi-yearly concerts as well as outside functions. Membership of this ensemble is determined by audition, which will be held during the spring of the previous year.

**Note:** Class will meet from 2:05 p.m. – 2:45 p.m. daily. Athletic coaches and activity advisors will be informed about the participants and their need to miss 15 minutes of practice.

**Music Theory 1** .5 Credit  
Grades 9 - 12  
Trimesters: 1

Course No. 741

This course includes the study of staff, clef, meter, rhythm, notation, scale construction, keys, intervals, three-tone and four-tone chord structure, key relationships, and tonal relationships within the key. Students should have some basic knowledge of staff, clefs, scales, and note values. Sight-reading and interval relationships are studied. Throughout this course, students will use synthesizers connected through MIDI to enhance the study of music theory.

Prerequisite: Recommendation from the middle school music teacher for incoming freshmen. Students new to Daniel Hand High School must demonstrate an appropriate level of achievement.

**Music Theory 2** .5 Credit  
Grades 9 - 12  
Trimesters: 1

Course No. 742

This course includes the review of staff, clef, meter, rhythm, notation, scale construction, keys, intervals, three-tone and four-tone chord structure, key relationships, and tonal relationships within the key. Throughout this course, students will use synthesizers connected through MIDI to enhance the study of music theory.

This course focuses on composition as a culminating activity to reinforce the course content.

Prerequisite: Successful completion of Music Theory 1 or recommendation from the middle/high school music teacher. Students new to Daniel Hand High School must demonstrate an appropriate level of achievement.

**Flag Squad** No Credit  
Grades 9 – 12  
Trimesters: 3 (See schedule below)

Course No. 709

The flag squad is selected by tryouts during the spring of the previous year. Students do not need prior experience and will be taught a flag routine by our current flag squad members. A squad of twenty will be selected. Performing at all football games and parades with the "Tiger Marching Band" is the main activity of this group.

**Note:** Class will meet 6:00 p.m. - 8:00 p.m. on Wednesday night.



**PHYSICAL EDUCATION DEPARTMENT**  
**WELLNESS/EXERCISE SCIENCE PROGRAM**

Grade	Trimester 1	Trimester 2	Trimester 3
9	Fitness Testing Personal Fitness Ultimate Frisbee Flag Football Personal Fitness Volleyball Multicultural Dance Project Adventure –New Games *Health Topics	Fitness Testing Volleyball Basketball Indoor Soccer Personal Fitness Multicultural Dance Project Adventure –New Games *Health Topics	Fitness Testing Ultimate Frisbee Personal Fitness Flag Football Paddle Tennis Multicultural Dance Project Adventure –New Games *Health Topics
10	Fitness Testing Badminton I Starball Swing Dancing CPR Weight Training Project Adventure –Team Building	Fitness Testing CPR Swing Dancing Weight Training Badminton I Starball Project Adventure –Team Building	Fitness Testing CPR Weight Training Lacrosse Swing Dancing Badminton I Starball Project Adventure –Team Building
11 - 12	Fitness Testing Archery Badminton II Pickleball Adult CPR /AED Self Defense for Women Weight Training II Creative Dancing	Fitness Testing Adult CPR /AED Self Defense for Women Creative Dancing Pickleball Badminton II Weight Training II	Fitness Testing Adult CPR /AED Self Defense for Women Street Hockey Creative Dancing Pickleball Recreational Games Archery Weight Training II Badminton II

The physical education program at Daniel Hand High School promotes educational activities that stimulate and guide the intellectual, social, emotional, and physical development of all students, including those students with special needs. Physical education, like other educational programs, has been undergoing continual revision. The opportunity for more leisure time and the development of the importance of physical conditioning has become of value in our society. The Hand High School physical education curriculum provides opportunities to experience cooperation as a member of a group or as a member of a team observing the rules of fair play and good sportsmanship. It also offers opportunities to develop self-control and respect for the rights of others. The physical education curriculum can provide a means of fulfilling the needs, which our changing society has created.

The curriculum also reflects a knowledge of and proficiency in the basic skills and exercise used for body maintenance and the pursuit of leisure time activities. The aim is to allow each individual to gain an understanding of the human body and to be motivated to maintain its healthful efficiency.

## Physical Education Requirements

**Freshmen** .25 Credit Health/ .25 Credit Physical Education  
Trimesters: 1

Course No. 910

All physical education classes meet for one trimester. Each student will be enrolled in one trimester of physical education per year. Health topics will be taught as a component of the Physical Education curriculum.

**Sophomores** .5 Credit  
Trimesters: 1

Course No. 920

All physical education classes meet for one trimester. Each student will be enrolled in one trimester of physical education per year.

**Juniors** .5 Credit  
Trimesters: 1

Course No. 928

All physical education classes meet for one trimester. Each student will be enrolled in one trimester of physical education per year.

**Seniors** .25 Credit for each trimester  
Trimesters: 2

Course No. 932

Seniors may take two senior physical education electives. The elective program is described on page 52.

If seniors opt not to take senior electives, they will be scheduled for one trimester of physical education during the regular school day.

**Self Defense for Women** .5 Credit  
Grade 11  
Trimesters: 1

Course No. 931

The course is designed to teach defensive and offensive skills which can be used in the event of a physical confrontation or a life-threatening situation. Lessons in safety and prevention are the main goals. This course is open to female high school juniors.



## SENIOR ELECTIVE PROGRAM



The Senior Elective Program is a self-supporting, outside-of-school program that offers courses not taught in the traditional physical education curriculum. The courses are taught by experts in their various fields. The courses are generally held on weekends or evenings. The senior elective program is an option available to all those seniors who have exhibited responsibility as underclassmen.



### SENIOR PHYSICAL EDUCATION REQUIREMENTS

All seniors are required to participate in physical education in two of their three trimesters.

This requirement may be met in any one or combination of the following:

- ....Participation in a regular physical education class
- ....Participation in the senior elective physical education program
- ....Senior Varsity Athletic Wavier \*

#### Senior Elective Physical Education Program

**Course No. 932**

\*Any Senior Varsity Athlete who participates in a full season of their respective sport may earn an Athletic Wavier. The athlete must compete in all practices and varsity games. The athlete will receive a grade of (AW). Mr. Flanagan will contact your coach and validate your athletic participation. An athlete may apply for a waiver for any trimester in which they are involved in athletics on a varsity level. When signing up please use the following course numbers for your season:

Trimester One (Fall Sports)	0.25 Credit	Course No. 935
Trimester Two (Winter Sports)	0.25 Credit	Course No. 933
Trimester Three(Spring Sports)	0.25 Credit	Course No. 934

All juniors must receive a grade of C- or better to be eligible for the senior elective program the following year.

## SENIOR ELECTIVES

TRIMESTER 1	TRIMESTER 2	TRIMESTER 3
Biking Canoeing 1+ 2 Aerobics Kayaking C.O.P.E. Martial Arts Concepts Kick Boxing	Aerobics Kick Boxing Break Dancing C.O.P.E. Bowling Martial Arts Concepts	Biking C.O.P.E. Canoeing I Kayaking 1+ 2 CPR Re certification/First Aid Martial Arts Concepts Aerobics

## SCIENCE DEPARTMENT COURSE OFFERINGS

Grade	Level 1	Level 2	Level 3
9	Cellular Biology-Honors	Integrated Science I Integrated Science II	
10	Cellular Biology-Honors Chemistry-Honors	Biological Systems Chemistry	General Biology Physics of Electronics
11	Chemistry-Honors AP/UCONN/ECE Chemistry (UCONN Early College Experience Program Freshman –Chemistry) AP/UCONN/ECE Physics (UCONN Early College Experience Program Freshman Physics) AP Biology	Chemistry Principals of Ecology Physics Human Biology Biotechnology and Forensic Science Marine Science and Technology	Physics of Electronics Horticulture Topics in Science Marine Science and Technology
12	Chemistry -Honors AP/UCONN/ECE Chemistry (UCONN Early College Experience Program Freshman Chemistry) AP/UCONN/ECE Physics (UCONN Early College Experience Program Freshman Physics) Advanced Placement Physics (C) AP Biology	Human Biology Principles of Ecology Anatomy & Physiology Physics Biotechnology and Forensic Science Marine Science and Technology	Physics of Electronics Horticulture Topics in Science Marine Science and Technology

**Level 1** Suggested for students who have demonstrated exceptional skills in math and science and have a strong interest in science.

**Level 2** Suggested for students who have demonstrated adequate skills in math and science and reading and are interested in pursuing a college preparatory program.

**Level 3** Suggested for those who have experienced difficulty with math, science, and reading skills. Level Three courses will stress the development of these skills. Students should formulate their own program from the three levels of courses with the help of their parents, guidance counselors, and science teacher.

**Note:**

- Students should be guided by the prerequisite list in each course description.
- Students should not sacrifice breadth of coverage for concentration in any area. The Madison Board of Education requires three credits of science as a graduation requirement.
- All science courses with the exception of Topics in Science are considered to be lab based courses.





## SCIENCE COURSE DESCRIPTIONS

**Cellular Biology -Honors** 1.5 Credits Course No. 301  
Grades 9 – 10 Level I

Trimesters: 3

This course considers life on all levels of organization with an emphasis on how molecules are incorporated into cellular structures. The individual is considered as it relates to itself, to others, and to the world biome. Higher order thinking skills and strong reading comprehension are necessary for success in this course. Laboratory investigations test the student's ability to use these thinking skills, to make observations, and formulate ideas about biological phenomena. Reflective, detailed well written scientific laboratory reports are an integral part of the curriculum.

Prerequisite: Sophomores entering the course must have received at least a A- in both Integrated Science I and II. Freshmen need a grade of B+ or better in Algebra.

**Integrated Science I** .5 Credit Course No.316  
Grade 9 Level 2  
Trimesters: 1

This course provides an initial study of physical phenomena and methods of acquiring scientific knowledge. The topics considered are diversity of matter, structure of matter, states of matter, chemical interactions, energy, and carbon chemistry. The course relies heavily on inquiry based lab investigations, writing extensive lab reports, as well as mathematical problem solving in science.

**Integrated Science II** .5 Credit Course No.317  
Grade 9 Level 2  
Trimesters: 1

Integrated Science II is a detailed look at our planet and the processes that have shaped it. During this course students will explore important concepts in astronomy, energy, geology and physical oceanography. Students will learn about stars, the sun, plate tectonics, ocean basin topography, volcanoes, earthquakes, and Earth's natural resources. A research paper, laboratory investigations and audio-visuials will supplement the text.

**Note: This course may be taken prior to Integrated Science I**

**Biological Systems** 1.25 Credits Course No. 312  
Grades 10 - 12 Level 2  
Trimesters: 2.5

This course involves the study of the broad fundamental principles governing living things. The cell, classifications of living things and various living systems are examined. It includes the study of plants and animals and how they function in their environment, the biosphere. Inquiry based laboratory investigations and scientific laboratory reports are designed to support concepts discussed in class and to teach concepts by inquiry.

Prerequisite: C or better in Integrated Science I and II (Introductory Physical Science and/or Earth Science)

**General Biology** 1 Credit  
Grade 10 Level 3  
Trimesters: 2

Course No. 313

This introductory biology course will explore the basic structure and function of living things. Unicellular and multicellular forms of life will be examined as they relate to living things and the environment with emphasis on laboratory experiences. First Trimester, the scientific method will be used to explore how living things continue to exist as part of our biosphere. Emphasis will be placed on how organisms evolved and how they came to occupy specific places in the ecosystem. Second Trimester, major emphasis in this semester will be on the human body and its impact on the biological world. Heredity and evolutionary concepts will be examined in relation to man.

**Physics of Electronics** 0.5 Credit  
Grades 10 - 12 Level 3  
Trimesters: 1

Course No. 330

Individual laboratory experiments demonstrate basic electrical and electronic principles. This course gives the student a working knowledge with the concepts and operating principles of electric charge, current, resistance, Ohm's Law, power, AC/DC, diodes, and transistors. Hands-on proficiency with circuit bread-boarding, voltmeters, ammeters, ohm-meters, oscilloscopes, and soldering is developed. These principles are also related to alternative energy technology and home wiring. At the end of the course, the student will assemble and troubleshoot an AM radio. Skill in mathematics, including a good understanding of algebra, is necessary.



**Human Biology** 1 Credit  
Grades 10 - 12  
Level 2  
Trimesters: 2

Course No. 320

Students study structure and function of the human body, learn diagnostic tests, and laboratory procedure. Particular emphasis is placed on understanding how the "well" body functions, so as to better understand the body when it becomes ill and requires the skills of the health care professional. Preliminary topics include: orientation to health care laboratory, elementary chemical principles as related to health care, the functions of the various systems of the body and the

skills needed to enter a career focusing on health and health care. It is designed to follow a course in Biology and precede Anatomy and Physiology.

Prerequisite: Successful completion of Biological Systems

**Chemistry -Honors** 1.5 Credits  
Grades 10 - 12 Level 1  
Trimesters: 3

Course No. 341

This course emphasizes chemical principles, which are deduced from experiments performed by the student. The principles include: energy, rate and equilibrium, characteristics, chemical periodicity, and chemical bonding in gases, liquids, and solids. The student is required to keep a detailed journal of his/her laboratory experiments.

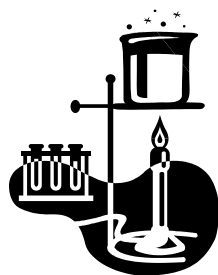
Prerequisite: Successful completion of Biological Systems with an average of B+ or better or Cellular Biology with a grade average of C+ or better; as well as completion of Level I or II Algebra I with a B+ or better and concurrent enrollment in Level I or II Algebra II.

**Chemistry** 1.25 Credits  
Grades 10 - 12 Level 2  
Trimesters: 2.5

Course No. 342

Level II Chemistry deals with the properties of matter, changes in its composition, and practical applications of these changes. Topics are presented in a less rigorous manner than in Chemistry-Honors. Students are required to read scientific materials, perform laboratory experiments and write laboratory reports.

Prerequisite: Successful completion of Biological Systems or Cellular Biology, as well as Level I or Level II Algebra I with a grade average of C+ or better. Students must have completed or be concurrently enrolled in Geometry.



**AP Chemistry**

Course No. 351

**University of Connecticut , Early College Experience -Freshman  
Chemistry**

**[CHEM 127Q (Fall) / CHEM 128Q (Spring) ] 8 UCONN Credits**

1.5 Daniel Hand High School Credits

Grades 11 – 12

Level 1

Trimesters: 3

Part of the University of Connecticut's *Early College Experience Program*, this course will give the accepted students the opportunity to earn eight (8) college credits which are accepted by many colleges other than the University of Connecticut. This course will allow students the opportunity to prepare for the Advanced Placement Chemistry Examination. Students registered and accepted into the Early College Experience Program earn (4) college credits for CHEM 127Q from the University of Connecticut if they earn a UCONN grade of "C" or better. A UCONN grade of "C" or better for CHEM 127Q allows the student to be eligible for four (4) more college credits if they earn a UCONN grade of "C" or better in CHEM 128Q. The course is taught according to the University's syllabus and graded according to their standards.

Students will start laboratory experiments and UCONN Examinations at 7 am.

All students are encouraged to take the AP Examination.

Prerequisite: Level I Chemistry and Level I Chemistry teacher recommendation

**AP Physics (B) 1.5 credits**

Course No.361

Grades 11 – 12 Level I

Trimesters: 3

This course covers basic principles of physics using algebra and trigonometry. Topics covered are Newtonian mechanics (including rotation and oscillation), fluid mechanics, thermal physics, electricity and magnetism, waves and optics, and some topics of modern physics. The level and content of the course is typical of what the student would experience in a first year general physics college course. The course will allow students the opportunity to prepare for the Advanced Placement Physics B Examination.

Note: All students are encouraged to take the AP Examination.

Prerequisite: B or better in Honors Algebra II, B or better in Honors Chemistry

**AP Physics (C) 1.5 Credits**  
**University of Connecticut, Early College Experience -**  
**General Physics with Calculus PHYS 131Q 4 UCONN Credits**

Course No. 363

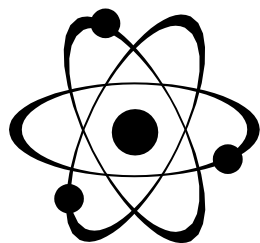
Grades 12

Level I

Trimesters: 3

AP Physics C is offered to students who have successfully completed or are concurrently enrolled in AP Calculus (BC) or AP Calculus (AB) and who are planning to study physical science or engineering in college. This course will prepare the student for the Mechanics portion of the AP Physics C exam. Electricity and magnetism will also be covered. The use of calculus in problem solving and derivations will increase as the course progresses and will be used freely in formulating principles and in solving problems during the second half of the course when electricity and magnetism are covered. In addition, the course will allow students the opportunity to participate in the UCONN Early College Experience Program. Students accepted into the ECE Program course earn four (4) college credits for PHYS 131Q from the University of Connecticut if they earn a UCONN grade of C or better.

Prerequisite: Successful completion of or concurrent enrollment in AP Calculus (BC) or AP Calculus (AB)



**Physics 1.0 Credits**

Grades 11 – 12

Level 2

Trimesters: 2

Course No. 362

This course provides the student with an introduction to the fundamental concepts of matter and energy. The ideas presented are developed in a progression from simpler to more complex. The principles studied in this course are force, momentum, energy and work, and electricity and magnetism. In addition, special topics covered may include wave motion, light and sound, and thermodynamics. Students are expected to learn the fundamental concepts of physics, to place physics in historical and societal context, and to further develop their understanding and application of both mathematics and the scientific process. There is a strong laboratory component to this course.

Prerequisite: C or better in Level 2 Algebra II; B or better in Level 3 Algebra II

**Advanced Placement (AP) Biology 1.5 Credits**

Course No: 370

Grades 11- 12 Level I

Trimesters: 3

This course is designed to be the equivalent of a two-semester college introductory biology course usually taken by biology majors during their first year. The three major areas covered by the course are molecules and cells, heredity and evolution, and organisms and populations. Major themes covered include science as a process, evolution, energy transfer, continuity and change, structure and function, regulation, interdependence in nature and science, technology, and society. The laboratory experience is an important component of the course. Appropriate labs will be assigned that will provide students with the opportunity to learn a variety of skills, facts, principles, and concepts of introductory level biology covered in lectures, reading, and discussions.

**Note: All students are encouraged to take the college AP Examination.**

Prerequisite: A in Biological Systems or Chemistry level II, B in Cell Biology or Honors Chemistry

**Introduction to Horticulture** .5 Credit

Course No. 364

Grades 11 - 12 Level 3

Trimesters: 1



This course is designed to introduce students to gardening and horticulture techniques. Time will be spent in the greenhouse, where students will conduct plant experiments and care for individual plant projects. In addition, students will spend time outdoors working in the class garden, working on landscaping projects and caring for the nature trail on school property. The students will learn to use reference sources in planning and implementing their projects.

Prerequisite: Successful completion of 9<sup>th</sup> and 10<sup>th</sup> grade science.

**Topics in Science** .5 Credit

Course No. 366

Grades 11 - 12 Level 3

Trimesters: 1

This course will investigate how developments in physics, chemistry, and biology relate to the major issues in our society. Emphasis will be placed on helping the student to develop skills in analyzing and reaching decisions on social issues in science using specific principles in science and how these principles relate to life in our society. Discussion and outside reading will be a major component of the course.

Prerequisite: Successful completion of General Biology, Biological Systems, or Cellular Biology.

**Biotechnology and Forensic Science** .5 Credit

Course No. 367

Grades 11-12 Level 2

Trimesters: 1

This course is designed for students interested in understanding what biotechnology is and how it relates to forensics. It is an introductory course for students who have interest in pursuing a career in biotechnology or forensics. It will investigate the techniques involved in cloning, DNA fingerprinting, and many other relevant topics. Many techniques will be demonstrated using laboratory experiments and activities. Many of these topics will be applied and discussed in terms of Forensic Science and how these techniques are used to solve crimes and used to understand and cure diseases. Also, ethical issues relating to this science will be discussed.

Prerequisite: Cellular Biology, Biological Systems, or General Biology

**Anatomy and Physiology** .5 Credit

Course No. 372

Grade 12 Level 2

Trimesters: 1

This course presents the student with an explanation of the structure of the human body and its processes. The skeletal, muscular, nervous, circulatory, respiratory, and digestive systems are studied. Where possible, the subject matter is illuminated by laboratory investigation. This course is especially beneficial for a student considering a medical career.

Prerequisite: Successful completion of Biological Systems, Cellular Biology, Chemistry or Human Biology.

**Principles of Ecology** .75 Credit  
Grades 11 - 12 Level 2  
Trimesters: 1.5

Course No. 375

Ecology is defined as the relationship of organisms to their environment. Emphasis in this course is placed on the study of ecosystems, which are communities of living organisms and non-living environments functioning together. The laboratory exercises will take place in the environmental study area located on the school grounds, at Bauer Farm, and at Hammonasset Beach State Park. Two research projects are required of each student in this course.

Prerequisite: Successful completion of Biological Systems or Cell Biology

**Marine Science and Technology** 1 credit  
.5 Science  
.5 Technology

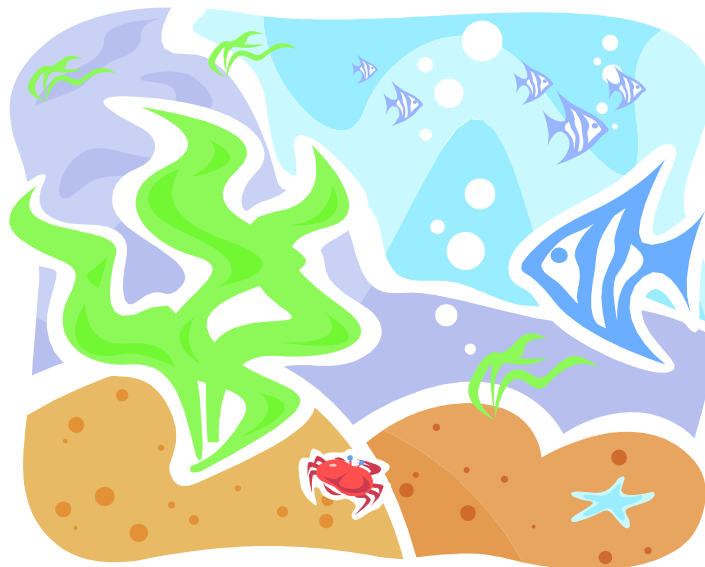
Course No: 379

Grades 11 – 12 Level 2  
Trimesters 2

Marine science and technology explores the marine environment, examines the chemical, biological and geological properties of the sea as well as all stages of aquaculture based careers from boatbuilding and trapping to farming and maintenance of organisms. Boat construction, fishing rod building, physical, chemical, and ecosystem studies related to oceanography will be part of this “hands on” course. Select field trips will support the curriculum and provide school to career practical experience.

Many forms of coastal ecology will also be explored including, water chemistry, rocky shore, sandy shore, estuaries and pelagic zones. Interdisciplinary projects will also be incorporated to widen the student’s understanding of maritime based careers and marine life.

Prerequisite: Successful completion of General Biology, Biological Systems, or Cellular Biology.



## SOCIAL STUDIES DEPARTMENT COURSE OFFERINGS

Grade	Level 1	Level 2
9		Global History I (to 1815)
10	See Level Two course description	Global History II (since 1815)
11	AP US History	U.S. History Civics & American Government
12	AP/UCONN/ECE Program Modern European History/Western Civilization  A.P. Psychology  Humanities (See Level Two course description)  AP Macroeconomics	Contemporary Issues Civics & American Government Economics Intro. to Human Behavior Humanities Civics & American Government

**Level 1** courses are for those students who have exhibited exceptional skills in history and English, particularly in the areas of composition, historical analysis, and critical thinking and who meet the criteria established by the Social Studies Department.

**Level 2** courses are for those students who are prepared to pursue a rigorous social studies program.

**NOTES:**

- State law mandates that all students earn three social studies credits, including 1.0 credit in U.S. History and 0.5 credits in Civics and American Government.
- Global History I is strongly recommended for most ninth grade students.
- Global History II is required for all tenth grade students.
- The Social Studies Department recommends that students take U.S. History and Civics and American Government in their junior year.
- The Social Studies Department strongly recommends that all students take a social studies course during their senior year.

## SOCIAL STUDIES COURSE DESCRIPTIONS



**Global History I (to 1815)** 1 Credit Course No. 152  
Grade 9 Level 2  
Trimesters: 2

Global History I is the first part of a two-course sequence recommended for all students. This course covers the progress of civilization from primitive people to the early nineteenth century. Units of study include ancient civilizations of Africa, Asia and Europe; classical Greece and Rome; the European Middle Ages; the empires of Africa, the Americas, and Asia; and Europe from the Renaissance through Napoleon. Emphasis is placed on the development of research skills, critical thinking skills, reading and writing skills, and geographic concepts.

**Global History II (Since 1815)** 1 Credit Course No. 162  
Grade 10 Level 2  
Trimesters: 2

This required course, designed to follow Global History I (to 1815), completes a two-course study of civilization. Emphasis is placed on political, economic, and cultural developments from the nineteenth century to the present. In addition to the study of Western societies, significant emphasis is placed on the non-Western world and world cultures. Research, critical thinking, writing, oral participation, primary source reading, and study skills are developed. *Students who wish to gain Level One credit will sign a contract at the start of the course.* The contract will specify academic requirements that will have to be met during the course. If the requirements are fulfilled successfully, students will be granted Level One credit.

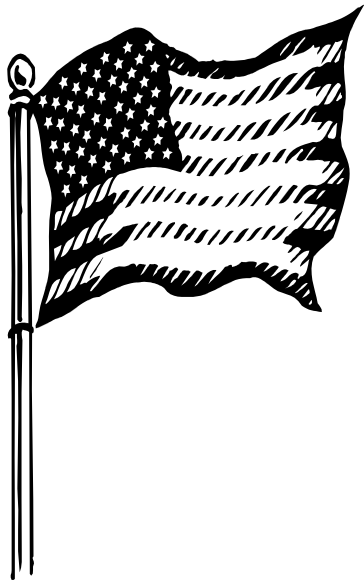
Prerequisite: for contracting for Level One credit: Global History I with a minimum grade of A- and a strong recommendation from current history teacher.

**Civics and American Government** .5 credit Course No. 168  
Grade 11 Level 2  
Trimesters: 1

This course is required for graduation and enables students to become more knowledgeable and effective citizens by covering a variety of topics. These will include the foundations of American government, the interactions of the branches of government, people's rights and responsibilities as citizens, the modern electoral process and the operation of Connecticut state and local governments.

Prerequisite: Global History II





**Advanced Placement U.S. History** 1.5 Credits Course No. 171

Grade 11 Level 1  
Trimesters: 3

This course provides the student with an in-depth study of U.S. History. Emphasis is placed on the development of writing, critical thinking, oral participation, and research skills. Original source documents are examined, and extensive reading in economic, cultural, intellectual, and political history is assigned. Students who exhibit a seriousness of purpose, a positive attitude towards education, and high academic potential are encouraged to elect this course. A minimum of 45 minutes to an hour of homework each night will be needed. A summer assignment is required. Students who select this course are expected to take the AP exam.

Prerequisite: Global History II with a minimum A-.

**United States History** 1 Credit  
Grade 11 Level 2  
Trimesters: 2

Course No. 172

This course is designed for the college-bound student and takes a chronological approach from the Washington administration to the modern day. The course examines the narrative of events in U.S. History and the forces (political, economic, social, and intellectual) that shaped these events. In addition, it studies the long-term trends and persistent issues of U.S. History, encouraging students to employ the skills that historians use to understand the past. There are required research assignments.

Prerequisite: Civics and American Government

**AP Macroeconomics** 1 Credit

Course No: New

Grade 12 Level 1  
Trimester 2

AP Macroeconomics is a course in economic analysis and institutions emphasizing determinants of the level of national income, prices, and employment. The issues of inflation and unemployment are surveyed through this analysis, and various arguments surrounding the effectiveness of fiscal, monetary, and other governmental policies are presented. It also explores various economic indicators and performance measures, stabilization policies, financial markets, economic growth, and international economics. Students will research and analyze data for the purpose of economic forecasting.

Prerequisite: A.P. U.S. History with a minimum grade of B- or U.S. History, Level II, with a minimum grade of A-.

**Economics** .5 Credit  
Grade 12 Level 2  
Trimesters: 1

Course No. 191

This course investigates financial markets and social behaviors that have an impact on quality of life. Students gain an understanding of inflation, unemployment, interest rates, recessions, depressions, and recovery. Students will explore international trade and the evolution of the global marketplace as well as the impact of government and Federal Reserve policy on the well being of the American population. Written analysis of data, synthesis of information, and modeling of various types of phenomena are an integral part of the course.

**AP European History**  
**University of Connecticut , Early College Experience**  
**Modern European History/Western Civilization**  
**HIST 101(SPRING) 3 UCONN CREDITS**  
1.5 Daniel Hand High School Credits  
Grade 12 Level 1  
Trimesters: 3

Course No: 192

Part of the University of Connecticut's *Early College Experience Program*, this course will give students the opportunity to earn three (3) college credits which are accepted by many other colleges in addition to the University of Connecticut. This course also will allow students the opportunity to prepare for the Advanced Placement European History Exam. During the course, the Renaissance period is studied as a transition from ancient to modern times. Eighteenth century economics, political and scientific revolutions are related to nineteenth and twentieth century problems of expansion, war and peace. Students should be prepared to read widely, to examine historical documents carefully, and to evaluate historical interpretations critically. A summer assignment is required.

Prerequisite: A.P. U.S. History with a minimum grade of B- or U.S. History, Level II, with a minimum grade of A-.

**Contemporary Issues** .5 Credit  
Grade 12 – Level 2  
Trimesters: 1

Course No. 193

This course gives students the opportunity to consider some of the important issues facing the United States. Students may contend with complex and controversial questions like these: Does the Second Amendment guaranteeing the right to bear arms protect individual freedom or put people's lives at risk? Is the U.S. winning the global war on terror? Do people have the right to die? Does the state have the right to kill, or should the death penalty be abolished? How real a threat is global warming? What is the impact of matters of race and racism on American society? Students who like to investigate and analyze pressing and perplexing problems and who enjoy discussion and debate will improve those skills.

**Civics and American Government** .5 Credit  
Grade 11 -12 Level 2  
Trimesters: 1

Course No. 195



Civics is a course designed to help students become more knowledgeable, active, and effective citizens. Students will learn about the constitutional basis of American government as well as how government actually functions, the interaction of the branches of government, rights and responsibilities of citizens, and Connecticut state and local government. Students will take part in interactive simulations, debates, current events, and independent research. **This course is required for graduation** and

includes for students who were unable to take or successfully complete Civics and American Government in their junior year.

**Introduction to Human Behavior** .5 Credit  
Grade 12 Level 2  
Trimesters: 1

Course No. 196

This course is both an introduction to human behavior as a science and attempt to apply some of the principles of the science to problems of coming of age in a complex society. Time permitting, the topics covered are: history and methodology of psychology, development, the brain, personality, consciousness, dreams, sensation and perception, language, mental health, and social psychology. Successful completion of a research paper, a PowerPoint presentation, or an equivalent project is required in this course.

**Advanced Placement Psychology** 1 Credits  
Grade 12 Level I  
Trimesters: 2

Course No. 198

This rigorous, activity-oriented course provides an introduction to the systematic and scientific study of behavior and mental processes. Readings are college level and demand the ability to interpret and apply concepts learned in class. Students are exposed to principles and phenomena associated with each of the major subfields within psychology while learning the methods psychologists use in the research and study of their field. A summer reading assignment is required. Students who select this course are expected to take the AP exam.

Prerequisite: A.P. U.S. History with a minimum grade of B- or U.S. History, Level II, with a minimum grade of A- and a genuine interest in the subject.

**Humanities** .5 English credit  
.5 Social Studies credit  
Grade 12 Level 2; contract for Level 1\*  
Trimesters: 2

Course No. 320  
Course No. 320

Humanities is a course intended for the very capable and highly motivated student dedicated to academic study. The purpose of the course is to explore the interdisciplinary nature of history, literature, art and music. The course will be co-taught by one English teacher and one history teacher, supplemented throughout the course by teacher presentations from the Art and Music departments. The humanities utilize a specific way of thinking about and responding to the world, prompting people to examine and make sense of the human experience in general and their individual experiences in particular. The humanities enable people to reflect upon their lives and ask fundamental questions of value, purpose and meaning in a rigorous and systematic way about the challenges faced in their families, their communities, and as a nation. The Humanities course requires students to read extensively and critically, make presentations, respond to materials in written essays, and to actively participate in discussions.

*\*Students who wish to gain Level 1 credit will sign a contract at the start of the course. The contract will specify academic requirements that will have to be met during the course. If the requirements are fulfilled successfully, students will be granted Level 1 credit.*

**Independent Study Options** .25 or .5 Credit

Grade 12

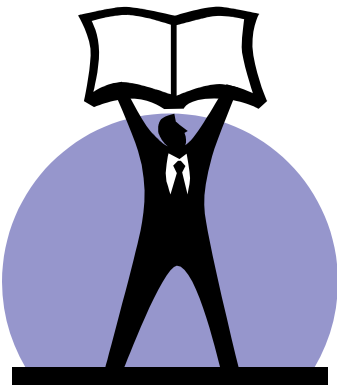
Level 2

Any senior may submit a request for independent study. This program is not a replacement for regular curricular offerings. A student project should be approved by a department teacher who agrees to act as sponsor and advisor. With the signature of the advisor on the request, the student will submit her/his proposal to the department coordinator, who, along with the principal, will make the decision of acceptability and credit. Independent Study is encouraged, but only under rigorous conditions and skilled professional direction.

**SPECIAL SERVICES  
COURSE OFFERINGS**

9	Learning Strategies Functional Life Skills	
10	Learning Strategies Functional Life Skills	
11	Study Center Functional Life Skills	Applied Math Applied English School- to-Career Seminar
12	Study Center Functional Life Skills Transition Internship	Applied Math Applied English School- to-Career Seminar

*Placement in these courses by PPT only*



**Learning Strategies**

Grades 9 -10

Freshmen and sophomores are recommended for the Learning Strategies through the PPT process. Students will benefit from individual or small group instruction in strategies especially designed to be relevant to the needs of the high school curriculum. The strategies include, but are not limited to, self-advocacy, organization, time management, note taking, composition development, reading comprehension, test preparation and test taking skills. *Placement in this course by PPT only*

2.5 – 4.0 hours per week each trimester equals .25 credit.

4.5 – 6.5 hours per week each trimester equals .5 credit.

**Study Center**

Grades 11-12

Junior and Seniors are recommended for this course through the PPT process. They will continue to develop organization and time management skills and to apply previously learned strategies to their academic classes. Students will monitor their performance in mainstream classes on a regular basis. *Placement in this course by PPT only*

2.5 – 4.0 hours per week each trimester equals .25 credit.

4.5 – 6.5 hours per week each trimester equals .5 credit.

**School-to-Career Seminar .5 Credit**

Course No. 859

Grade 11 -12

Trimesters: 1

Students will prepare for transition to post-secondary life through a planned continuum of active exploration of independent living skills, career and vocational opportunities and community resources. Skills development will include assessment of strengths, interests, technology competencies, and job readiness. Activities will include self-advocacy strategies, guest speakers, field trips and job shadowing. May be taken as many times as necessary. *Placement in this course by PPT only*

**Applied Math** 1.0 Credit  
Grade 11 and 12  
Trimesters: 2

Course No. 860

Students will learn arithmetic, computational and consumer skills that they will need throughout their lives. The course will emphasize problem solving in real life situations and managing personal resources for achieving personal economic goals.

*Placement in this course by PPT only*

**Applied English** 1.0 Credit  
Grade 11 and 12  
Trimesters: 2

Course No. 861

Students will apply reading and writing skills to everyday life to everyday life situations. Activities will emphasize skills necessary for employment, decision-making and independent living.

*Placement in this course by PPT only*

### **Life Skills**

The Life Skills curriculum is tailored to the individual needs of each student. It incorporates functional academic skills, social skills, communication skills, vocational skills, and leisure and recreational skills. Instruction and activities take place in both the school and community in order to address transition needs and maximize independence. *Placement in these courses by PPT only.*

**Transition Internship** 0.5 – 1.0 Credit  
Grade 12

Students will explore career areas of interest through participation in supervised employment opportunities in the community. Emphasis will be on developing skills necessary to become independent and responsible employees.



## THEATER ARTS COURSE OFFERINGS

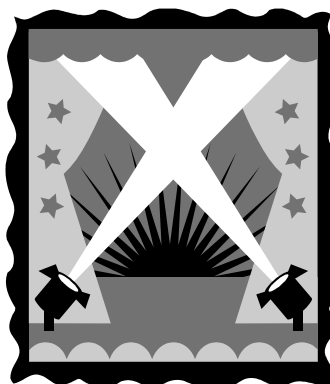
Grade	
9	Dramatics Workshop Acting Directing I
10	Dramatics Workshop Acting Directing I Advanced Acting Directing II
11	Dramatics Workshop Acting Directing I Advanced Acting Directing II Theater & History
12	Dramatics Workshop Acting Directing I Advanced Acting Directing II Theater & History

### THE THEATER ARTS PROGRAM

The theater arts program allows students the opportunity to explore many aspects of the theater arts within different venues. Knowledge and skills in acting, performing, directing, writing, theater literature, history, and technical theater are emphasized.

The theater arts program at the high school level recognizes that students will be approaching class work with a variety of abilities, experiences, and personal interests. The program is flexible enough to allow for this variation. Students who say “yes” to learning, to trying new ideas and approaches, and committing to the work and discipline of theater will grow personally and develop theatrical skills as well as life skills in a positive and dynamic way.

Courses include development of original work, designs, and performances in informal and formal theater settings. Important aspects of the program are acting, directing, playwriting, designing, and producing in all areas of theatrical presentation, and the accompanying aspects of management and organization.



## THEATER ARTS COURSE DESCRIPTIONS



**Dramatics Workshop** .5 Credit  
Grades 9-12  
Trimesters: 1

Course No. New

Students will learn and demonstrate their understanding of the primary principles / techniques of theater. The class will require the students to perform, to critique performances live and filmed performances, to write and understand reviews. In addition students will become familiar with the fundamentals of directing, staging, blocking, set design, and lighting. The students will understand how to approach a character, a scene, and how to work within an ensemble effectively.

Trips to Long Wharf, Hartford Stage, New York when applicable.

**Acting/Directing I** .5 Credit  
Grades 9-12  
Trimesters: 1

Course No. New

Building on what was learned from Dramatics Workshop, the students will study in greater depth the techniques of acting and directing culminating in a final production. They will become familiar with the techniques of directing, blocking, staging, and prop use. In addition, they will experiment with lighting and makeup techniques and how those techniques enhance or detract from the production. They will study the filmed productions of plays to see these techniques. Students will be expected to write reviews, character studies, and rewrite scenes from the viewed productions. They will stage their rewrites, critique orally and in writing live performances and filmed versions.

Trips to Long Wharf, Hartford Stage, New York when applicable.

**Prerequisite:** Dramatics Workshop or Eighth Grade Performance

**Advanced Acting/Directing II** .5 Credit  
Grades 10-12  
Trimesters: 1

Course No. New

Each student will select a pre-approved play that they will analyze in terms of acting and directing techniques. During the trimester, they will present their findings, in writing and in performance to the class. They will illustrate to the class via acting exercises how the aim of the actor and the director was achieved, or why it was not achieved and how it could have been achieved. Deadlines will be set. The students will demonstrate the validity of their findings by performing a segment of their selected play. This will include their understanding and use of directing, staging, props, make-up, and lighting. The class will required to professionally critique a variety of performances.

Trips to Long Wharf, Hartford Stage, New York when applicable.

**Prerequisite:** Acting and Directing I



**Theater and History** 1 Credit  
Grades 11 -12  
Trimesters: 2

Course No. New

Students will read and discuss some or all of the plays listed below:

Antigone - Sophocles  
An Enemy of The People – Henrik Ibsen  
A Swedish Tiger – Goran Gillinger  
Streamers – David Rabe  
Frost/Nixon – Peter Morgan (British)  
Spring Awakening – Frank Wedekind (Original), Steven Sater -  
(Book/Lyrics), Duncan Sheik – Music  
In Darfur – Winter Miller  
The Dear Boy – Dan O'Brien

They will research the impact that history and society had on the playwright and the play. They will also discuss how art forms and the media were similarly impacted. Students may view a film of the play where applicable.

During the second trimester, students will be working on their script, reading, discussing and viewing the listed plays. They will develop an original scene, with specific deadlines, referencing an historical event. As part of their final project the students will present a staged reading of their script.

Trips to Long Wharf, Hartford Stage, New York when applicable.

**Prerequisite:** Advanced Acting and Directing II



**WORLD LANGUAGES DEPARTMENT  
COURSE SEQUENCE**

Grade	Latin	French	Spanish	Mandarin Chinese
9	Latin 1	French 1 French 2	Spanish 1 Spanish 2	Mandarin Chinese 1
10	Latin 1 Latin 2	French 1 French 2 French 3	Spanish 1 Spanish 2 Spanish 3 Fundamentals of Spanish 1	Mandarin Chinese 1 Mandarin Chinese 2
11	Latin 1 Latin 2 Latin 3  Foundations of Latin	French 1 French 2 French 3  French 4 H	Spanish 1 Spanish 2 Spanish 3 Spanish 4 Fundamentals of Spanish 1 Fundamentals of Spanish 2 Spanish 4 - Honors	Mandarin Chinese 1 Mandarin Chinese 2
12	Latin 1 Latin 2 Latin 3 Latin 4 -Honors Foundations of Latin	French 1 French 2 French 3 French 4 H French 5 H	Spanish 1 Spanish 2 Spanish 3 Spanish 4 Spanish 5 Fundamentals of Spanish 2 Spanish 4 - Honors AP Spanish 5	Mandarin Chinese 1 Mandarin Chinese 2

The purpose of world language study at Daniel Hand High School is the development of communication skills in another language and an awareness of the similarities and differences among and across cultures. Students are provided a program in French, Spanish, Latin, and Mandarin Chinese in which they acquire proficiency in another language through listening, speaking, reading, writing, viewing, and thinking critically. Student success depends a great deal on active participation in and out of class. The World Language Department strongly recommends three years of study in order to achieve a proficiency in the language.

## WORLD LANGUAGES COURSE DESCRIPTIONS



**Latin 1** 1 Credit  
Grades 9 – 12 Level 2  
Trimesters: 2

Course No. 431

Latin 1 introduces students to a language and a culture. Using the Cambridge Latin Course, students are first taken to Pompeii to experience Roman life as it was in the first century A.D. Later they will go to other parts of the Empire. Because the readings are coherent and interesting, vocabulary memorization is facilitated. Grammatical emphasis is somewhat less traditional, but still demanding. A great deal of work will be done with English derivatives.

**Latin 2** 1 Credit  
Grades 10 – 12 Level 2  
Trimesters: 2

Course No. 432

After reviewing Latin 1 material, students continue to study life in Roman Britain, Alexandria, and finally, Rome itself. The grammar becomes more complex, but at such a pace as to make assimilation manageable. As in Latin I, students view slides of the various areas and remains of the Roman civilization. Students will develop the ability to prepare grammatically correct translations in English and will do a great deal of work in vocabulary study.

**Latin 3** 1 Credit  
Grades 11 – 12 Level 1  
Trimesters: 2

Course No. 433

Students in Latin 3 will complete advanced grammatical work with Cambridge Unit III. As time permits, students study such poets as Ovid and Martial, their styles and times, with appropriate projects assigned.



**Latin 4** Honors 1 Credit  
Grades 12 Level 1  
Trimesters: 2

Course No. 436

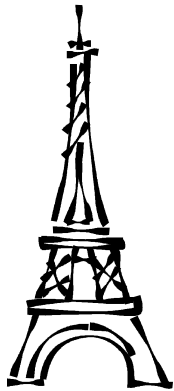
This course consists of a survey of Latin literature. Students apply their knowledge of grammar to the study of great literary works. They read selections from authors such as Plautus, Catullus, Cicero, and Vergil. Vocabulary work, as usual, will be an important part of this course.

**Foundations of Latin** .5 Credit  
Grades 11-12 Level 2  
Trimesters: 1

Course No. 430

This course is designed for students who have completed two years of French or Spanish. They will learn the fundamental concepts of an inflected language, which will make them aware of English structure and prepare them for the study of a modern inflected language such as Russian or German. Much emphasis will be placed on the contribution of Latin to over 60% of English vocabulary, especially words on the SATs. Students will gain an overview of the classical world. This course will be of great interest to those who plan to pursue the study of language, law, medicine and other related fields.

Prerequisite: Students should have completed two years of a modern language or language teacher's recommendation.



**French 1** 1 Credit  
Grades 9 - 12 Level 2  
Trimesters: 2

Course No. 421

This course introduces students to the basics of communicating in French. Emphasis is on acquiring strong speaking and listening skills through active participation only in French. Students are expected to participate individually and cooperatively in the target language and will be asked to do substantial writing assignments both in and out of class. Reading selections are varied and of high interest to students. The culture is studied through age appropriate readings and videos. Grammar study and vocabulary work are as important as the development of oral and listening skills in French.

**French 2** 1 Credit  
Grades 9 - 12 Level 2  
Trimesters: 2

Course No. 422

Students will review information learned the previous year and incorporate it with new, more advanced concepts learned during the second year of study. Active participation is essential in order to best benefit from each lesson. As concepts become more advanced, students will need more time to devote to readings and writing assignments and grammar study at home. Since both teacher and students will use French to communicate in the classroom, students will begin to be proficient speakers and writers of the language by the end of the year. The study of culture, grammar, and vocabulary intertwine in a variety of activities, including role-playing, age-appropriate readings, creative writing, and video selections.

Prerequisite: Recommended C average in French 1

**French 3** 1 Credit  
Grades 10 - 12 Level 2  
Trimesters: 2

Course No. 423

Taking the concepts mastered during French 1 and 2, French 3 brings student proficiency to a new level. More readings are introduced from a variety of sources as students continue to be actively involved in their learning. Role-playing still plays a major part in this course, although spontaneous discussions are evident due to increased proficiency. As in previous years, grammar, culture, and vocabulary intertwine to give students a well-rounded experience in language learning. Writing assignments reflecting each lesson's focus are a regular component of this course. Videos, recordings, and periodicals complete the list of ancillary materials used in French 3.

Prerequisite: Recommended C average in French 2 or the Polson Grade 8 French Program

**French 4 - Honors** 1 Credit  
Grades 11 – 12 Level 1  
Trimesters: 2

Course No. 424

French 4 requires students to work actively in class and independently outside of class in order to improve proficiency. Students are exposed to a variety of popular literary works in French, as well as a survey of French civilization. In-class discussions, role-playing, and written assignments are based upon these readings and on authentic audio and video recordings used in class. Our goal for French 4 students is to reach a level whereby they can converse comfortably in the language, read authentic literature without extensive use of a dictionary, enjoy French language films, and explore French language media found on-line.

Prerequisite: Recommended C average in French 3.

**French 5 -Honors** 1 Credit  
Grades 11 – 12 Level 1  
Trimesters: 2

Course No. 426

French 5 Honors focuses on refining the language skills acquired during the four previous years of study. Through extensive reading of both assigned and free-reading selections, students will continue to increase their proficiency in all areas. Classroom discussions and role-playing will be based on these readings, which include more popular literary selections as well as works from French literature and from French-language articles and media found on the internet. Authentic audio and video recordings will also serve as the basis for assignments in and out of class. Precision in written and verbal communication will be stressed in this course.

Prerequisite: B- average in French 4 or French 4 Honors.

**Spanish 1** 1 Credit  
Grades 9 – 12 Level 2  
Trimesters: 2

Course No. 410

This course places emphasis on basic grammatical concepts and vocabulary themes in developing a beginning proficiency in the language. Students will engage in a variety of teacher-generated activities, including practice in listening, speaking, reading and writing. Readings consist of material dealing with every day situations common to both American and Hispanic teenagers as well as Hispanic cultures. The program gives students the opportunity to communicate in a variety of realistic situations. Active participation in Spanish is required for success in this course.

**Spanish 2** 1 Credit  
Grade 9-12 Level 2  
Trimesters: 2

Course No. 412

Students continue to build upon the basic concepts learned during the previous year. Students are expected to participate actively by speaking Spanish only, by working responsibly alone and collaboratively with partners, and by carefully preparing written work. They will participate in a variety of ways including listening and speaking with the teacher, conversing with classmates in paired and group work, reading age-appropriate passages, writing paragraphs and dictations, and viewing and reacting to age-appropriate films in Spanish. The class provides exploration of the culture of Spanish speaking countries through the readings and films chosen by the department. Grammar study and vocabulary work are as important as the development of oral and listening skills in Spanish.

Prerequisite: Recommended C or better in Spanish 1

**Spanish 3** 1 Credit  
Grades 10 – 12 Level 2  
Trimesters: 2

Course No. 413

Students who have successfully completed Spanish 2, and have been recommended by their teacher, may advance to Spanish 3. Cultural readings including legends and fables act as a springboard to the use of advanced grammatical concepts. A rigorous review and expansion of present and past tenses, several grammatical concepts, and of vocabulary themes from the past two years are incorporated into the first trimester of the course. The second trimester of Spanish 3 introduces and expands student proficiency in other grammatical areas and vocabulary themes via interactive activities, readings, and video series “La Catrina.” Assignments include cultural readings, written expression, skits, and oral presentations. Active student participation in Spanish is necessary to increase all proficiency skills. At the end of the course, students wishing to continue their study in Spanish must receive a recommendation from their teacher for either Spanish 4 (Level 2), or Spanish 4 (Honors).

Prerequisite: Recommended C average in Spanish 2

**Spanish 4** 1 Credit  
Grades 11 - 12 Level 2  
Trimesters: 2

Course No. 415

This course is designed to provide an in-depth study of more advanced grammatical concepts as well as vocabulary building to provide an expanding proficiency in the language. Students will develop the ability to write well through practice. The course covers topics that enable the student to develop speaking skills. This course is for serious students who need to refine oral and written language skills.

Prerequisite: Recommended C average in Spanish 3

**Spanish 4** Honors 1 Credit  
Grades 11 and 12 Level 1  
Trimesters: 2

Course No. 414

This course is designed to provide a review and an in-depth study of more advanced idiomatic and structural concepts. Vocabulary will be built to provide an oral proficiency in the target language. Students will demonstrate a very good command of listening and reading comprehension through a wide variety of readings and viewed material. Students will also develop the ability to write well in Spanish. This course provides students with the stepping stones necessary to take the Spanish AP Language exam.

Prerequisite: Recommended B or better in Spanish 3

**Spanish 5** 1 Credit  
Grades 12 Level 2  
Trimesters: 2

Course No. 420

Once an intensive review of all the indicative tenses has been completed, students will be introduced to the subjunctive mood. They will continue the study of grammar by exploring and developing their language skills. A selection of high-interest readings and a video series will serve as tools in increasing student proficiency in Spanish. The course will provide an in-depth study of useful vocabulary and idiomatic expressions. Spanish 5 will help prepare students for college level Spanish, and for possible travel to Hispanic nations.

Prerequisite: Recommended C average in Spanish 4 Level 2 or Honors.

**Advanced Placement (AP) Spanish 5** 1 Credit  
Grade 12 Level 1  
Trimesters: 2

Course No. 419

This course is a comprehensive review of major advanced grammatical points in addition to idiomatic expressions through the study of a variety of readings. Reading comprehension will be assessed on a regular basis. Oral proficiency will be assessed regularly through the use of the language lab. Students will demonstrate competence in oral and written expression. All students taking this course will be prepared to take the Spanish Language AP exam in May. Students enrolled in this class are asked to complete a comprehensive assignment during the second trimester, when the class does not meet.

Students are encouraged to take the AP examination.

Prerequisite: B+ average in Spanish 4 Honors and teacher recommendation.

**Fundamental Spanish 1** 1 Credit  
Grades 10 – 11 Level 2  
Trimesters: 2  
Limit: 18 Students

Course No. 417

Fundamental Spanish I is the first part of a two-year program, which is an alternative to the traditional Spanish 1-5 sequence. Students are exposed to the basics of language through readings designed to increase vocabulary acquisition. It is designed to provide a second language experience for students who have difficulty with writing skills in English and who have a sincere desire to learn to speak Spanish. Class participation in Spanish is important to student success. Students who have maintained a solid “C” average may elect to continue their study of Spanish in Fundamental Spanish 2.

Prerequisite: Counselor and department coordinator recommendations are required.

**Fundamental Spanish 2** 1 Credit  
Grades 11 - 12 Level 2  
Trimesters: 2  
Limit: 18 students

Course No. 418

Only students who have successfully completed Fundamental Spanish I may elect this course. New information will be spiraled into the material presented during the first year of this course in order to increase student proficiency in Spanish. Students will be able to communicate and understand basic information and questions on a variety of topics. As in the first year of this course, class participation is important to student success. Fundamental Spanish 2 is the final offering for students in this program.

Prerequisite: Counselor and department coordinator recommendations are required.

**Mandarin Chinese 1** 1 Credit  
Grades 9 - 12 Level 2  
Trimesters: 2

Course No. 441



Mandarin Chinese 1 is an intensive, standards based program. The course will focus on oral and written language development. Daily lessons will expose students to the rich cultural and historical influences of China. Since Mandarin Chinese is based on a character-based writing system rather than an alphabet, students are expected to spend considerable time out of class practicing their writing skills. The Romanized alphabet, called Pinyin, will also be used in this class so students can practice their reading skills and increase their vocabulary base. Active participation and thorough preparation are crucial for success in this course.

**Mandarin Chinese 2** 1 Credit  
Grades 10 - 12 Level 2  
Trimesters: 2

Course No. ?

Themes from Mandarin Chinese 1 will be reviewed and developed further in order to help students acquire the skills necessary to reach a novice proficiency in communicating in Chinese. Continued exposure to the rich cultural and historical influences is imperative for understanding the Chinese language and people and for the correct use of Chinese in various situations. Both the character-based and Pinyin alphabets will continue to be used in this course. Active participation and thorough preparation in and out of class are crucial for success in becoming a proficient communicator in Chinese.

Prerequisite: C average in Mandarin Chinese 1 and teacher recommendation



## FOUR-YEAR EDUCATIONAL PLAN

Please use this page and the following flow charts of course sequence, to assist in developing an educational plan for your four years at Daniel Hand School. You may wish to re-read the preceding pages to have a clear understanding of requirements for graduation as well as course requirements for specific fields of post high school study. Be certain to ask as many questions as necessary of your teachers and guidance counselor to help you construct this plan.

Remember that this is only a tentative plan and, most likely, will be changed to some degree during your years at Daniel Hand High School.

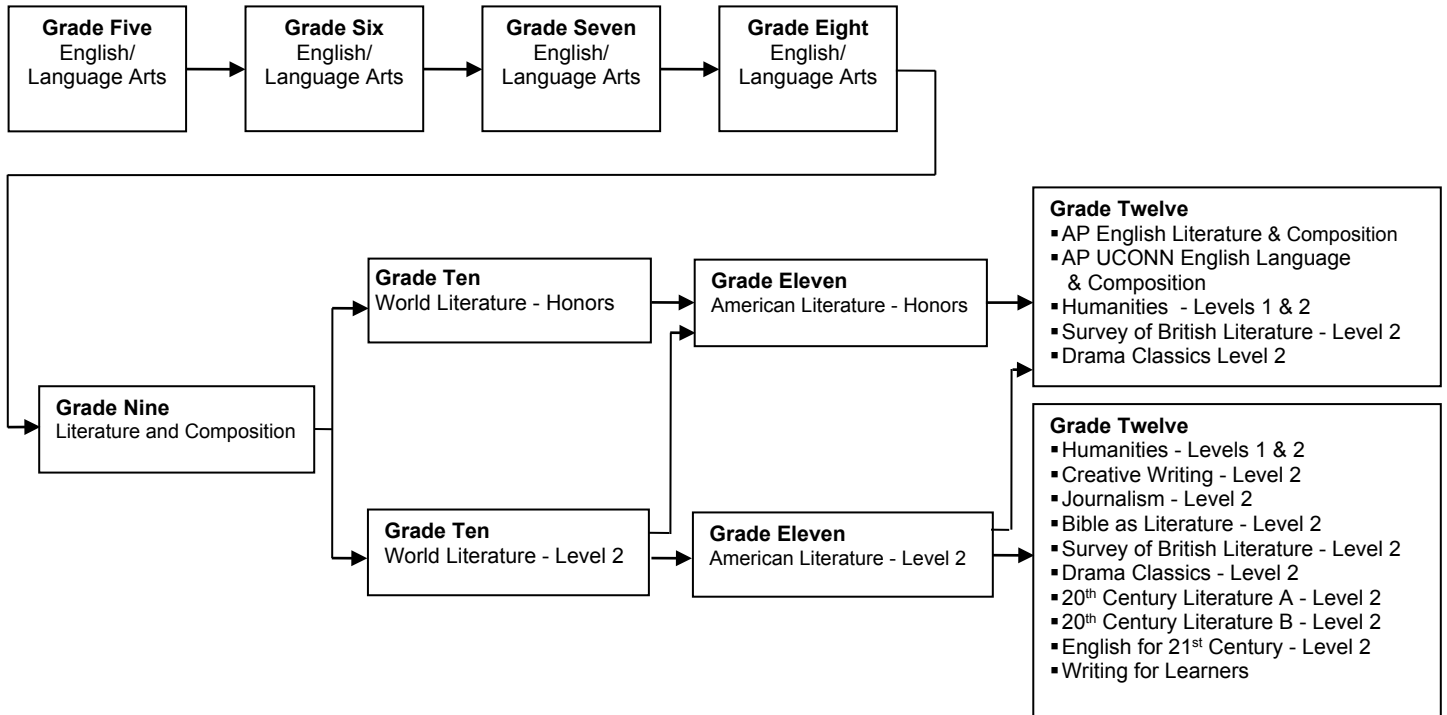
Grade 9						
PERIOD	TRIMESTER 1		TRIMESTER 2		TRIMESTER 3	
	1	2	3	4	5	6
	M1	M2	M3	M 4	M5	M 6
	TA			TB		
1						
2						
3						
4						
5						
6						
7						
8						
9						

Grade 10						
PERIOD	TRIMESTER 1		TRIMESTER 2		TRIMESTER 3	
	1	2	3	4	5	6
	M1	M2	M3	M 4	M5	M 6
	TA			TB		
1						
2						
3						
4						
5						
6						
7						
8						
9						

Grade 11						
PERIOD	TRIMESTER 1		TRIMESTER 2		TRIMESTER 3	
	1	2	3	4	5	6
	M1	M2	M3	M 4	M5	M 6
	TA			TB		
1						
2						
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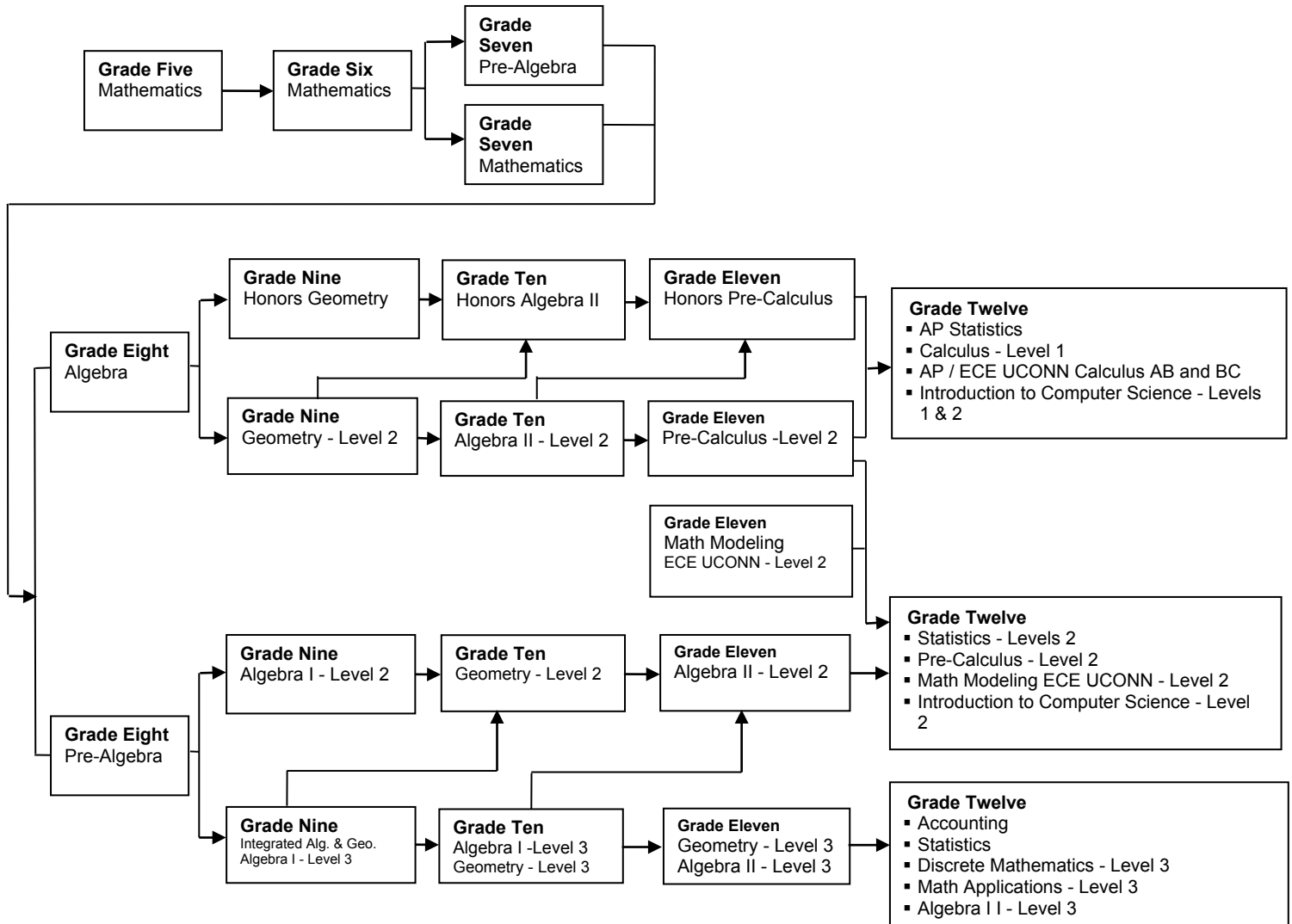
Grade 12						
PERIOD	TRIMESTER 1		TRIMESTER 2		TRIMESTER 3	
	1	2	3	4	5	6
	M1	M2	M3	M 4	M5	M 6
	TA			TB		
1						
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4						
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9						

## English / Language Arts Sequence of Courses Grades 5-12



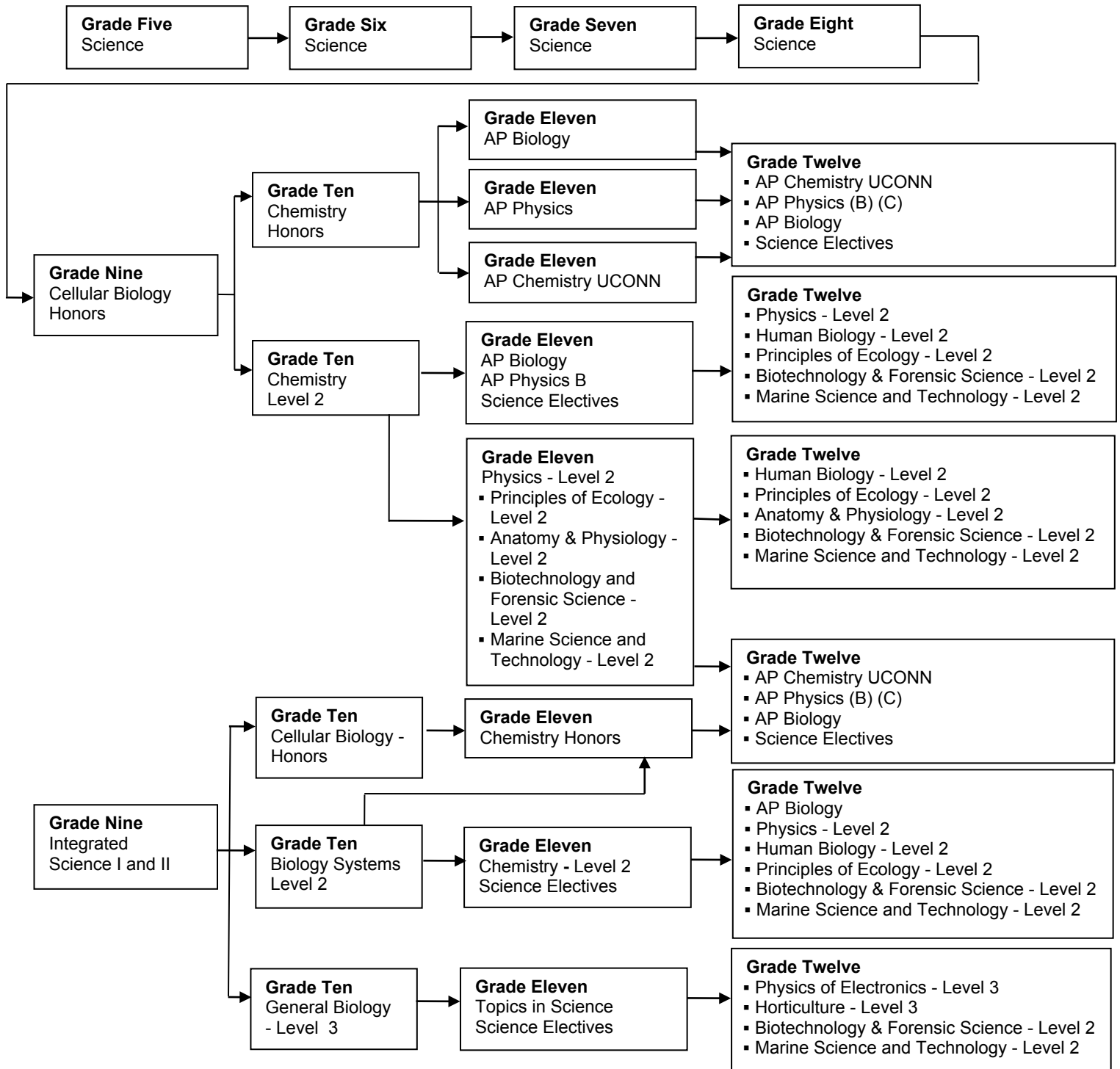
# Mathematics

## Sequence of Courses Grades 5-12

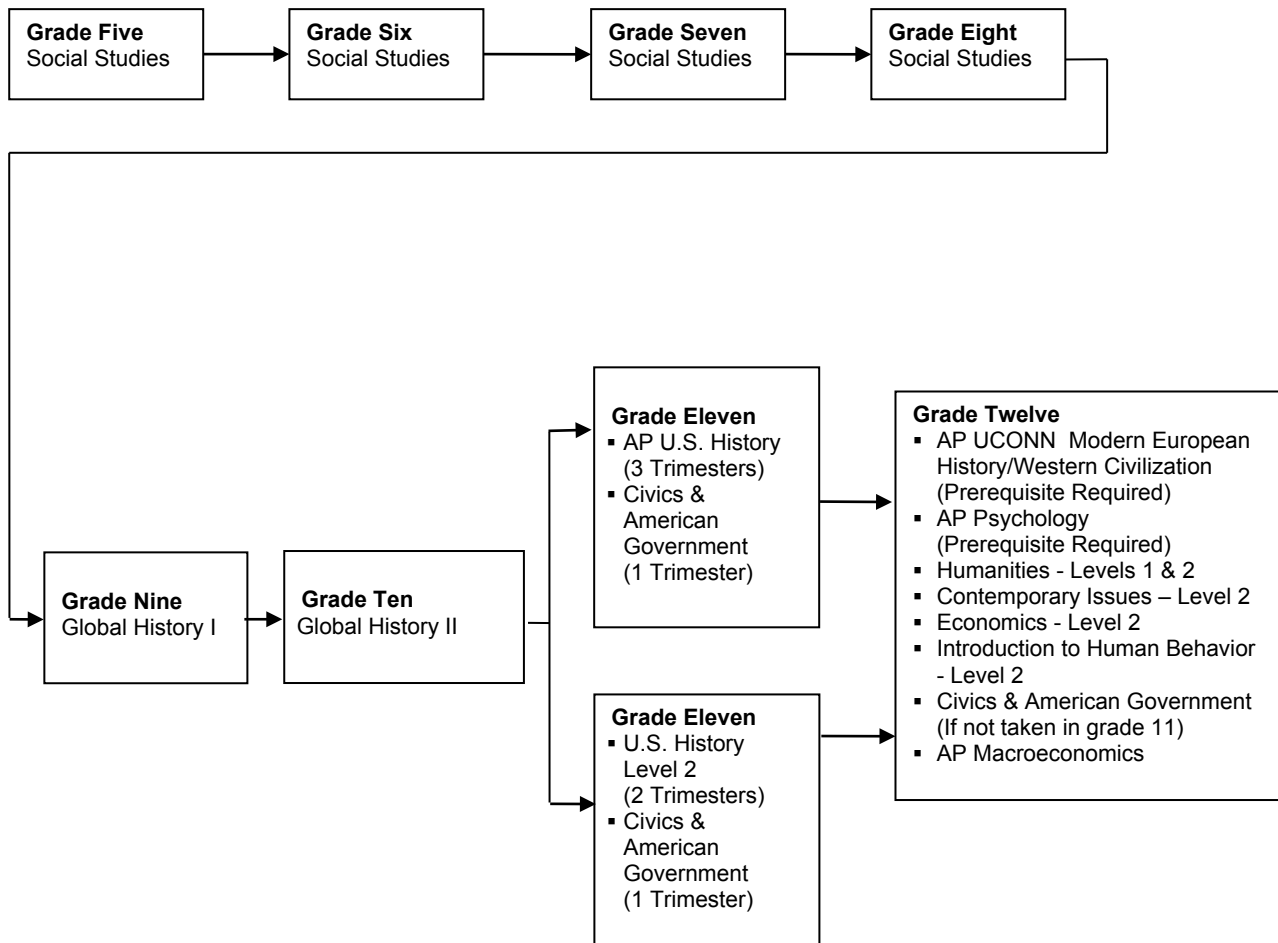


# Science

## Sequence of Courses Grades 5-12

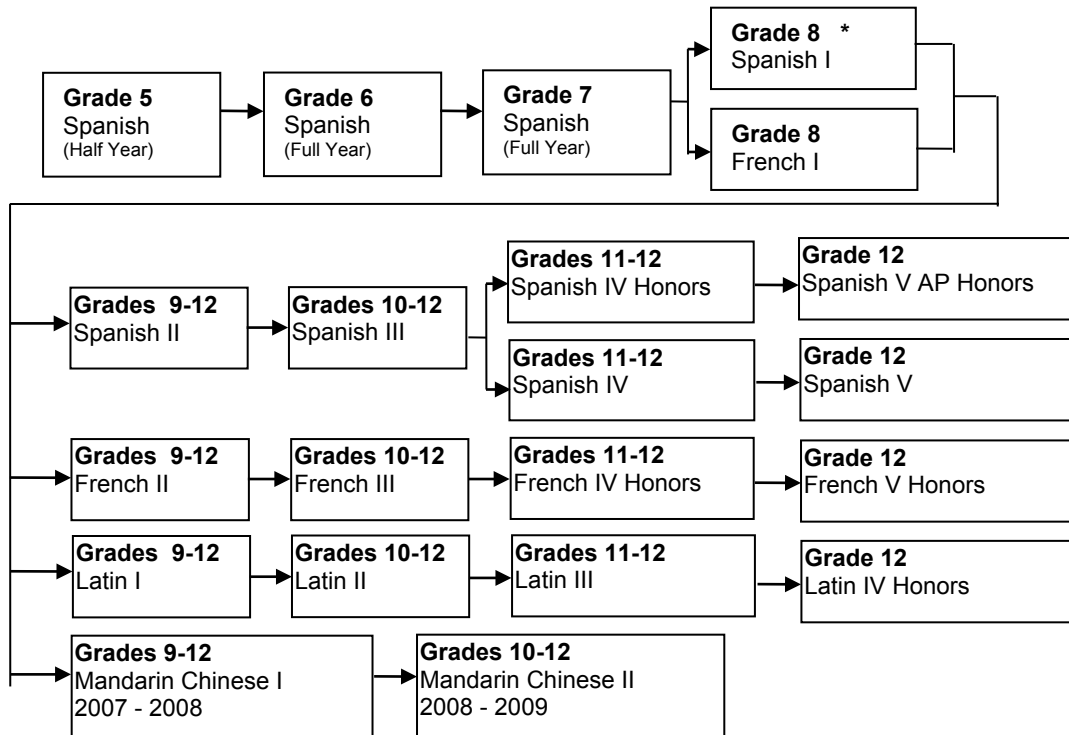


## Social Studies Sequence of Courses Grades 5-12



# World Languages

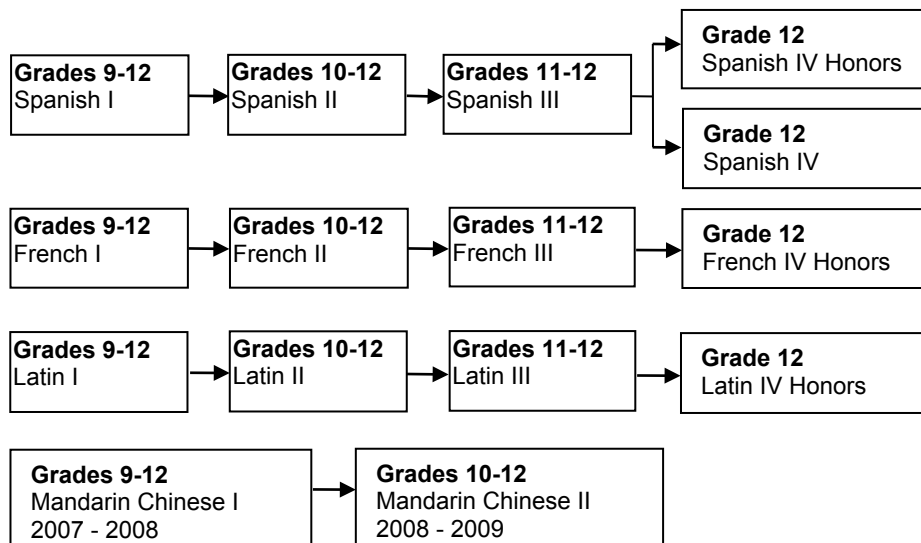
## Sequence of Courses Grades 5 - 12



*All World Language courses are two trimesters*

\* In 2008-2009, Grade 5 Spanish will be full year. Grade 5 Spanish plus Grade 6 Spanish will be Spanish I. Grade 7 Spanish plus Grade 8 Spanish will be Spanish II.

### Students Newly Enrolled in the Madison Public Schools at Daniel Hand High School



# **2008-09 Daniel Hand Program of Studies**

**December 4, 2007**



# Mission Statement

**Our primary purpose is to graduate successful life-long learners who are responsible citizens in the global community. Daniel Hand High School students, in collaboration with educators, parents, and the Madison community, will develop as motivated, self-reliant, creative, and ethical individuals who respect differences in others.**



# Expectations for Students

## The Daniel Hand High School graduate will...

- demonstrate proficiency and fluency in communication to meet the literacy demands of the global community;
- use technology effectively and responsibly;
- apply effective and efficient strategies for gathering information and materials, thinking critically, and solving problems; and
- demonstrate respect for oneself and strive to contribute to the success of others.

# 21<sup>st</sup> Century Skills

**Our Mission Statement and Student Expectations** are aligned with 21<sup>st</sup> Century Skills and the Board of Education's Strategic Plan, Goals and Objectives. Students should be provided with opportunities for learning to be contextual/authentic. The ultimate goal being that every student in the Madison Public Schools will graduate as:

- **A critical thinker**
- **A problem solver**
- **An innovator & creative thinker**
- **An effective communicator**
- **A self-directed learner**
- **An effective collaborator**
- **Information and media literate**
- **Globally aware**
- **Civically engaged financially and economically literate**

# Implemented and Proposed Courses

06-07	07-08	08-09
<i>English/Social Studies</i>	<i>English</i>	<i>Social Studies</i>
Humanities	Writing for Learners	AP Macroeconomics
<i>Science</i>	<i>Science</i>	<i>Science</i>
AP Biology	AP Physics C: Mechanics	
Marine Science & Technology		
	<i>Math</i>	<i>Math</i>
	AP Statistics	
	Calculus	
	Discrete Math	
	<i>World Language</i>	<i>World Language</i>
	Mandarin	Mandarin II

# Implemented and Proposed Courses (cont.)

06-07	07-08	08-09
<i>Career and Technical Education</i>	<i>Career and Technical Education</i>	<i>Career and Technical Education</i>
<b>Cooperative Work Experience</b>	<b>Cooperative Work Experience II</b>	<b>Foundations of Technology</b>
<b>UCONN/ECE Human Devel. Family Studies</b>	<b>Finance &amp; Business Honors</b>	<b>Fundamentals of Criminal Justice</b>
<b>Bake Shop</b>		
<i>Art</i>	<i>Art</i>	<i>Art</i>
<b>Digital Animation</b>	<b>Digital Photography</b>	
<b>Multi Media Studio</b>	<b>Portfolio &amp; AP Portfolio</b>	
<b>3-D Studio</b>	<b>World Arts Studio</b>	
	<i>Music</i>	<i>Music</i>
	<b>Class Instruction in Piano</b>	<b>Orchestra course</b>

# Career & Technical Education

- Foundations of Technology
  - Introductory level technology course where students will develop an understanding of engineering design, manufacturing technologies, and construction technologies. This class is part of the K-12 nationally recognized Engineering by Design (EBD) curriculum.
- Introduction to Criminal Justice
  - Introduce students to the fields of law enforcement, the court system, the correctional system, and careers in criminal justice



# Visual Arts

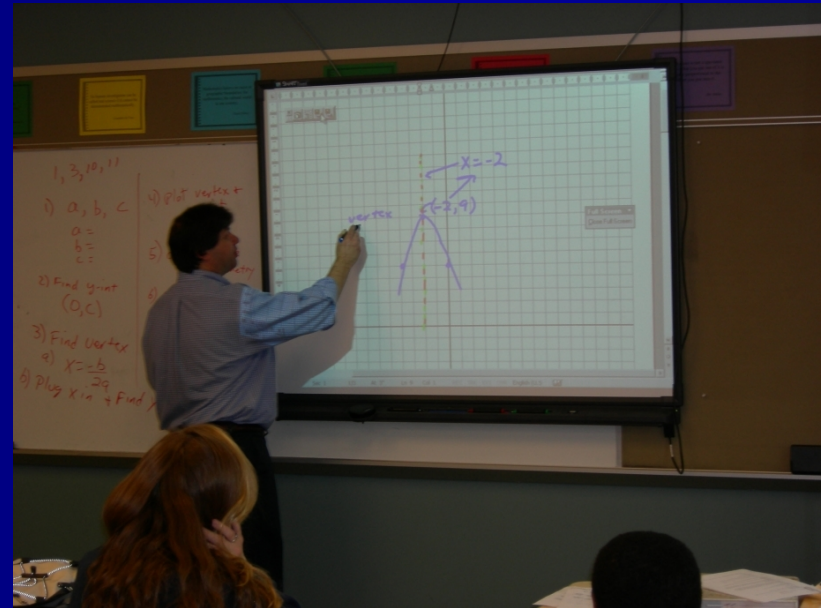
- Integration of technology into all art courses
- Integration of art historical and multicultural experiences
- Integration of research and PowerPoint presentations
- Development of appropriate benchmarks and rubrics in all courses
- Discussion about the implementation of AP Studio

# English

- New core textbook adoption for sophomores (World Literature)
- Junior American Literature Program review
- Full department training on Blackboard technology in January
- Benchmark Assessment implementation
- Assessing how the English curriculum aligns with 21st Century skills

# Math

- Continue to offer AP Statistics, Computer Programming, and Math Applications
- Continue to enhance instruction through technology
- Completion of Curriculum Lab Project





# Music

- Chamber Orchestra
- Advanced orchestral repertoire, chamber music, and chamber ensemble techniques.
- Performances will include bi-yearly concerts
- Membership is determined by audition in the spring of the previous year
- Classes will meet from 2:05 p.m. – 2:45 p.m.



# Physical Education

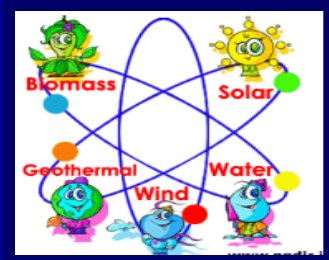
- Trimester 2 –  
Curriculum Lab  
Project



# Science



- Classroom instruction addresses 21st Century skills through the application of interdisciplinary themes such as global awareness, critical thinking and problem solving, and media literacy.
- During the 2008-09 school year, all students participating in Integrated Science II will be required to complete a benchmark research assignment on renewable energy alternatives.
- During the 2008-2009 school year, the TurningPoint software and response card system will be used as a “pilot program” by our chemistry courses  
(Using this powerful educational technology tool, teachers evaluate the collective understanding of the entire class, conduct formative assessments, and track individual student learning at the point of instruction.)



# Social Studies

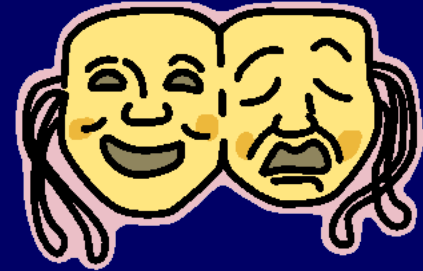
- AP Macroeconomics
- Spring 2009 Curriculum Lab
  - International Studies
  - U.S. History
  - Junior and Senior elective flexibility



# Special Education

- Learning and Thinking Skills
  - Learning Strategies
- Information and Communication Technology
  - Assistive Technology
- Life Skills
  - School to Career Seminar
  - Job Exploration
  - Transition Planning
  - IEP Goals and Objectives

# Theatre Arts



- New sequential course offerings – Grades 9-12
- Acting Strand
- Directing / Producing Strand
- General Interest
  
- Performance based assessments
- Original works
- Theater Designs

# World Languages

- Mandarin II
- French III and Spanish III (new option for freshmen)



"I love my life."

# Library Media Center

- Information and Technology Literacy (I&TL) Curriculum implementation
- Curriculum development plan





# School Counseling and Guidance

- Naviance
- Freshmen Transition Program
- Developmental Guidance



**MADISON ATHLETIC PROGRAMS  
ADVISORY COUNCIL  
(MAPAC)**



**MADISON PUBLIC SCHOOLS**  
10 Campus Drive  
P.O. Drawer 71  
Madison, Connecticut 06443-2562  
[www.madison.k12.ct.us](http://www.madison.k12.ct.us)

Adopted: 2007-2008

1

2                   **MADISON ATHLETIC PROGRAMS ADVISORY COUNCIL**

3   **(MAPAC)**

4   **Introduction**

5   The Madison Athletic Programs Advisory Council (MAPAC) is organized to advise the Board of  
6   Education, the Superintendent, the Director of Athletics, and the secondary school administrators  
7   on matters affecting the interscholastic athletic programs. First and foremost, MAPAC exists to  
8   help the Madison Public Schools maintain a focus on the mission, goals, and objectives of the  
9   athletic programs in the context of the Board of Education’s Strategic Plan and its purpose to  
10  advance the academic, social, and physical development of students.

11  MAPAC also assists the Board of Education and the administration in monitoring and assessing  
12  the overall effectiveness and efficiency of Board policies and administrative regulations affecting  
13  athletic programs operations.

14  MAPAC, as an advisory body, does not establish, change or set or execute policy, but strives to  
15  inform and influence policy and administrative regulation development for the overall good of  
16  the school district and the students served in the athletic program.

17  **Role and Purpose of the Advisory Council**

18       The Madison Athletic Programs Advisory Council is an organization of school  
19       administrators, athletic department staff, parents of student-athletes, and community  
20       persons dedicated to the following objectives:

21       1) **Supporting, encouraging and advancing** MPS athletic programs and related  
22       activities, thereby cultivating clean, wholesome school spirit, promoting good  
23       sportsmanship, and developing high ideals of character and role models for student-  
24       athletes.

25       2) **Planning and promoting** special projects, in keeping with Board of Education policy,  
26       to enhance resources, supplies, and equipment necessary to provide exemplary athletic  
27       programs for the school district within the bounds of the law and school district policy.

28 3) **Seeking strategies to assist** the school district and / or school officials who are charged  
29 with the responsibility of supervising athletic programs for MPS student-athletes. The  
30 Council shall do nothing which violates the rules of the Connecticut Interscholastic  
31 Athletic Conference or in any way jeopardizes the membership of the school district in  
32 said athletic / activity association.

33 4) **Proposing** new and / or expanded progressive interscholastic, club, and intramural  
34 (athletics) opportunities that are complementary to the central academic mission of the  
35 school district. The Council shall provide a forum for ongoing assessment of the overall  
36 quality of the athletic program and shall seek to address the interests and needs of students  
37 through program evaluation and development as delineated in Board of Education Policy  
38 #5100.9.6.

### 39 **Support and Coordination of Fundraising Activities**

40 MAPAC, in its capacity of advisory to the Board of Education, may participate in  
41 coordinating fundraising activities for raising funds to support the needs of athletic  
42 programs that otherwise could not be addressed in the context of the annual Board of  
43 Education budget. Fundraising activities involving assistance by the Council will be  
44 executed primarily through the district's aligned booster clubs.

45 All funds donated to the Madison Public Schools for advancement of the athletic  
46 program will be expended for (1) capital improvements of the district's sports facilities,  
47 as proposed and approved by the Board of Education, (2) Board of Education approved  
48 sports team equipment, not provided for in Board's annual budget, (3) warm-ups,  
49 uniforms, and extra supplies, not supported in the Board budget or registration fee  
50 budget, (4) the reconditioning of sports equipment, and/or (5) the purchase of awards  
51 and recognition ceremonies / banquets.

52 Coaches are encouraged to take advantage of the opportunity to present proposals to  
53 the Council to suggest fundraising projects and program improvements during the  
54 course of the school year. Having coaches assisting the Council with coordinating  
55 booster club projects can help to strengthen "good-will" between and among the booster  
56 club organizations, the athletic department, and the school administration.

57 **MADISON ATHLETIC PROGRAMS ADVISORY COUNCIL**

58 **BYLAWS**

59 **ARTICLE I: NAME**

60 The official name of the Council shall be the Madison Athletic Programs Advisory  
61 Council (MAPAC).

62 **ARTICLE II: PURPOSE**

- 63 1) Working with school administrators and the Board of Education, the Council shall  
64 support, encourage and advance athletic programs and related activities of the Madison  
65 Public Schools and thereby cultivate wholesome school spirit, promote good  
66 sportsmanship, and develop character and high ideals.
- 67 2) The Council, in conjunction with the Board of Education, shall promote projects to  
68 improve facilities and equipment necessary to provide an adequate athletic program for  
69 the school district.
- 70 3) The Council shall serve to review proposals for further development of athletics and  
71 make recommendations per Board of Education Policy #5100.9.6 Maintenance and  
72 Development of Athletic Programs.

73 **ARTICLE III: COUNCIL MEMBERSHIP**

74 The Council members (13 in total) are invited to participate by the Superintendent of Schools  
75 and the Director of Athletics. Each school year, a notice for open seats on the Council will be  
76 posted on the district website to encourage interested persons to submit a letter of interest.  
77 The Council will be comprised of the following members:

- 78 • Three (3) members of the coaching staff [1 each representing fall, winter, spring  
79 sports seasons. There must be a mix of gender sports represented, i.e., not all  
80 boys' team coaches or all girls' team coaches];
- 81 • One (1) member from the Board of Education;
- 82 • The high school principal or administrative designee;

- 83           • The Director of Athletics;
- 84           • The Superintendent of Schools; and
- 85           • Six (6) booster group members and / or parents-at-large [2 representing each of
- 86           the three sports seasons and both boys' and girls' sports within the season].
- 87           (Parents must have a child who is a current member of a sports team).

88           Terms of members shall be as set forth in Article IV below.

89   **ARTICLE IV: OFFICERS OF THE COUNCIL**

- 90       1) The officers of the Council shall be a Chairperson, a Vice-Chairperson, a Secretary and a
- 91       Treasurer. Only coach or booster club/parents-at-large members shall be eligible to be
- 92       officers.
- 93       2) The officers shall be elected annually as follows:
  - 94       a) The Chairperson shall be installed at the regularly scheduled meeting in June.
  - 95       b) The Chairperson shall be the Vice-Chairperson from the previous year. If the
  - 96       Vice-Chairperson is not available to ascend to the Chairperson's office, one shall
  - 97       be elected by the Council from a returning member.
  - 98       c) The Vice-Chairperson, Secretary and Treasurer will be elected by the members
  - 99       of the Council at the regularly scheduled meeting in April and be in office for the
  - 100      June meeting, which shall be the final Council meeting of each school year.
  - 101      d) Duties of the officers of the Council shall include the following:

102

103           **The Chairperson . . .**

- 104           a) Shall preside at all meetings of the Council.
- 105           b) Shall develop, distribute, and publicly post, per BOE policy, all agendas
- 106           for Council meetings.
- 107           c) Shall personally represent the Council or appoint a delegate at functions
- 108           where Council representation is deemed advisable.
- 109           d) Shall appoint sub-committees after soliciting input from Council members.
- 110           e) Shall effect compliance with the rules, regulations, and policies of the

111 Board of Education, administrative regulations, and the Department of  
112 Athletics procedures.

113  
114 **The Vice-Chairperson . . .**

- 115  
116 a) Shall have such powers and perform such duties as may be delegated to  
117 him/her by the Chairperson.  
118 b) In the absence or disability of the Chairperson, he/she shall perform  
119 the duties and exercise the powers of the Chairperson.

120  
121 **The Secretary . . .**

- 122  
123 a) Shall keep the minutes of all meetings of the Council and file a copy with  
124 the Board of Education Administrative Assistant in the Central Office.  
125 b) Shall keep such other records as directed by the Council members.  
126 c) Shall sign with the Chairperson, or with the Vice-Chairperson, all  
127 documents, forms, or agreements in the name of the Council in keeping  
128 with Board of Education policy and procedures.  
129 d) Shall perform all the duties usually incident to the office of  
130 secretary, subject to the control of the Council.

131  
132 **The Treasurer . . .**

- 133  
134 a) Shall work with the Director of Fiscal Services to organize and  
135 maintain appropriate financial procedures and records related to any  
136 fundraising activities involving the Council in keeping with Board of  
137 Education policy and procedures.  
138 b) Shall perform all the duties usually incident to the office of the  
139 treasurer, subject to the control of the Council and in concert with the  
140 Director of Fiscal Services.  
141 c) Must be bonded.

142 **ARTICLE V: ORGANIZATION OF OFFICERS OF COUNCIL**

- 143 1) The Madison Athletic Programs Advisory Council shall be organized as follows:
- 144 a) Each member shall normally serve a two-year term of office. To make the transition
- 145 from the inception of the Council to full implementation, six (6) of the initial
- 146 members shall serve a one-year term in 2007-2008 and the balance of the
- 147 membership, excluding the Director of Athletic Programs and the Superintendent of
- 148 Schools, shall serve an initial two-year term. In subsequent years, beginning in 2008-
- 149 2009, returning members should form the nucleus of the new council.
- 150 b) The Board of Education representative to the Council shall be limited to a two-year
- 151 term.
- 152 c) Coaches shall serve on an annual rotation basis, thus providing for representation
- 153 from all sports teams within a sports season, i.e., fall sports, winter sports, spring
- 154 sports.
- 155
- 156 2) The Chairperson of the Council shall be one of the coach or booster club/parent-at-large
- 157 members. The Chairperson shall be elected by a simple majority vote of all the members
- 158 of the Council.
- 159 3) The Executive Committee shall consist of the officers of the Council and may be
- 160 authorized to resolve urgent matters under the direction of school administrators.

161

162 **ARTICLE VI: NOMINATIONS FOR OFFICERS**

- 163 1) The Chairperson shall appoint himself or herself and at least three (3) coach or
- 164 booster club/parent-at-large members of the Council to serve as a Nominating
- 165 Committee along with the Director of Athletics and the Superintendent of Schools.
- 166 2) The Nominating Committee shall meet during the month of April and nominate at
- 167 least one (1) candidate each for Vice-Chairperson, Secretary and Treasurer, plus
- 168 individuals to fill any vacancies that have occurred.



169 3) In case of a vacancy on the Council or in one of the offices, the remaining members  
170 of the Council shall appoint, by simple majority vote, a person to fill the unexpired  
171 term. When an officer's term of office expires, he/she may be nominated to run for  
172 another term, provided that the term of his or her membership on the Council shall not  
173 be scheduled to expire during the period for which he or she is nominated to serve as an  
174 officer.

175

176 **ARTICLE VII: COUNCIL MEETINGS**

177 1) Council meetings shall be held monthly from September through May of each  
178 school year. The day and the week should be consistent if possible. The June  
179 meeting will be for Council organizational purposes and planning for the coming  
180 year.

181 2) All meetings should include a review and approval of the minutes from the  
182 previous meeting, presentation of a current financial report, reports from active sub-  
183 committees, old business and topics for future agendas.

184 3) Meetings shall be presided over by the Chairperson. The Vice-Chairperson,  
185 Secretary or Treasurer may preside in the absence of the Chairperson.

186 4) A special meeting may be called by the Chairperson.

187 5) A motion or item may carry on the vote of a simple majority of those members present;  
188 provided a quorum must be present. A quorum shall consist of a simple majority of  
189 members.

190 6) Council members are expected to attend all meetings. They may be excused in  
191 advance of the meeting by the Chairperson for reasons acceptable to the Chairperson.

192 7) Unexcused absences and/or excessive excused absences shall require that a  
193 member be replaced for the good of the organization. Replacement shall occur at the  
194 option of the Chair, as ratified by a simple majority vote of the membership.

195

196 **ARTICLE VIII: USE OF PROGRAM DEVELOPMENT FUNDS (Registration Fees /**  
197 **Donations)**

198 1) Council recommendations for use of program development funds shall be  
199 presented to the Board of Education, via the Director of Athletics' proposed  
200 budget, as a component of the annual budget development process. Funds shall  
201 be disbursed by the Director of Fiscal Services upon the approval of the Board of  
202 Education.

203 2) The Chairperson of the Council shall have the authority to authorize  
204 expenditures up to one hundred dollars (\$100.00) each month, under the  
205 supervision of the Director of Fiscal Services, from the Council's funds when it  
206 is not feasible to call a special meeting of the Council members. A report of these  
207 expenditures shall be given at the next regular meeting.

208 3) The Council members shall not have any legal or equitable ownership in any of  
209 the funds or property donated to or raised by the Madison Public Schools. All  
210 funds shall remain under the auspices of the Board of Education.

211 4) Any funds collected by the officers or members of the Council shall be deposited  
212 in an account approved by the Board of Education, under the supervision of the  
213 Director of Fiscal Services.

214 5) The treasurer of the Council, under the supervision of the Director of Fiscal  
215 Services, shall pay by check any debts of the Council within seven (7) days after  
216 receipt or on approval by the Council members.

217 6) All proposed projects or new programs that would require financial obligation  
218 of the Board of Education for personnel, services, materials, capital  
219 maintenance or replacement charges must be presented to the Council, and, if  
220 approved by the Council, presented to the Board of Education for approval in  
221 accordance with Board of Education Policy. Any such new proposals are to be  
222 acted upon at the October meeting in order for the Director of Athletics to plan  
223 the comprehensive athletic program budget for the next school year.

224 7) An annual audit by the Office of Fiscal Services shall be required. The  
225 treasurer will be required to submit a detailed report at the end of each year. A  
226 formal letter by the auditor or auditors shall be standard procedure expressing  
227 the findings and filed in the records of the Council, in keeping with the Town of  
228 Madison audit procedures / guidelines.

229

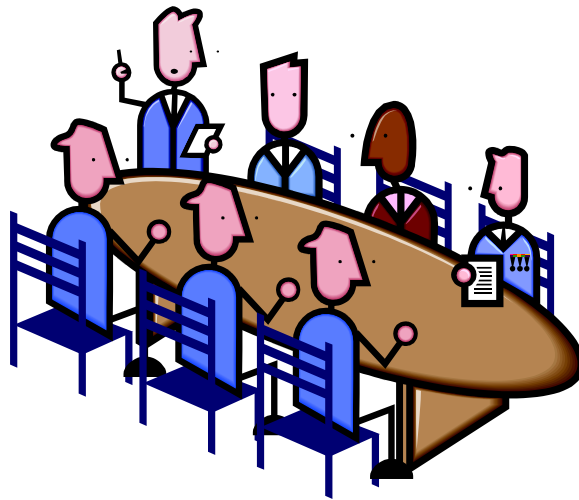
230 **ARTICLE IX: AMENDMENTS**

231 These Bylaws may be amended at any annual organizational meeting (June) of the  
232 Council by the affirmative vote of two-thirds (2/3) of the members, provided that  
233 any proposed change shall be presented for discussion and debate no later than  
234 the April meeting and that it be listed on the agenda for the organizational meeting, and  
235 provided further, that the Board of Education shall have final amendment and approval  
236 authority over any such Council amendment.

237

238

# MADISON PUBLIC SCHOOLS COACHES' ADVISORY COUNCIL



**MADISON PUBLIC SCHOOLS**  
10 Campus Drive  
P.O. Drawer 71  
Madison, Connecticut 06443-2562  
[www.madison.k12.ct.us](http://www.madison.k12.ct.us)

Adopted: 2007-2008

1  
2  
3 **Madison Public Schools Coaches' Advisory Council**  
4  
5

6 The Madison Public Schools Coaches' Advisory Council was created to support  
7 coaches in their efforts to coach and assist in the development of students through  
8 athletic program initiatives for Daniel Hand High School and Walter C. Polson  
9 Middle School Interscholastic Athletic Programs.  
10

11 The Council also provides training for coaches, thus contributing to the overall  
12 quality of the student-athlete experience within the context of the general high  
13 school and middle school experience. The 2007-2008 school year is the first year of  
14 the Council, although Head Coaches have met with the Director of Athletics in past  
15 years. The Council provides an opportunity for more members of the coaching staff  
16 to become involved in decision making that affects their work as coaches.  
17

18 The MPS Coaches' Advisory Council will engage in shared decision-making under  
19 the supervision of the Director of Athletics, and the High School and Middle School  
20 Principals, as appropriate. Additionally, coaches will participate in an ongoing  
21 comprehensive training program based on a continuum of skills and abilities from  
22 the level of inductee (coach mentee) to experienced coach (coach mentor).  
23

24 **Primary Functions of the MPS Coaches' Advisory Council:**  
25

- 26
- 27 • Disseminate information in an effective manner to all coaches, including  
28 certification requirements and procedures for sustaining eligibility to coach in  
29 a public school environment;
  - 30 • Provide the Athletic Director and MPS administration with feedback and  
31 insight into athletics department issues from the perspectives of coaches;  
32
  - 33 • Build a sense of community within the athletics program involving all  
34 coaches at all levels of expertise and experience; and  
35
  - 36 • Promote a positive athletic coach image throughout the school and the  
37 community.

39 **Council Bylaws**

40  
41 **Article I: Name of Council**

42  
43 The name of this organization shall be known as the Madison Public Schools  
44 Coaches' Advisory Council or the MPS Coaches' Advisory Council.

45  
46 **Article II: Purpose and Goals of the Council**

47  
48 **Section I. Purpose of the Council**

49  
50 The purpose of the Council shall be to help athletic coaches develop skill and ability  
51 in coaching, while promoting the opportunity for the exchange of ideas among  
52 coaches for different sports across the three sports seasons.

53  
54 **Section II. Focus of the Council**

55  
56 The major focus of the Council shall be to improve the overall athletic program by  
57 creating an environment in which a shared decision-making process, in regard to  
58 those aspects of the athletic program that have a direct impact on coaches, is  
59 promoted. For example, recommendations for improvement of the program, such as  
60 those recommended in the CIAC Athletic Program Evaluation (2006), will be  
61 reviewed by coaches as a means of providing the Board of Education and the  
62 administration with input from the perspective of coaches.

63  
64 **Article III: Membership of the Council**

65  
66 **Section I. Membership of the Coaches' Advisory Council**

67  
68 The MPS Coaches' Advisory Council shall be composed of twelve (14) regular  
69 members, the Athletic Director, and two (2) *ex officio* members, per the following:

- 70  
71
  - three (3) high school coaches (one from each athletic season) for girls' teams;
  - 72
  - 73 • three (3) high school coaches (one from each athletic season) for boys' teams;
  - 74
  - 75 • two (2) middle school coaches (from different seasons) for girls' teams;
  - 76 • two (2) middle school coaches (from different seasons) for boys' teams;
  - 77 • two (2) high school assistant coaches (from different seasons and from teams not represented by another coach),
  - 78
  - 79 • two (2) high school assistant coaches (from different seasons and from teams not represented by another coach),
  - 80
  - 81 • the Director of Athletic Programs.
  - 82 • the High School Principal, *ex officio*
  - 83 • the Upper Middle School Principal, *ex officio*

84  
85 Each member, except for the Director of Athletics and the *ex officio* members will  
86 serve for two years, with one-half of the membership in 2007-2008 serving for one  
87 year only and one-half of the membership remaining on the Council throughout  
88 2008-2009. Thus, the Council will benefit from having continuation of one-half of its  
89 membership each year.

90  
91 **Section II. Attendance at Council Meetings**

92  
93 Attendance at all meetings and organizational events is encouraged for the overall  
94 good of the Council. Each Council member shall be encouraged to have no more  
95 than two absences a year to meetings and special events.

96  
97 **Article IV: Requirements for Officers and Members**

98  
99 **Section I. Requirements**

100  
101 The officers of the MPS Coaches' Advisory Council must be coaches in good standing  
102 as an employee for the Madison Public Schools and shall possess current  
103 certification and credentials for employment as a coach. The Chairperson, Vice  
104 Chairperson and the Secretary shall comprise the Executive Committee of the  
105 Council.

106  
107 **Section II. Officers and Duties**

108  
109 **Chairperson**

- 110 • Preside over regular Council meetings and Executive Committee meetings
- 111 • Communicate with the Executive Committee members and the Council  
112 members on all matters of interest to student-athletes
- 113 • Represent Council at events and meetings on and off campus
- 114 • The Chairperson does not vote at general committee meetings, except in the  
115 event of a tie vote

116  
117 **Vice Chairperson**

- 118 • Preside over regular Council meetings and Executive Committee meetings in  
119 the absence of the Chairperson
- 120 • Follow up with Council members when they are absent from meetings
- 121 • Represent Council at events and meetings on campus at the request of the  
122 chair
- 123 • Serve as chair of Council the next year

124  
125 **Secretary**

- 126 • Prepare agendas for all meetings
- 127 • Prepare minutes for all meetings

- 128 • Maintain master list of all members to monitor membership terms, contact  
129 information, etc.
- 130 • Prepare attendance forms and take attendance at all meetings
- 131 • Notify members about each meeting one week prior to the meeting
- 132 • Represent the Council at events and meetings on campus at the request of  
133 the chair

## 134 135 136 **Article V: Council Meetings**

### 137 138 **Section I. Council Meeting Schedule**

139  
140 Regular Council meetings will be held five times per year. The first meeting will  
141 take place in August of each school year; the second meeting will be scheduled in  
142 the middle of the first trimester (October); the third meeting will be scheduled in  
143 the middle of the second trimester (January); the fourth meeting will be scheduled  
144 in the middle of the third trimester (April); and the final meeting will be scheduled  
145 as a “wrap-up” meeting in June of each school year.

### 146 147 **Section II. Council Quorum**

148  
149 A quorum shall consist of 50 percent plus one (50% + 1) of the membership and  
150 must be present to conduct official business.

## 151 152 **Article VI: Amendments and Revisions**

### 153 154 155 **Section I. Amendments**

156  
157 These Bylaws may be amended as provided herein by a majority vote of the  
158 Executive Committee and the Director of Athletic Programs, providing proposed  
159 changes have been presented to the Superintendent and the Board of Education  
160 prior to the Council vote. When the Council convenes, any Council member who  
161 wishes to amend the bylaws may do so with a 4/5 vote in favor of the amendment by  
162 the Council, providing proposed changes have been presented to the Superintendent  
163 and the Board of Education prior to Council vote. An amendment cannot be  
164 proposed and voted on in the same meeting.

### 165 166 **Section II. Review of the Bylaws**

167  
168 These bylaws must be reviewed by the Council every two years and, if no  
169 amendments are proposed, resubmitted to the Department of Athletics for inclusion  
170 in the Coaches’ Section of the Athletic Department Handbook. Proposed  
171 amendments to be made in accordance with Article VI, Section 1 above.



**DANIEL HAND HIGH SCHOOL**  
**STUDENT-ATHLETE ADVISORY COUNCIL**  
**2007 - 2008**



**MADISON PUBLIC SCHOOLS**  
10 Campus Drive  
P.O. Drawer 71  
Madison, Connecticut 06443-2562  
[www.madison.k12.ct.us](http://www.madison.k12.ct.us)

Adopted: 2007-2008

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## Daniel Hand High School

### Student-Athlete Advisory Council

The Daniel Hand High School Student-Athlete Advisory Council was created to support student-athletes' growth and development as leaders. The Council also supports the introduction and implementation of athletic program initiatives for the interscholastic sports. Student participation on the Council is intended to enhance the quality of the student-athlete experience within the context of the general high school experience. The 2007-2008 school year is the first year of operation for the Council.

The DHHS Student-Athlete Advisory Council will participate in activities and engage in shared decision-making under the supervision of the Director of Athletics and the High School Principal. Suggested topics for the 2007-2008 calendars of meetings might include Drug & Alcohol Education, Time Management and Study Skill Tips, Nutrition, and Stress Management. These programs, or similar programs, will be piloted with the DHHS Student-Athlete Advisory Council in anticipation of future implementation with all student-athletes.

---

#### Primary Functions of the DHHS Student-Athlete Advisory Council:

- Promote communication between the school administration and student-athletes
- Disseminate information in an effective manner to all student-athletes
- Provide school administration with feedback and insight into issues and concerns of student-athletes from their perspective
- Provide for a student-athlete "voice" within the development and review of athletics department policies and procedures

- 33 • Build a sense of community within the athletics program involving all  
34 athletic teams
- 35 • Organize community service by student-athletes to benefit the  
36 Madison community
- 37 • Promote a positive student-athlete image throughout the school and  
38 the community

39  
40 **Article I. Name of the Organization**

41  
42 The name of the student-athlete organization shall be known as the Daniel  
43 Hand High School Student-Athlete Advisory Council.  
44

45  
46 **Article II. Purpose and Goals of the Organization**

47  
48 **Section I. Purpose**

49  
50 The purpose of the council shall be to foster improved and sustained  
51 communication between student-athletes and the school administration,  
52 while providing an opportunity for more student-athletes to develop  
53 leadership skills. The council shall also serve as a forum for promoting  
54 opportunities for the exchange of ideas, concerns, and issues among  
55 student-athletes of different sports across the three sports seasons.  
56

57 **Section II. Focus of the Council**

58  
59 The major focus of the council shall be to contribute to the overall  
60 effectiveness of Madison Public Schools' athletic programs and to involve  
61 student-athletes in shared decision-making discussions pertaining to those  
62 aspects of the athletic program that have a direct impact on them as  
63 student-athletes.  
64  
65  
66  
67

68 **Article III. Membership of the Council**

69  
70 **Section I. Selection Process for Membership**

71  
72 At the beginning of each school year, all students will receive an  
73 informational brochure / notification from the High School Principal and the  
74 Director of Athletics explaining the purpose of DHHS Student-Athlete  
75 Advisory Council. The brochure will direct interested student-athletes to  
76 notify the Director of Athletics and the High School Principal of their  
77 interest in serving on the Council for the upcoming school year. As each team  
78 is to appoint to members to the Council, in the event there are more than  
79 two team members interested, or if fewer than two express interest,  
80 members of each sports team will ultimately have the responsibility of  
81 selecting their team's representatives each year. Since the Student  
82 Chairperson of the Council does not vote, the team which he/she represents  
83 will select another voting member to serve on the DHHS Student-Athlete  
84 Advisory Council.

85  
86 **Section II. Sports Team Representation on the Council**

87  
88 Each sports team will select two voting members to serve on the Council.  
89 Team captains of the sports teams already serve on the Captain's Council;  
90 therefore, other student-athletes are encouraged to participate on this  
91 Council in order to increase the overall number of students in leadership  
92 roles in the athletic program.

93  
94  
95 **Section III. Attendance at Council Meetings**

96  
97 Attendance of Council members at all Council meetings and Council  
98 organizational events is encouraged for the overall good of the Council. Each  
99 voting member will be discouraged from having more than two (2) absences a  
100 year from Council meetings and special events. Exceptions to this rule may  
101 be deemed allowable by the Director of Athletics or the High School  
102 Principal, as appropriate and necessary for academic and / or family  
103 commitment purposes.

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**Article IV. Officers and Members of the Council**

**Section I. Requirements for Membership**

The officers of DHHS Student-Athlete Advisory Council (Chairperson, Vice Chairperson, Treasurer, Secretary, Program Committee Chairperson, Student-Athlete Welfare Committee Chairperson) must meet the following requirements:

- (a) have at least a "C" grade point average at the time of their election and post at least a "C" grade point average for the trimester immediately preceding election and maintain at least a "C" grade point average during the term of office;
- (b) be in good standing with the school faculty, staff, and administration and not have accrued a disciplinary record; and
- (c) be subject to removal from office by the Council administrator advisors should the officer or member fail to maintain the requirements described in (a) and (b).

**Section II. Officers and Duties of Officers**

The Executive Committee of the Council is comprised of the Chairperson, Vice Chairperson, Treasurer, and Secretary.

**Chairperson**

- Preside over regular Council meetings and Executive Committee meetings
- Communicate with the Executive Committee members and the advisors on all matters of interest to student-athletes
- Represent Council at events and meetings on and off campus
- The chairperson does not vote at general Council meetings except in the event of a tie vote

142 **Vice Chairperson**

- 143  Preside over regular Council and Executive Committee meetings in the
- 144 absence of the chairperson
- 145  Follow-up with Council members when they are absent from meetings
- 146  Represent Council at events and meetings on campus at the request of
- 147 the chairperson
- 148  Serve as chairperson of Council the next year

149

150 **Treasurer**

- 151  Prepare budget reports for meetings
- 152  Assist Council members and Executive Committee with organizing and
- 153 implementing fundraising procedures, as needed
- 154  Assist high school bookkeeper with managing Council funds

155

156 **Secretary**

- 157  Prepare minutes for all meetings
- 158  Prepare agendas for meetings
- 159  Create master list of all members
- 160  Prepare attendance forms and take attendance at all meetings
- 161  Notify members about each meeting one week prior to the meeting
- 162  Represent Council at events and meetings on campus at the request of
- 163 the chairperson

164

165 **Program Committee Chairperson**

- 166  Help to coordinate speakers for each Council meeting
- 167  Help to organize Council participation in activities of DHHS Student-
- 168 Athlete Day
- 169  Take photos at Council events
- 170  Help develop the program for a district-wide student-athlete banquet

171

172 **Student-Athlete Welfare Committee Chairperson**

- 173  Identify issues of concern among student-athletes
- 174  Chair sub-committees to develop proposals to address concerns
- 175  Assist in presenting proposals to school administrators

176

177 **Council Representatives**

- 178  Attend every Council meeting. If absent, find another team member
- 179 to attend

- 180       □ Serve on at least one standing committee of Council
- 181       □ Report back to the team about Council activities after each Council
- 182             meeting
- 183       □ Serve on ad hoc committees of Council as appointed by the
- 184             chairperson

185

### 186   **Section III. Election of Officers Process**

187

188   Applications shall be submitted at least one month prior to the last meeting  
189   of the school year to the Director of Athletics and the High School Principal  
190   who shall review applications and interview the applicants. New officers will  
191   be announced at the Council's last regular meeting of the school year.

192

193

194

## 194       **Article V. Council Meetings**

195

### 196   **Section I. Council Meeting Schedule**

197

198   General Council meetings will be held five times each school year: once each  
199   sports season (Trimester 1, 2, and 3), at the beginning of the school year and  
200   at the end of the school year. The Director of Athletics and the High School  
201   Principal will decide the meeting place and meeting time for each meeting  
202   and will post the information on the school and district calendars. Executive  
203   Committee meetings will be held prior to the general Council meeting for  
204   planning purposes and review of the meeting agenda.

205

### 206   **Section II. Council Quorum**

207

208   A quorum shall consist of 50 percent plus one (50% + 1) of the membership  
209   and a quorum of members must be present to conduct official business of  
210   the Council.

211

212

213

## 213       **Article VI. Council Finances**

214

215   In the event that members of the Council choose to participate in any  
216   fundraising activities, all monies collected from said activities shall be  
217   deposited and disbursed through a bank account established for this Council

218 through the DHHS Student Activities Fund and/or the District Business /  
219 Fiscal Office. All funds must be deposited within 24 hours after collection  
220 or as soon as possible on the next school day following an event. If an event  
221 is planned immediately prior to a vacation, arrangements for safekeeping of  
222 funds should be made in advance with the administration. The High School  
223 Principal must approve and sign each expenditure before payment.

224

225

226

## **Article VII. Amendments & Revisions**

227

### **Section I. Amendments**

229

230 These Bylaws may be amended at any time by a two-thirds vote of the  
231 Executive Committee, subject to the approval of the Director of Athletics  
232 and the High School Principal. When the general Council so desires, any  
233 Council member or executive who wishes to make an amendment to these  
234 bylaws may do so with a 4/5 vote in favor of the amendment by the general  
235 committee, again subject to the approval of the Director of Athletics and the  
236 High School Principal. An amendment cannot be proposed and voted on in the  
237 same meeting.

238

### **Section II. Revision**

240

241 This document must be reviewed every year and resubmitted to the  
242 Department of Athletics for inclusion in the Student Section of the Athletic  
243 Department Handbook. All amendments to the bylaws of the Council must be  
244 made in accordance with Article VII Section I above and presented to, and  
245 approved by, the High School Principal and the Director of Athletics for  
246 review prior to implementation.

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# **DANIEL HAND HIGH SCHOOL'S**

**Draft**



**2007-2008  
CODE OF CONDUCT  
Revised Copy Effective  
December 5, 2007**

## **SPECIAL MESSAGE TO PARENTS AND GUARDIANS: FUTURE IMPACT OF SERIOUS STUDENT MISCONDUCT**

Madison Public Schools strives to create and maintain a school environment conducive to student learning. Each member of the school community plays an important role in helping us to achieve that goal. The administrators and staff in the Madison Public Schools expect your son or daughter to exhibit appropriate behavior that helps us maintain a quality learning environment. Misbehavior in the school setting, at a school-sponsored event, on the school bus, or within the extended school community can jeopardize the health, safety, and welfare of your own child and other students. Therefore, all inappropriate student behaviors or infractions will be investigated by school administration, staff, and / or our local law enforcement officials. Following administration of the student's due process rights, consequences will ensue if an investigation warrants such action.

Serious misconduct, such as drug use, alcohol use, or violence, can have long-term, or even irrevocable, impact on a student's future and the school community-at-large. Consequently, the following undesirable circumstances, among others, can result from a student's serious misconduct in school, during school-related activities, or in the extended school community:

- **The student could suffer loss of instructional time and make lower grades.**
  - Suspension from school may have academic consequences, including lower grades. (Under district policy, suspensions from school are excused absences; however, loss of instructional time in the classroom could have a negative impact on academic performance.)
  - An expulsion from school could jeopardize a student's chance of completing high school.
- **The student's behavior record could have an effect on college admissions.**
  - Misconduct while in school could also affect a student's chances of getting into the college of his choice.
  - Most colleges ask staff whether a student has been suspended or expelled. Our staff is obligated to answer these questions truthfully.
  - In addition, staff who write recommendations for colleges will have access to a student's disciplinary records and will have to reveal relevant information.
- **The student could suffer a loss of eligibility for federal loans or work-study programs.**
  - Under the amendments to the federal Higher Education Act, students convicted of drug-related offenses could lose eligibility for federal grants, work-study money, and student loans.
  - For the initial offense, students lose eligibility for a year.
  - For a second offense, students lose eligibility for three years.
  - For a third offense, students lose eligibility indefinitely.
  - Consequences for those who traffic in drugs are even more serious.
- **The student could have a permanent criminal record.**
  - District policy requires staff to call the local law enforcement officials if they have reason to believe that a student has committed a crime. This is necessary to protect the safety of all students.
  - Law enforcement officials will conduct an independent investigation and if necessary, arrest a student, which could result in a permanent criminal record.

Any one of the above circumstances would be undesirable for a student and his / her family. The school administration will work hard each day to provide a safe environment for your child to learn and to grow. We ask that you cooperate in our efforts and share in the role of monitoring your child's behavior and reinforcing appropriate behaviors in school, in the extended school community, and in the home.

## **INTRODUCTION TO THE CODE OF CONDUCT**

Madison Public Schools provides a supportive academic environment where students are encouraged to become independent and responsible. Mutual trust and respect among all members of the school community is paramount to a positive and healthy school climate. Each individual in the school community is expected to maintain a proper decorum, while allowing for and tolerating individual differences. To that end, general responsibilities for school personnel and expectations for student behavior are provided below:

### ***SCHOOL PERSONNEL RESPONSIBILITIES***

In order to serve the student body well, the school administrators and teachers have the responsibility to . . .

- provide a safe and productive learning environment;
- be informed about and knowledgeable of school rules and policies, consistent with legal requirements and Board policies;
- maintain discipline in a fair, consistent and equitable manner;
- conduct disciplinary hearings and conferences in an impartial and objective manner;  
and
- resolve disciplinary problems by every reasonable means.

Additionally, the Board authorizes its administrative staff to remove or suspend students for conduct, which is disruptive of the educational process, which endangers persons or property or which is in violation of published Board policy. Furthermore, in extreme cases, the Board may expel a student from school after a full hearing conducted under procedures covered in the law.

### ***EXPECTATIONS FOR STUDENT BEHAVIOR***

In order to assist the school administration and staff in their efforts to provide a positive, productive school environment conducive to learning, the student body is expected to . . .

- understand that they are responsible for their actions and that inappropriate behavior will not be tolerated;
- be informed about and abide by school and Board rules and policies;
- behave in a responsible and appropriate manner during all school functions held on or off school grounds;
- attend school regularly and be prepared for class by completing daily assignments and make-up work;
- continue to develop a moral and ethical sensibility as well as practice moral and ethical behavior;
- learn about, understand, and respect diversity and differences among all groups; and
- understand, as well as apply, the basic principles of healthful daily living.

Thus, the Madison Public Schools Board of Education expects the highest standards of conduct from all students at all times, whether in school, out of school, or at a school-sponsored activity. Proper student behavior is obligatory and conduct incompatible with or disruptive to the educational process is unacceptable and will be addressed by the school administration and staff accordingly.

## **GENERAL GUIDELINES FOR STUDENT DISCIPLINE**

Student discipline is viewed as a responsibility shared among the students, the school, and the parents. Parents are encouraged to play an active role in the discipline of their children and will be called upon by the school to assist in and attend disciplinary proceedings. Students who infringe on the rights of others to pursue an education or who violate school policies and regulations will be subject to corrective disciplinary action including, removal from class, in-school or out-of-school suspension, suspension from transportation privileges, detention, and/or expulsion from school.

For purposes of organizing the consequences for student behavior that is unacceptable, potential Infractions have been classified into four broad categories depending upon the outcome of the unacceptable behavior. These four categories are as follows:

- Section I:** Infractions or behaviors that jeopardize the health, safety, and welfare of individuals in the school community
- Section II:** Infractions that demonstrate a lack of honesty, respect, and courtesy toward individuals in the school community
- Section III:** Infractions that demonstrate a lack of respect for personal and public property and possessions
- Section IV:** Infractions that demonstrate a lack of respect for maintaining an orderly teaching and learning environment

These categories are not mutually exclusive because the same infraction or behavior can conceivably fall into all four areas. Infractions within each category range from very minor to very serious or major infractions.

Whenever a disciplinary measure is employed, it shall be fair, reasonable, and consistent. No student shall be disciplined on the basis of race, age, gender, religion, sexual orientation, national origin, ancestry, or disability. The cooperation of every facet of the school community, including staff, students, parents and guardians, is essential to the proper implementation of this policy and the maintenance of a positive learning environment in Madison schools.

Students who are accused of committing an infraction have the right to an informal hearing, a right to be informed of reasons for disciplinary action, and a right to be given an opportunity to explain the situation / context of their behavior. In the event of an emergency, which does not allow for an immediate informal hearing, the informal hearing shall be held as soon after the suspension as possible. Parents will be notified of the infraction and resulting disciplinary consequence as soon as feasible.

Disciplinary procedures used in the Madison Public Schools range from an informal conferencing to expulsion from school. The procedure to be used depends upon the seriousness of the violation, the specific circumstances of the situation and the individual's overall pattern of behavior. A series of minor infractions committed by the same student can be considered a major infraction, as determined by the school administration as repeated behaviors can have a demoralizing effect on the general student body and staff and be disruptive to the learning environment. In cases where multiple infractions have been committed by a student, the school administration will determine which infraction is more significant and, therefore, the cause for a specific consequence(s). In addition to the usual school procedures, criminal infractions must also be reported by the school administration to the police.

For additional information on due process policies, please access the district website at [www.madison.k12.ct.us](http://www.madison.k12.ct.us).

### Additional inserts:

- (a) Guidelines for Good Conduct Code for Extracurricular Activities
- (b) Summary of new Connecticut Legislation regarding school suspensions, expulsions and waivers.

## DEFINITIONS OF TERMS

- **Exclusion:** any denial of public school privileges to a student for disciplinary purposes. For some infractions, students will be excluded from co-curricular or extracurricular activities.
- **Co-Curricular School Activities:** student activities initiated by the instructional staff. Co-curricular activities are designed to provide an opportunity for student to expand their knowledge of related curriculum.
- **Extracurricular School Activities:** student activities initiated through student choice to participate in an activity which is considered to be a privilege, not a right. Extracurricular activities are intended to enhance a student's school experience or satisfy a student's particular interest in a subject, topic, sport, or other activity.
- **Removal:** an exclusion from a classroom for all or part of a single class period provided such exclusion should not extend beyond ninety (90) minutes.
- **Office Detention:** a consequence that is given to students by school administrators for inappropriate behavior or certain infractions. If a student fails to serve an office detention, he or she may be assigned additional detentions or in-school suspension.
- **Teacher Detention:** a consequence that is given to students by teachers for inappropriate classroom behavior or certain types of infractions. Teacher assigned detention is typically served after school.
- **After-School Detention:** a consequence that is given to students by teachers or school administrators depending on the infraction and circumstance. Students who are assigned to after school detention must report promptly and have books or study materials to use. In all cases, students will be given 24 hours notice in order to arrange for transportation or to inform employers.
- **Saturday Morning Detention:** a consequence that is given to high school students who have been tardy to class, study hall, or homeroom or have committed certain types of infractions. A parent will be notified of the Saturday morning detention. Each student must be prepared to do two to four hours of academic work. If a student fails to use the time in Saturday morning detention in a constructive manner he or she may be asked to leave and be subject to either in-school suspension or out-of-school suspension.
- **In-School Suspension:** an exclusion from regular classroom activity for no more than ten (10) consecutive school days, but not exclusion from school, provided such exclusion does not extend beyond the end of the school year in which such in-school suspension was imposed. In-school suspension is given to students who have committed certain types of infractions. A parent will be notified of the in-school suspension assignment. The student is usually given 24 hours notice before being placed in in-school suspension; however, the school administrator reserves the right to assign a student immediately if the circumstances warrant placement.
- **Out-Of-School Suspension:** an exclusion from school privileges or transportation services only, for no more than ten (10) consecutive school days, provided such exclusion should not extend beyond the end of the school year in which such suspension was imposed. Out-of-school suspension is given to students who have committed certain types of major infractions. Out-of-school suspension is for the full 24-hour day(s). Parents will be informed that the student must remain at home during school hours for the period of the suspension. A student may not enter the school grounds or participate in any school activity held either on or off the school grounds at any time during the period of suspension including the weekend, if applicable. Failure to observe this rule will result in an extension of the suspension and notification of trespassing to the local law enforcement officials.
- **Expulsion:** an exclusion from school privileges for more than ten (10) consecutive school days and shall be deemed to include, but not be limited to, exclusion from the school to which the student was assigned at the time such disciplinary action was taken, provided such exclusion shall not exceed one

(1) calendar year. The period of exclusion may extend to the school year following the school year in which such exclusion was imposed.

- **Emergency:** a situation under which continued presence of the student in the school imposes such a danger to persons or property or such a disruption of the educational process that a hearing may be delayed until a time as soon after the exclusion of such student as possible.
- **School Days:** defined as days that school is in session; however, for students who are suspended or expelled, participation in any school activities for the duration of the suspension / expulsion period whether those events occur on school days, on weekend days, or on holidays and school breaks is prohibited.
- **School-Sponsored Activity:** any activity sponsored, recognized, or authorized by the Board of Education or its administrative agents, including activities both on and off school property.
- **Controlled Substances:** includes any alcohol or malt beverage, any drug listed as a controlled substance, chemical abuse substance or medication for which a prescription is required under the law, and/or any substance which is intended to alter mood. This includes controlled drugs as defined in section 21a – 240 (8) CGS and would not include any drug for which a student has a prescription. Examples of the above include, but are not limited to, cocaine, cocaine derivatives, “crack,” “ice,” beer, wine, liquor, marijuana, hashish, chemical solvents, glue, look-alike substances and any capsules or pills not registered with the school nurse, annotated within the student’s health record and given in accordance with the school district policy for the administration of medication to students in school.
- **Performance-Enhancing Controlled Substances:** includes any performance-enhancing drug, including anabolic steroids, used for the intent of bodybuilding and muscle enhancement of physical ability and not for a valid medical purpose as defined by a physician; includes, but is not limited to, those performance-enhancing drugs / substances identified on the CIAC comprehensive list and the list presented below:
  1. pharmacological agents (prescription or nonprescription) taken in doses that exceed the recommended therapeutic dose or taken when the therapeutic indications are not present;
  2. agents used for weight control, including stimulants, diet pills, diuretics, and laxatives, when the user is in a sport that has weight classifications or that rewards leanness;
  3. agents used for weight gain, including over-the-counter products advertised as promoting increased muscle mass;
  4. physiologic agents or other strategies used enhance oxygen-carrying capacity, including erythropoietin and red blood cell transfusions (blood doping);
  5. any substance that is used for reasons other than to treat a documented disease state or deficiency;
  6. any substance that is known to mask adverse effects or detect ability of another performance enhancing substance; and
  7. nutritional supplements taken at “supraphysiologic” doses or at levels greater than required or to replace deficits created by a disease state, training program and / or participation in sports.
- **Distribution or Sale of Controlled Substances:** means to deliver, sell, pass, share or give any alcohol, drug, or mood altering controlled substance, as defined by this policy, from one person to another or to aid in its use.

- **Possession of Controlled Substances:** means to possess or hold, any alcohol, drug, or mood altering substance determined to be illegal, or as defined by this policy, on one's person, in one's personal belongings, one's locker, car, backpack, etc.
- **Drug Paraphernalia:** includes any instrument, utensil or item, which in the school administrator's judgment can be associated with the use of drugs, alcohol, or mood altering substances. Examples include, but are not limited to, roach clips, pipes, and bowls. (Legal Reference: Ct. General Statute 21a-240)
- **Confiscation:** refers to a circumstance, when there are reasonable grounds to believe that a student is in possession of drugs, there is an obligation on the part of the school personnel to search for and seize such drugs. Such search and seizure may involve school lockers, cars on school property, clothing, purses, book bags, books, and other personal property. Reasonable efforts will be made to secure the student's voluntary agreement to the search and to have the student present at the time of the search. All confiscated drugs will be turned over to the local law enforcement officials.
- **Substance-Abuse Assessment:** an evaluation conducted by a professional to determine the student's overall health and condition in relation to use of a controlled substance or drug.
- **Student Study Team:** a designated and specifically trained team of school staff members typically including, but not limited to, an administrator, school nurse, guidance counselor, school psychologist, social worker, and teacher(s).
- **Cumulative Offenses:** refers to specific student offenses which will cumulate from year to year within the grade span, i.e., grades 5-6; grades 7-8; grades 9-12.
- **Deadly Weapon:** means any weapon, whether loaded or unloaded, from which a shot may be discharged, or a switchblade knife, gravity knife, billy, blackjack, bludgeon, or metal knuckles.
- **Dangerous Instrument:** means any instrument, article or substance which, under the circumstances in which it is used or attempted or threatened to be use, is capable of causing death or serious physical injury, and includes a motor vehicle and a dog that has been commanded to attack.
- **Firearm:** means (1) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (2) the frame or receiver of any such weapons; (3) any firearm muffler or firearm silencer or (4) any destructive device. Firearm does not include any antique firearm. For purposes of this definition "destructive device" means any explosive, incendiary, or poison gas, bomb, grenade, rocket having a propellant charge of more than 4 ounces, missile having an explosive or incendiary charge of more than ¼ ounce, mine, or device similar to any of the weapon described herein.
- **Vehicle:** means a "motor vehicle" as defined in Section 14-1 of the Connecticut General Statutes, snow mobile, any aircraft, or any vessel equipped for propulsion by mechanical means or sail.

# Daniel Hand High School Code of Conduct

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# **DANIEL HAND HIGH SCHOOL'S CODE OF CONDUCT**

## ***SECTION I:***

***Infractions or behaviors  
that jeopardize the  
health, safety, and  
welfare of individuals in  
the school community***

**SECTION I – INFRACTIONS OR BEHAVIORS THAT JEOPARDIZE THE HEALTH, SAFETY, AND WELFARE OF INDIVIDUALS IN THE SCHOOL COMMUNITY**

**I. A. BUS MISCONDUCT**

All students are extended the privilege of riding to and from school and to school activities on the school bus. The bus driver has the responsibility of maintaining orderly behavior of students on school buses and will report, in writing, all misconduct to the transportation services manager and the school administrator. The school administrator will have the authority to take appropriate disciplinary action for students engaging in misconduct on a school bus. To avoid discipline issues and to meet expectations for student behavior on the school bus, students should follow the guidelines listed below:

- stand in an orderly manner and out of the traffic lane at bus stops
- be at the bus stop ten minutes before the scheduled pickup
- move to enter or exit a bus only when the bus has come to a full stop and the doors are opened
- be respectful of the driver and other students riding the bus
- remain seated at all times on the bus
- avoid hitting, fighting, or inappropriate physical or verbal actions on the bus
- keep hands, feet and objects to themselves and within the bus
- not throw items in the bus or out of the bus
- not eat, drink or smoke on the bus
- keep the aisle of the bus free of all objects
- have conversations, but shouting is not permitted
- respect the property of others
- avoid distracting the bus driver while he / she is driving
- cross in front of the school bus, when necessary, within the driver's view and await the driver's signal to cross

Video cameras may be used to record student behavior on the school bus and videotapes of students' behaviors may be used to support disciplinary action.

**I. B. INAPPROPRIATE PHYSICAL CONTACT (Pushing or Shoving Another Student)**

Students are expected to refrain from inappropriate physical contact while in school, on the school bus, or at any school-sponsored activity in order to promote an environment for safety and well being for all students. Inappropriate physical contact is any physical contact, which has the potential to result in emotional or physical injury to innocent bystanders, participants, and/or property. Students who violate this policy will be subject to disciplinary consequences.

**I. C. VERBAL ASSAULT OR THREATENING PHYSICAL HARM**

Students are expected to recognize the importance of creating and maintaining a safe and respectful learning environment for all by avoiding any verbal assault or threat of physical harm to another individual. A verbal assault or threat is any statement or act, oral or written, which can reasonably be expected to induce apprehension of danger or bodily injury or harm to another person, student or staff member. Students who violate this policy will be subject to disciplinary consequences.

**I. D. POSSESSION OF TOBACCO, SMOKING PARAPHERNALIA**

In the school's health education program, students are taught the health and public safety consequences of tobacco use. Therefore, it is expected that there shall be no unauthorized *possession* of tobacco or tobacco products or smoking paraphernalia by students in any school building or school vehicle at any time, or on any school grounds during the school day, or at any time when the student is subject to the supervision of designated school personnel, such as when the student is at any school function, extracurricular event, field trip, or school related activity such as a work-study program. Visible cigarettes and / or smoking paraphernalia found on students while in school will be confiscated to promote our smoke-free environment. Students who violate this policy will be subject to disciplinary consequences.

## I. E. **SMOKING, CHEWING TOBACCO, OR USING TOBACCO PARAPHERNALIA**

In the school's health education program, students are taught the health and public safety consequences of tobacco use. Therefore, it is expected that there shall be no *smoking* or any other unauthorized use of tobacco or tobacco products or tobacco paraphernalia by students in any school building or school vehicle at any time, or on any school grounds during the school day, or at any time when the student is subject to the supervision of designated school personnel, such as when the student is at any school function, extracurricular event, field trip, or school related activity such as a work-study program. The definition of "smoke" or "smoking" means the lighting or carrying of a lighted cigarette, cigar, pipe or similar device. However, based on administrative investigation, a student may be determined to have been smoking based on a preponderance of other evidence (such as being in a restroom stall with smoke rising out of the stall, etc.) An ongoing program of student support and counseling will be offered to provide support for students who wish to stop the smoking habit. In addition, the use of chewing tobacco or snuff is prohibited. Students who violate this policy will be subject to disciplinary consequences.

## I. F. **HAZING**

The practice of hazing is expressly prohibited. Hazing is defined as any conduct or method of initiation, on or off campus, into any student organization or team, whether on public or private property, which willfully or recklessly endangers the physical or emotional health of any student or person. Such conduct includes, but is not limited to, whipping, beating, branding, forced calisthenics, forced consumption of any food, liquor, beverage, drug, or other substance, or any brutal treatment or forced physical activity that is likely to adversely affect the health or safety of any student or other person, or that subjects such student or other person to extreme emotional stress, including deprivation of sleep or rest or extended isolation. Permission, consent, or assumption of risk by an individual subjected to hazing does not lessen the prohibition contained in this policy. If hazing or planned hazing is discovered, involved students will be informed by the discovering school employee of the prohibition contained in this policy and will be required to end all hazing activities immediately. All hazing incidents will be reported immediately to the Superintendent. Students, who fail to abide by this policy will be subject to disciplinary consequences, and may be liable for civil and criminal penalties in accordance with state law.

## I. G. **BULLYING**

"Bullying" behavior by any student in the Madison Public Schools is strictly prohibited, and such conduct may result in disciplinary action, including suspension, and / or expulsion from school and /or referral to law enforcement officials. Therefore "bullying" of a student by another student or group of students will not be tolerated in the school, on the school bus, or at a school-sponsored event. "Bullying" means any overt or covert act(s) by a student with the intent to ridicule, humiliate or intimidate another student(s) on school grounds or at a school-sponsored activity, which acts are repeated against the same person(s) over time. Bullying takes many forms and can include many different behaviors, such as, but not limited to physical violence and attacks verbal taunts, name-calling and put-downs, including ethnically-based verbal abuse and gender-based put-downs, threats and intimidation, extortion or stealing of money and possessions, exclusion from the peer group, and humiliate, or threaten a student or groups of students.

While the determination that conduct does *not* constitute "bullying" does not restrict the school district to impose appropriate disciplinary consequences for student misbehavior, for acts to be defined as "bullying" under state law and Board policy, the following characteristics must be present: (1) the behavior must occur on school grounds or at a school-sponsored activity; however, conduct that occurs off-campus (e.g. harassment over the Internet or in the community) is not "bullying" under state law or Board policy that is automatically regulated by school administrators; (2) the behavior must be "repeated against the same student over time" because a single incident, however egregious, is not "bullying" under state law and Board policy. Similarly, numerous acts of misconduct against different students do not constitute "bullying" under law and policy.

Students and parents are *encouraged and expected* to report any and all acts of bullying in the school setting to the school administration. All reports, including anonymous reports, will be investigated.

## **I. H. SEXUAL HARASSMENT**

All forms of harassment are prohibited whether verbal, physical or visual, and regardless of the medium through which it occurs. Board of Education policy prohibits sexual, racial and other unlawful harassment of students by other students, teachers, administrators, volunteers and others contractually or otherwise under the control of the school district. Students are prohibited from harassing teachers, administrators or other school personnel on the basis of sex, sexual orientation, race, color, religion, creed, national origin, ancestry, marital status, age, physical, or mental disability, or veteran status.

Unwelcome sexual advances, requests for sexual favors and other inappropriate verbal, non-verbal or physical conduct of a sexual nature constitute sexual harassment when: submission to the conduct is made either explicitly or implicitly a term or condition of a student's education; submission to or rejection of the conduct by an individual is used as the basis of education decisions affecting the student; the conduct has the purpose or effect of having a negative impact upon the academic performance, or of creating an intimidating, hostile or offensive educational environment; or submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding educational opportunities or learning environment.

Sexual harassment includes a wide range of behaviors – from pressure or requests for sexual activities to unwelcome sexual comments and innuendo to verbal abuse of a sexual nature. Unwelcome sexual flirtations and advances, offensive touching of individual; graphic or verbal commentaries about an individual's body, sexually degrading words used to describe an individual, and displays in the school setting of sexually suggestive objects or pictures are some of the additional behaviors that constitute sexual harassment. Behavior outside the school setting may not be appropriate in the school environment. Sexual harassment may be subtle and even unintentional. It may be directed towards members of the opposite or same sex.

Any person who has observed or otherwise become aware of conduct prohibited by this policy should bring the matter to the immediate attention of the school administrator. Any student who feels he or she has been harassed or victimized in violation of this policy should process a complaint in accordance with the Complaint Procedures described in the appendices. Students who violate this policy will be subject to disciplinary consequences.

## **I. I. FIGHTING**

Students are expected to refrain from fighting in the school setting, on the school bus, and at school-sponsored activities. Fighting is considered a serious offense as it is an act that is not only unlawful but it can also put the entire school community at risk. Fighting is a planned or unplanned encounter which results in both (or more) students assaulting, or attempting to assault, each other in a manner that is not reasonably necessary for self-defense, or an escalation of a verbal encounter that results in physical contact that was not planned or prearranged. Fighting in school will lead to an immediate suspension. Additionally, local law enforcement officials will be notified and appropriate criminal action will be pursued per Connecticut law. Students who violate this policy will be subject to disciplinary consequences.

## **I. J. FALSE ALARM / BOMB THREAT**

Students are expected avoid any behavior that jeopardizes the health and safety of the school environment. Therefore, the willful act of creating unnecessary panic through the inappropriate act of causing a false fire alarm or making a bomb threat directed at the school, the school bus, or other school property is prohibited and will not be tolerated. Disciplinary action will be taken and law enforcement and fire officials will be notified.

## I. K. ASSAULT

~~Students are expected to refrain from assaulting another student (or staff member) in the school, on the school bus or at a school-sponsored activity. In general, assault is defined as a premeditated or spontaneous act that causes injury or harm to another student or staff member. The criminal definition of assault is the intent to cause physical injury to another person, causing such injury to a person; or to a third party, or recklessly causing serious physical injury to another person; or criminal negligence causing physical injury to another person by means of a deadly weapon, a dangerous instrument, or an electronic device, weapon. Local law enforcement officials will be notified and appropriate criminal action will be pursued. The criminal definition of assault is as follows: Assault is the intent to cause physical injury to another person, causing such injury to such person or to a third party; or recklessly causing serious physical injury to another student or staff member. Such behavior will lead to an immediate suspension.~~

## I. L. CONTROLLED SUBSTANCES: USE or POSSESSION (Drugs, Alcohol, Inhalants)

It is the policy of the Board of Education to prevent and prohibit the *possession* and / or *use* of any drug (except as duly authorized through the school nurse), or drug paraphernalia at any time on school property, at school-sponsored events or on school-provided transportation. Therefore, the Madison Public Schools maintains a *zero tolerance* policy regarding controlled substances and alcohol possession and use on school grounds and at school-sponsored events. The school provides (1) a supportive environment for recovering chemically dependent students during and/or after their involvement in a treatment program for chemical dependency; and will provide (2) assistance to those students who are affected by drug / alcohol possession or use of others.

Any student in the Madison Public Schools found to be using or in possession of or under the influence of intoxicants, mood altering drugs or substances, or look-alike drugs, or in possession of any related drug paraphernalia during a school session, on school premises, or anywhere at a school-sponsored activity or trip, on school-provided transportation, or otherwise off school grounds when such student's conduct violates the substance abuse policy and is seriously disruptive of the educational process shall be subject to consequences. These consequences apply to all students, including all student athletes, and those students involved in co-curricular and extracurricular activities.

Pursuant to the goal of the Board of Education to maintain a drug and alcohol-free school district, the school shall take positive action through education, counseling, parental involvement, and medical and police referral in handling incidents in the schools involving possession or use of behavior affecting substances. These substances shall include, but not be limited to, alcohol and controlled substances as defined in the Penal Code of the State of Connecticut. School properties may be inspected by school authorities to maintain health and safety. Searches to locate drugs, alcohol, and drug paraphernalia are matters relating to health and safety and may be regarded as reasonable grounds for searches by school personnel.

The Board of Education has approved the use of a breath alcohol tester as an option for students at the upper middle school and the high school and for all high school dances, proms, and other such events / activities. The breath alcohol tester will be considered for use where, in the judgment of the school administrator, there exists *reasonable suspicion* that a student has consumed an alcoholic beverage and then, *only* under the following circumstances:

- The student **denies** to an administrator that he/she has consumed alcoholic beverages and wishes to establish his/her innocence. Should the student register a *positive* reading on the breath alcohol tester, consequences will be administered as outlined on the discipline / behavior regulations in the student handbook.
- The student **denies** to an administrator that he/she has consumed alcoholic beverages and elects **not** to utilize the breath alcohol tester to establish his/her innocence. The judgment of the administrator will then be utilized to determine if the student has consumed an alcoholic beverage. In this instance, consequences will be administered as outlined in the discipline / behavior regulations in the student handbook.

Definition of "Serious Physical Injury" means physical injury that creates a substantial risk of death, or that causes serious disfigurement, serious impairment of health or serious loss or impairment of the function of any bodily organ.

**I. M. CONTROLLED SUBSTANCES: USE or POSSESSION OF PERFORMANCE-ENHANCING DRUGS OR SUBSTANCES**

Performance-enhancing substances used by young people is a concern to our society at large because of the potential adverse health consequences and the effects such practices have on moral development of the individual and on fair athletic competition for all. Therefore, the Board of Education bans and prohibits the *possession* or *use* of any performance-enhancing substance, including dietary supplements, prescription medications, and illicit drugs not otherwise prescribed by a student's physician for a legitimate health issue.

Any student in the Madison Public Schools using or in possession of any kind of performance-enhancing drug or substance during a school session, on school premises, or anywhere at a school-sponsored activity or trip, on school-provided transportation, or otherwise off school grounds when such student's conduct violates this policy and is seriously disruptive of the educational process shall be subject to consequences. These consequences apply to all students, including all student athletes, and all students involved or not involved in co-curricular and extracurricular activities.

**I. N. SALE AND DISTRIBUTION: SALE or DISTRIBUTION of CONTROLLED SUBSTANCES (Drugs, Alcohol, Inhalants, Performance-Enhancing Drugs)**

It is the policy of the Board to prevent and prohibit the sale and / or distribution of any drug, alcohol, or controlled substance at any time on school property, at school-sponsored events or on school-provided transportation. Therefore, the Madison Public Schools maintains a *zero tolerance* policy regarding controlled substances and alcohol sale or distribution on school grounds and at school-sponsored events.

Any student in the Madison Public Schools found to be *selling* or *distributing* any controlled substance, including drugs, alcohol, and performance-enhancing substances during a school session, on school premises, or anywhere at a school-sponsored activity or trip, on school-provided transportation, or otherwise off school grounds shall be subject to severe disciplinary consequences including mandatory expulsion from school and referral to law enforcement officials. These consequences apply to all students, including all student athletes, and those students involved or not involved in co-curricular and extracurricular activities.

School properties are allowed to be inspected by school authorities to preserve the health and safety of students. Searches to locate drugs, alcohol, and drug paraphernalia are matters relating to health and safety and may be regarded as reasonable grounds for searches by school personnel. Students who violate this policy will be subject to disciplinary consequences.

**I. O. ARSON**

Arson, or any attempt to start a fire in the school on the school bus or on school property is considered a serious offense as it is an act that is not only unlawful but it can also put the entire school community at risk. Such behavior will lead to an immediate suspension pending a recommended expulsion hearing. Additionally, police and fire authorities will be notified and appropriate criminal action will be pursued.

**I. P. WEAPONS AND DANGEROUS INSTRUMENTS**

All students are strictly prohibited from possessing, conveying, using or storing weapons or look-alike weapons on school property, at school-sponsored events, in or around a school vehicle or school bus. This ban applies to students and visitors, even those who may have a legal permit to carry a weapon. Possession of firearms or dangerous weapons on school grounds is a violation of criminal law and will result in *mandatory* expulsion and referral to law enforcement officials.

**I. Q. HATE CRIMES**

Hate crimes will not be tolerated under any circumstances. Students are expected to treat other students and staff with respect and dignity at all times. The school administration shall respond to hate crimes in a manner that effectively deters future incidents. Unwelcome speech or conduct with specific intent to

intimidate or harass another person, property or society based on an individual's perceived or actual race, color, ethnicity / national origin, sexual orientation, disability or religion is prohibited by students in school, on the school bus, and / or at any school-sponsored activity. Such behaviors will result in disciplinary consequences.

**I. R. OTHER SERIOUS MISCONDUCT AS DETERMINED BY SCHOOL ADMINISTRATOR**

In unusual situations, where the student behavior or the infraction is not explicitly included in the list above, the school administration reserves the right to administer consequences including detention, in-school suspension, out-of-school suspension, exclusion from co-curricular and / or extracurricular activities, and expulsion per Board policy



## Section I:

### Infractions or behaviors that jeopardize the health, safety, and welfare of individuals in the school community

	Behavior	Grades 9-12 Consequences
<b>I.A.</b>	<p><b>Bus Misconduct</b></p> <p>(Policy #5090.3.3 Student Conduct on School Buses, Policy #5090.3.31 Use of Video Cameras on School Buses and 5110.4 Suspension / Expulsion / Exclusion from School / School Activities)</p>	<p>1<sup>st</sup> Offense:</p> <ul style="list-style-type: none"> <li>• disciplinary conference with administrator</li> <li>• potential bus seat assignment</li> <li>• parent or guardian notification</li> </ul> <p>2<sup>nd</sup> Offense:</p> <ul style="list-style-type: none"> <li>• suspension of bus privileges for up to 5 days</li> <li>• parent or guardian notification</li> </ul> <p>3<sup>rd</sup> and Subsequent Offenses: suspension of bus privileges for 10 days up to one year</p>
<b>I.B.</b>	<p><b>Inappropriate Physical Contact: Pushing or Shoving Another Student (No “serious” physical injury occurs.)</b></p> <p>(Policy #5090.1.4 Student Misconduct in Schools)</p>	<p>1<sup>st</sup> Offense:</p> <ul style="list-style-type: none"> <li>• 1-3 days in-school suspension</li> <li>• parent or guardian notification</li> <li>• excluded from all co-curricular and extracurricular activities concurrent with suspension</li> <li>• potential police referral</li> </ul> <p>2<sup>nd</sup> and Subsequent Offenses:</p> <ul style="list-style-type: none"> <li>• 1-5 days in-school suspension</li> <li>• parent or guardian notification</li> <li>• excluded from all co-curricular and extracurricular activities concurrent with suspension</li> <li>• potential police referral</li> </ul>

*Note: This chart provides a summary of policy / regulations pertaining to Board of Education policies and student handbook regulations. Please refer to the Board of Education Policy Manual for additional information.*



	Behavior	Grades 9-12 Consequences
I.E.	<b>Smoking, Chewing Tobacco, or Using Tobacco Paraphernalia*</b>  (Policy #5090.6 Tobacco Use by Students and 5110.4 Suspension / Expulsion / Exclusion from School / School Activities)	1 <sup>st</sup> Offense: <ul style="list-style-type: none"> <li>• 2 days in-school suspension</li> <li>• parent or guardian notification</li> <li>• excluded from all co-curricular and extracurricular activities concurrent with suspension</li> <li>• referred to Madison Youth Services for information on cessation programs</li> </ul> 2 <sup>nd</sup> and Subsequent Offenses: <ul style="list-style-type: none"> <li>• 4 days in-school suspension</li> <li>• parent or guardian notification</li> <li>• excluded from all co-curricular and extracurricular activities concurrent with suspension</li> <li>• referred to Madison Youth Services for information on cessation programs</li> </ul>
I.F.	<b>Hazing</b>  (Policy #5090.3.6.1 Hazing and 5110.4 Suspension / Expulsion / Exclusion from School / School Activities)	1 <sup>st</sup> Offense: <ul style="list-style-type: none"> <li>• 3 days in-school suspension</li> <li>• parent or guardian notification</li> <li>• superintendent notification</li> <li>• excluded from all co-curricular and extracurricular activities concurrent with suspension</li> <li>• potential police referral</li> </ul> 2 <sup>nd</sup> and Subsequent Offenses: <ul style="list-style-type: none"> <li>• 5 days in-school suspension or if the administration determines that the student being suspended poses such a danger to persons or property or such a disruption of the educational process the student shall be excluded from school during the period of suspension</li> <li>• parent or guardian notification</li> <li>• excluded from all co-curricular and extracurricular activities concurrent with suspension</li> <li>• potential police referral</li> <li>• may be recommended to Board of Education for expulsion of 30-180 school days</li> <li>• may be required to attend alternative educational program per Board policy and the expulsion requirement</li> <li>• may be excluded from all co-curricular and extracurricular activities concurrent with expulsion and may be <i>further</i> excluded from any or all co-curricular and extracurricular beyond the academic expulsion period per action of Board of Education</li> </ul>

\*Indicates an infraction that is cumulative with grade span; considered to be a serious offense that will be reported to the State Department of Education (ED166)

\*\*Failure to serve Saturday detention will result in two (2) Saturday detentions and up to one (1) in-school suspension.

Note: This chart provides a summary of policy / regulations pertaining to Board of Education policies and student handbook regulations. Please refer to the Board of Education Policy Manual for additional information.

	Behavior	Grades 9-12 Consequences
I.G.	<p><b>Bullying*:</b> Behavior intended to ridicule, humiliate or intimidate another student(s).</p> <p>(Policy #5090.3.6.1.1 Bullying and 5110.4 Suspension / Expulsion / Exclusion from School / School Activities)</p>	<p>1<sup>st</sup> and Subsequent Offenses:</p> <ul style="list-style-type: none"> <li>• 1 to 5 days in-school suspension and/or 1 to 5 days out-of-school suspension unless administration determines that the student being suspended poses such a danger to persons or property or such a disruption of the educational process the student shall be excluded from school during the entire period of suspension</li> <li>• parent notification</li> <li>• superintendent notification within 24 hours</li> <li>• excluded from all co-curricular and extracurricular activities concurrent with suspension</li> <li>• may be recommended to Board of Education for expulsion for 30-180 school days</li> <li>• may be required to attend alternative educational program per Board policy and the expulsion requirement</li> <li>• may be excluded from all co-curricular and extracurricular activities concurrent with expulsion and may be <i>further</i> excluded from any or all co-curricular and extracurricular activities beyond the academic expulsion period per action of Board of Education</li> <li>• potential police referral</li> </ul>
I.H.	<p><b>Sexual Harassment*</b></p> <p>(Policy #5120.4.2.4 Sexual Harassment Among Students and 5110.4 Suspension / Expulsion / Exclusion from School / School Activities)</p>	<p>1<sup>st</sup> and Subsequent Offenses:</p> <ul style="list-style-type: none"> <li>• 1 to 5 days in-school suspension and/or 1 to 5 days out-of-school suspension unless administration determines that the student being suspended poses such a danger to persons or property or such a disruption of the educational process the student shall be excluded from school during the entire period of suspension</li> <li>• parent notification</li> <li>• superintendent notification within 24 hours</li> <li>• excluded from all co-curricular and extracurricular activities concurrent with suspension</li> <li>• may be recommended to Board of Education for expulsion for 30-180 school days</li> <li>• may be required to attend alternative educational program per Board policy and the expulsion requirement</li> <li>• may be excluded from all co-curricular and extracurricular activities concurrent with expulsion and may be <i>further</i> excluded from any or all co-curricular and extracurricular activities beyond the academic expulsion period per action of Board of Education</li> <li>• potential police referral</li> </ul>

\*Indicates an infraction that is cumulative with grade span; considered to be a serious offense that will be reported to the State Department of Education (ED166)

\*\*Failure to serve Saturday detention will result in two (2) Saturday detentions and up to one (1) in-school suspension.

*Note: This chart provides a summary of policy / regulations pertaining to Board of Education policies and student handbook regulations. Please refer to the Board of Education Policy Manual for additional information.*











	Behavior	Grades 9-12 Consequences
I.N.	<p><b>SALE or DISTRIBUTION of Controlled Substances: Drugs, Alcohol, Inhalants, Performance-Enhancing Drugs</b></p> <p>(Policy #5090.7 Drug and Alcohol Use and Policy, Policy #5090.7.2 Performance- Enhancing Drugs, #5090.71. Inhalant Abuse and 5110.4 Suspension / Expulsion / Exclusion from School / School Activities)</p>	<p>1<sup>st</sup> and Subsequent Offenses:</p> <ul style="list-style-type: none"> <li>• 10 days out-of-school suspension under the supervision of his / her parent or guardian, pending expulsion hearing</li> <li>• parent or guardian notification</li> <li>• superintendent notification within 24 hours</li> <li>• excluded from all co-curricular and extracurricular activities concurrent with suspension</li> <li>• mandatory expulsion, with administrative recommendation to the Board of Education for 30-180 school days</li> <li>• attend alternative educational program per Board policy and the expulsion requirement</li> <li>• excluded from all co-curricular and extracurricular activities concurrent with expulsion and may be <i>further</i> excluded from any or all co-curricular and extracurricular activities beyond the academic expulsion period per action of Board of Education</li> <li>• must participate, along with parent or guardian, in an administration-specified substance abuse counseling / family education program(s), in cooperation with Madison Youth Services, prior to re-entry to school</li> <li>• police referral</li> </ul>
I.O.	<p><b>Arson*</b></p> <p>(Policy #5090.1.4 Student Misconduct in Schools and 5110.4 Suspension / Expulsion / Exclusion from School / School Activities)</p>	<p>1<sup>st</sup> and Subsequent Offenses:</p> <ul style="list-style-type: none"> <li>• 10 days out-of-school suspension under the supervision of his / her parent or guardian</li> <li>• parent or guardian notification</li> <li>• superintendent notification within 24 hours</li> <li>• excluded from all co-curricular and extracurricular activities concurrent with suspension</li> <li>• recommended to Board of Education for expulsion for 30-180 school days</li> <li>• attend alternative educational program per Board policy and the expulsion requirement</li> <li>• excluded from all co-curricular and extracurricular activities concurrent with expulsion and may be <i>further</i> excluded from any or all co-curricular and extracurricular activities beyond the academic expulsion period per action of Board of Education</li> <li>• police / fire referral</li> </ul>

\*Indicates an infraction that is cumulative with grade span; considered to be a serious offense that will be reported to the State Department of Education (ED166)

\*\*Failure to serve Saturday detention will result in two (2) Saturday detentions and up to one (1) in-school suspension.


Note: This chart provides a summary of policy / regulations pertaining to Board of Education policies and student handbook regulations. Please refer to the Board of Education Policy Manual for additional information.

	Behavior	Grades 9-12 Consequences
I.P.	<b>Weapon Possession and/ or Facsimile or Replica (including fireworks)*</b>  (Policy #5090.8 Weapons and Dangerous Instruments and 5110.4 Suspension / Expulsion / Exclusion from School / School Activities)	1 <sup>st</sup> and Subsequent Offenses: <ul style="list-style-type: none"> <li>• 10 days out-of-school suspension under the supervision of his / her parent or guardian, pending expulsion hearing</li> <li>• parent or guardian notification</li> <li>• superintendent notification within 24 hours</li> <li>• excluded from all co-curricular and extracurricular activities concurrent with suspension</li> <li>• mandatory expulsion, with administrative recommendation to the Board of Education for 30-180 school days</li> <li>• attend alternative educational program per Board policy and the expulsion requirement</li> <li>• excluded from all co-curricular and extracurricular activities concurrent with expulsion and may be <i>further</i> excluded from any or all co-curricular and extracurricular activities beyond the academic expulsion period per action of Board of Education</li> <li>• police referral</li> </ul>
I.Q.	<b>Hate Crimes*</b>	1 <sup>st</sup> and Subsequent Offenses: <ul style="list-style-type: none"> <li>• 10 days out-of-school suspension under the supervision of his / her parent or guardian, pending expulsion hearing</li> <li>• parent or guardian notification</li> <li>• superintendent notification within 24 hours</li> <li>• excluded from all co-curricular and extracurricular activities concurrent with suspension</li> <li>• <u>required to participate in programming focusing on teaching respect and tolerance for social diversity in conjunction with Madison Youth Services.</u></li> <li>• may be recommended to the Board of Education for an expulsion hearing</li> <li>• potential police referral</li> </ul>
I.R.	<b>Other Serious Misconduct as Determined By School Administrator</b>  (Policy #5110.4 Suspension / Expulsion / Exclusion from School / School Activities)	<ul style="list-style-type: none"> <li>• consequences to be determined on case by case basis and may lead to in-school suspension or if the administration determines that the student being suspended poses such a danger to persons or property or such a disruption of the educational process the student shall be excluded from school during the period of suspension</li> <li>• consequences to be determined on a case by case basis and may lead to out-of-school suspension and expulsion</li> <li>• parent or guardian notification</li> <li>• potential police referral</li> </ul>

\*Indicates an infraction that is cumulative with grade span; considered to be a serious offense that will be reported to the State Department of Education (ED166)

\*\*Failure to serve Saturday detention will result in two (2) Saturday detentions and up to one (1) in-school suspension.

Note: This chart provides a summary of policy / regulations pertaining to Board of Education policies and student handbook regulations. Please refer to the Board of Education Policy Manual for additional information.

		
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\*Indicates an infraction that is cumulative with grade span; considered to be a serious offense that will be reported to the State Department of Education (ED166)

\*\*Failure to serve Saturday detention will result in two (2) Saturday detentions and up to one (1) in-school suspension.

*Note: This chart provides a summary of policy / regulations pertaining to Board of Education policies and student handbook regulations. Please refer to the Board of Education Policy Manual for additional information.*

**DANIEL HAND HIGH SCHOOL**  
**CODE OF CONDUCT**

***SECTION II:***

***Infractions or behaviors  
that demonstrate a lack  
of honesty, respect, and  
courtesy toward  
individuals in the school  
community***

## **SECTION II – INFRACTIONS OR BEHAVIORS THAT DEMONSTRATE A LACK OF HONESTY, RESPECT AND COURTESY TOWARD INDIVIDUALS IN THE SCHOOL COMMUNITY**

### **II. A. STUDENT DRESS CODE VIOLATION**

School is an environment where learning is paramount and student dress should reflect this expectation. Therefore, students are expected to dress in a manner that is suitable for a school environment. Furthermore, students should dress within reasonable limits so that their clothing does not jeopardize the health or safety of the wearers or others, or cause distraction or disruption of the educational process as determined by the school administration. Clothing advertising drugs or alcohol is inappropriate for school wear. Footwear and shirts must be worn at all times. Clothing should be neat and clean. School staff will not allow the wearing of hats in the school building. Any student dressed inappropriately will not be admitted to class; he / she will be assigned to in-school suspension until such time as appropriate clothing is obtained, thus losing valuable instructional time.

### **II. B. ACADEMIC INTEGRITY: CHEATING**

Achieving and maintaining academic integrity is a student's responsibility; thus all students are expected to meet the district's high standards in scholarship and personal integrity. Specifically, students are expected to refrain from *cheating* to gain an unfair advantage on tests, quizzes, or academic assignments through dishonest methods. *Cheating* is defined as "sharing" student work that should be individually produced; using crib notes during assessments; sharing information about an assessment with students who have not completed the assessment; obtaining or passing unauthorized copies of or information about tests, quizzes, or other course assignments; stealing or unauthorized copying of another student's answers, homework, notes, or course materials. For high school students, violations of this policy could have an impact on candidacy for the National Honor Society, academic scholarships and awards, as well as college recommendation letters.

### **II. C. ACADEMIC INTEGRITY: PLAGIARISM**

Academic integrity is a student's responsibility; therefore, all students are expected to meet the district's high standards in scholarship without plagiarizing the work of others. *Plagiarism* is defined as intentionally or unintentionally presenting another's work as your own; using direct quotes, paraphrases and specific ideas of another person without explicit citation; obtaining and submitting work from the Internet as your own; supplying / selling your work to another; inventing / counterfeiting sources; purchasing or copying pre-written papers, etc. For high school students, violations of this policy could have an impact on candidacy for the National Honor Society, academic scholarships and awards, as well as college recommendation letters.

### **II. D. REFUSAL TO ADHERE TO A STAFF MEMBER DIRECTIVE: Open Defiance of a Teacher or Any School Employee**

Madison teachers, administrators, and support services staff are highly trained educators who work each day to provide a safe and orderly school environment conducive to maximum learning. When a student is given a specific directive by a staff member or an administrator, the student is expected to respond in a positive and respectful manner. Thus, a student's refusing to adhere to a staff member's directive and showing open defiance toward a teacher, administrator, or any school employee will suffer disciplinary consequences.

### **II. E. OBSCENE, VULGAR, ABUSIVE, INFLAMMATORY, OR DISRESPECTFUL LANGUAGE, GESTURE OR BEHAVIOR: Directed Toward Any Staff Member of Student**

All students are expected to interact with staff members in a productive, positive manner at all times. Therefore, verbal or gestural abuse toward a staff member will not be tolerated under any circumstances. Students who exhibit such behaviors will be subject to disciplinary consequences.

**II. F. INAPPROPRIATE BEHAVIOR: Minor Breaches of Student Conduct Not Covered Explicitly in Conduct Behaviors in Section II**

When a student's inappropriate behavior interferes with the teacher's or school's ability to provide education in a safe environment, the unacceptable behavior will result in disciplinary action. Inappropriate behavior is defined as any behavior that prevents teachers from teaching, students from learning, or individuals from feeling safe and free from harassment and or persecution. Inappropriate behaviors include, but are not limited to, behaviors such as reckless running, mocking, teasing, "horseplay," or any behavior that interferes with learning or student safety and well-being.

**II. G. RACIAL OR OTHER DISCRIMINATORY SLURS**

School is an environment in which all students have the right to feel safe and free from harassing or intimidating remarks. Unwelcome speech or conduct of an offensive or hostile nature based on an individual's race, color, national origin, sexual orientation, disability or religion is prohibited. Any type of racial or other discriminatory slur, regardless of the intent of the speaker, is unacceptable at school, on the school bus, and / or at school-sponsored activities. Such language and / or behavior will be seriously dealt with including referral to local law enforcement officials.

**II. H. STUDENT WALKOUTS**

Students are expected to behave responsibly and respectfully at all times. Students should obey the rules that govern students' rights of expression regarding issues in the school setting. Therefore, students are discouraged from organizing and / or participating in "walkouts" intended to be disruptive to the educational process. Students' concerns, interests, and needs regarding issues should be directed to the appropriate staff member or school administration so that resolution to said issues can be sought. Students failing to adhere to these expectations shall be subject to disciplinary consequences.

**II. I. POSTING OR DISTRIBUTING LIBELOUS, OBSCENE, OR DEFAMATORY MATERIALS OR LITERATURE**

Students are encouraged to exercise their constitutional right of free speech; however, students must recognize that freedom of speech does not constitute license to interfere with the orderly operation of the school. Therefore, students are expected to respect the dignity, rights, and written expression of others and avoid posting or distributing libelous, obscene, or defamatory materials or literature in the school, on the school bus, or at any school-sponsored activity. Students who violate this policy are subject to disciplinary consequences.

**II. J. OTHER SERIOUS MISCONDUCT AS DETERMINED BY SCHOOL ADMINISTRATOR**

In unusual situations, where the student behavior or the infraction is not explicitly included in the list above, the school administration reserves the right to administer consequences including detention, in-school suspension, out-of-school suspension, exclusion from co-curricular and / or extracurricular activities, and expulsion per Board policy.

**Section II:**  
**Infractions that demonstrate a lack of honesty, respect, and courtesy toward individuals in the school community**

	<b>Behavior</b>	<b>Grades 9-12 Consequences</b>
<b>II.A.</b>	<p><b>Student Dress Code Violation</b></p> <p>(Policy # 5090.3.1 Student Dress and 5110.4 Suspension / Expulsion / Exclusion from School / School Activities)</p>	<p>1<sup>st</sup> Offense:</p> <ul style="list-style-type: none"> <li>• disciplinary conference with administrator</li> <li>• change of inappropriate clothes</li> </ul> <p>2<sup>nd</sup> and Subsequent Offenses:</p> <ul style="list-style-type: none"> <li>• change of inappropriate clothes</li> <li>• up to 1 day in-school suspension</li> <li>• parent or guardian notification</li> <li>• excluded from all co-curricular and extracurricular activities concurrent with suspension</li> </ul>
<b>II.B.</b>	<p><b>Academic Integrity: Cheating</b></p> <p>(Policy #5090.1.4 Student Misconduct in Schools and 5110.4 Suspension / Expulsion / Exclusion from School / School Activities)</p>	<p>1<sup>st</sup> Offense:</p> <ul style="list-style-type: none"> <li>• student receives zero on assignment</li> <li>• student will not be permitted to make-up the assignment</li> <li>• parent or guardian, counselor, and administration are informed of the student infraction by the teacher</li> </ul> <p>2<sup>nd</sup> and Subsequent Offenses:</p> <ul style="list-style-type: none"> <li>• consequences from 1<sup>st</sup> offense AND students may be subject to disciplinary action, up to and including in-school suspension</li> </ul>
<b>II.C.</b>	<p><b>Academic Integrity: Plagiarism</b></p> <p>(Policy #5090.1.4 Student Misconduct in Schools and 5110.4 Suspension / Expulsion / Exclusion from School / School Activities)</p>	<p>1<sup>st</sup> Offense:</p> <ul style="list-style-type: none"> <li>• student receives zero on assignment</li> <li>• student will not be permitted to make-up the assignment</li> <li>• parent or guardian, counselor, and administration are informed of the student infraction by the teacher</li> </ul> <p>2<sup>nd</sup> and Subsequent Offenses:</p> <ul style="list-style-type: none"> <li>• consequences from 1<sup>st</sup> offense AND students may be subject to disciplinary action, up to and including in-school suspension</li> </ul>
<b>II.D.</b>	<p><b>Refusal to Adhere to Staff Member Directive; Open Defiance of a Teacher or Any School Employee</b></p> <p>(Policy #5090.1.4 Student Misconduct in Schools and 5110.4 Suspension / Expulsion / Exclusion from School / School Activities)</p>	<p>1<sup>st</sup> and Subsequent Offenses:</p> <ul style="list-style-type: none"> <li>• detention or up to 1 to 5 days in-school suspension and/or 1 to 5 days out-of-school suspension unless administration determines that the student being suspended poses such a danger to persons or property or such a disruption of the educational process the student shall be excluded from school during the entire period of suspension</li> <li>• parent or guardian notification</li> <li>• excluded from all co-curricular and extracurricular activities concurrent with suspension</li> </ul>

*Note: This chart provides a summary of policy / regulations pertaining to Board of Education policies and student handbook regulations. Please refer to the Board of Education Policy Manual for additional information.*

	<b>Behavior</b>	<b>Grades 9-12 Consequences</b>
<b>II.E.</b>	<p><b>Obscene, Vulgar, Abusive, Inflammatory or Disrespectful Language, Gestures, or Behavior Directed Toward Any Staff Member or Student</b></p> <p>(Policy #5090.1.4 Student Misconduct in Schools and 5110.4 Suspension / Expulsion / Exclusion from School / School Activities)</p>	<p>1<sup>st</sup> Offense:</p> <ul style="list-style-type: none"> <li>• up to 3 days in-school suspension</li> <li>• parent or guardian notification</li> <li>• excluded from all co-curricular and extracurricular activities concurrent with suspension</li> </ul> <p>2<sup>nd</sup> and Subsequent Offenses:</p> <ul style="list-style-type: none"> <li>• up to 5 days in-school suspension or if the administration determines that the student being suspended poses such a danger to persons or property or such a disruption of the educational process the student shall be excluded from school during the period of suspension</li> <li>• parent or guardian notification</li> <li>• excluded from all co-curricular and extracurricular activities concurrent with suspension</li> </ul>
<b>II.F.</b>	<p><b>Inappropriate Behavior: Minor Breaches of Student Conduct Not Covered Explicitly in Conduct Behaviors in Section II</b></p> <p>(Policy #5090.1.4 Student Misconduct in Schools and 5110.4 Suspension / Expulsion / Exclusion from School / School Activities)</p>	<p>1<sup>st</sup> Offense:</p> <ul style="list-style-type: none"> <li>• assigned detention by school administrator</li> <li>• parent or guardian notification</li> </ul> <p>2<sup>nd</sup> and Subsequent Offenses:</p> <ul style="list-style-type: none"> <li>• up 1 to 5 days in-school suspension and/or 1 to 5 days out-of-school suspension unless administration determines that the student being suspended poses such a danger to persons or property or such a disruption of the educational process the student shall be excluded from school during the entire period of suspension</li> <li>• parent or guardian notification</li> <li>• excluded from all co-curricular and extracurricular activities concurrent with suspension</li> </ul>
<b>II.G.</b>	<p><b>Racial or Other Discriminatory Slurs</b></p> <p>(Policy #5120.4.2.7 Racial Harassment of Students and 5110.4 Suspension / Expulsion / Exclusion from School / School Activities)</p>	<p>1<sup>st</sup> Offense:</p> <ul style="list-style-type: none"> <li>• 3-5 days in-school suspension</li> <li>• parent or guardian notification</li> <li>• superintendent notification within 24 hours</li> <li>• excluded from all co-curricular and extracurricular activities concurrent with suspension</li> </ul> <p>2<sup>nd</sup> and Subsequent Offenses:</p> <ul style="list-style-type: none"> <li>• 5 days out-of-school suspension under the supervision of his / her parent or guardian</li> <li>• parent or guardian notification</li> <li>• superintendent notification within 24 hours</li> <li>• excluded from all co-curricular and extracurricular activities concurrent with suspension</li> <li>• potential police referral</li> </ul>

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	<b>Behavior</b>	<b>Grades 9-12 Consequences</b>
<b>II.H.</b>	<p><b>Student Walkouts</b></p> <p>(Policy #5090.4.2 Freedom of Speech / Written and Oral Expression and 5110.4 Suspension / Expulsion / Exclusion from School / School Activities)</p>	<p>1<sup>st</sup> and Subsequent Offenses:</p> <ul style="list-style-type: none"> <li>• up to 5 days in-school suspension as assigned by the school administrator</li> <li>• parent or guardian notification</li> <li>• superintendent notification within 24 hours</li> <li>• excluded from all co-curricular and extracurricular activities concurrent with suspension</li> </ul>
<b>II.I.</b>	<p><b>Posting or Distributing Libelous, Obscene, or Defamatory Materials or Literature</b></p> <p>(Policy #5090.4.1 Underground Publications, 5090.4.2 Freedom of Speech / Written and Oral Expression and 5110.4 Suspension / Expulsion / Exclusion from School / School Activities)</p>	<p>1<sup>st</sup> and Subsequent Offenses:</p> <ul style="list-style-type: none"> <li>• up to 5 days in-school suspension</li> <li>• parent or guardian notification</li> <li>• excluded from all co-curricular and extracurricular activities concurrent with suspension</li> </ul>
<b>II.J.</b>	<p><b>Other Serious Misconduct as Determined By School Administrator</b></p> <p>(Policy #5090.1.4 Student Misconduct in Schools and 5110.4 Suspension / Expulsion / Exclusion from School / School Activities)</p>	<ul style="list-style-type: none"> <li>• Consequences to be determined on case by case basis and may lead to in-school suspension or if the administration determines that the student being suspended poses such a danger to persons or property or such a disruption of the educational process the student shall be excluded from school during the period of suspension</li> <li>• consequences to be determined on a case by case basis and may lead to out-of-school suspension and expulsion</li> <li>• parent or guardian notification</li> <li>• potential police referral</li> </ul>

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**DANIEL HAND HIGH SCHOOL**  
**CODE OF CONDUCT**

***SECTION III:***

***Infractions or behaviors that  
demonstrate a lack of respect for  
personal and public property and  
possessions***

### **SECTION III – INFRACTIONS OR BEHAVIORS THAT DEMONSTRATE A LACK OF RESPECT FOR PERSONAL AND PUBLIC PROPERTY OR POSSESSIONS**

#### **III. A. INAPPROPRIATE USE SCHOOL TECHNOLOGY**

Computers, computer systems, software, electronic access privileges, and networks for to enhance the learning environment are provided in the schools for educational purposes. Along with access to these technologies comes the responsibility for students to use them in a legal and appropriate manner. Thus, electronic communications systems which include, but are not limited to, the computers, computer systems, software, electronic access privileges, and networks are to be used only for those activities directly related to teaching, learning, and / or management of educational records and data. The equipment, infrastructure, and software are not to be used for personal gain by any student. All users are hereby made aware that all information on the school computers, computer systems, software, electronic access privileges, and networks is in the public domain, unless specifically protected by the Connecticut Freedom of Information Act.

The Madison Board of Education reserves the right to bypass any or all individual or group passwords to determine the activity on any or all of the computers, computer systems, software, electronic access privileges, and networks. Use of the computers, computer systems, software, electronic access privileges, and networks is restricted to those students who have signed the Madison Public Schools' Acceptable Use Policy. In the case of minors, the Madison Public Schools' Acceptable Use Policy must also be signed by the minor's parent or guardian. School administrators will make final determination as to what constitutes acceptable use within the meaning of regulations and the penalties for violators. Violators will be held liable for all costs incurred for intentional damage to the communications system.

#### **III. B. INAPPROPRIATE USE OF TECHNOLOGY IN EXTENDED SCHOOL COMMUNITY (Cyber bullying)**

—————“Cyber bullying” and / or inappropriate use of technology in the extended school community and in a student’s home may be considered “illegal or inappropriate use of the Internet.” School administrators will not routinely investigate these infractions; however, all cases of documented “cyber bullying” presented to school administrators by a student, a student’s parent / guardian, or a staff member will be referred the local law enforcement officials for investigation and potential criminal charges. Additionally, discipline for off-campus speech (including that on the Internet) is permitted in cases where a student has threatened school staff or other students; prediction of disruption must give reasonable cause, thus justifying disciplinary consequences.

#### **III. C. MISCONDUCT OUT OF SCHOOL / CONDUCT LEADING TO A FELONY ARREST OR CLASS A MISDEMEANOR / ADJUDICATION AS A DELINQUENT OR YOUTHFUL OFFENDER**

Students are subject to discipline, up to and including suspension and expulsion, for misconduct even if such misconduct occurs off school property and during non-school time. Examples of such out-of-school misconduct that may result in disciplinary consequences include, but are not limited to, the use, possession, sale or distribution of dangerous weapons; the use, possession, sale or distribution of illegal drugs / controlled substances, including performance-enhancing substances, or violent conduct.

Discipline may result whether the incident was initiated in the school or on school grounds; occurred or was initiated on off-school ground and during non-school time; and, if after the occurrence, there was a reasonable cause to conclude that return of the student would contribute to a disruptive affect on the school’s educational process by threatening the school’s orderly operation, the safety of the school property, or the welfare of the persons who work or study there.

When a student between the ages of seven and twenty-one is arrested for a felony or a Class A misdemeanor, the municipal police department or division of the state police that made the arrest must orally notify the superintendent of schools of the district where the student attends school not later than the

end of the weekday following the arrest, with written notification to follow within seventy-two hours of the arrest. The superintendent may disclose the information to the principal of the school that the student attends. The principal may in turn disclose it to special services staff members for the purposes of assessing the risk of danger posed by the student to himself or herself, to other students, or to the staff. School district personnel must conclude any such assessment not later than the next school day following the notification. Connecticut law also provides procedures for coordination between the school superintendent and the courts in matters of probation and school attendance.

### **III. D. FALSIFYING SIGNATURES, EXCUSES OR OTHER SCHOOL DOCUMENTS, OR ANY DELIBERATE STATEMENT WHETHER WRITTEN OR STATED**

Students are expected to cooperate with school officials and staff in regard to requests for a parent / guardian signature for approval / permission for a specific activity, field trip, athletic registration form, attendance form, health forms, permission release forms, or any other similar form that requires a signature. In the event that a student is found to have falsified a signature, an attendance excuse or other school documents, or has made any deliberate false statement, whether written or stated, to gain access to a student privilege or activity, school administrators will apply appropriate disciplinary consequences.

### **III. E. GRAFFITI**

Students are expected to demonstrate at all times that they have respect for other people in the school community and for school property. The willful defacing of property under the jurisdiction of the Board of Education shall be classified as *graffiti*, and students involved are subject to disciplinary action and/or prosecution. Any student discovered to have engaged in *graffiti* of school property will make full financial restitution for repair or replacement. The parent/guardian of a minor child responsible for graffiti will be held liable for damages under the provisions of Connecticut State law. Damaged property paid for by the student remains the property of the school.

### **III. F. VANDALISM**

The care and maintenance of the school facility is a major responsibility of the total school community. The avoidance of thoughtless littering and vandalism requires everyone's cooperation. Therefore, the willful destruction, defacing, or otherwise injuring of property under the jurisdiction of the Board of Education shall be classified as *vandalism*, and students involved are subject to disciplinary action and/or prosecution. Any student discovered to have committed an act of vandalism of school property will make full financial restitution for repair or replacement. The parent/guardian of a minor child responsible for vandalism will be held liable for damages under the provisions of Connecticut State law. Damaged property paid for by the student remains the property of the school. Any group or school organization responsible for an act of vandalism will be held liable for damages.

### **III. G. TAMPERING WITH SCHOOL RECORDS**

Students are expressly prohibited from tampering with school records, including but not limited to, student permanent records, student non-permanent records, teachers' records, electronic grade book records, etc. Students who violate this policy shall be subject to disciplinary act by the school administration.

### **III. H. THEFT OR POSSESSION OF STOLEN GOODS**

Students should expect to be able to attend school without fear of their personal possessions being stolen. Stealing another person's possessions is illegal out of school and also illegal in school. School administration strongly encourages students to keep expensive items (personal music devices, laptops, etc) at home. A student involved in criminal theft or possession of stolen goods shall receive disciplinary consequences.

### **III. I. PERSONAL ENDANGERMENT**

Students should expect to be able to attend school in a safe learning environment free from the personal endangerment to self or others. Therefore, students are expected to avoid exhibiting behavior that could be classified as an act of criminal mischief and / or endangerment. Students who violate this policy will face disciplinary consequences.

### **III. J. BORROWING, TAKING, OR RECEIVING ANY ITEM (INCLUDING MONEY) BY FORCE, THREAT, OR INTIMIDATION**

Students should refrain from borrowing, taking, or receiving any item (including money) by force, threat, or intimidation of another student. Such behavior will not be tolerated and will result in disciplinary consequences.

### **III. K. OTHER SERIOUS MISCONDUCT IN SECTION III AS DETERMINED BY SCHOOL ADMINISTRATOR**

In unusual situations, where the student behavior or the infraction is not explicitly included in the list above, the school administration reserves the right to administer consequences including detention, in-school suspension, out-of-school suspension, exclusion from co-curricular and / or extracurricular activities, and expulsion per Board policy.



	Behavior	Grades 9-12 Consequences
III.D.	<p><b>Falsifying Signatures, Excuses or Other School Documents, or Any Deliberate Statement Whether Written or Stated</b></p> <p>(Policy #5090.1.4 Student Misconduct in Schools and 5110.4 Suspension / Expulsion / Exclusion from School / School Activities)</p>	<p>1<sup>st</sup> Offense:</p> <ul style="list-style-type: none"> <li>• parent notification by teacher</li> <li>• 4-hour Saturday detention* assigned by administrator</li> </ul> <p>2<sup>nd</sup> and Subsequent Offenses:</p> <ul style="list-style-type: none"> <li>• 2 days in-school suspension</li> <li>• parent or guardian notification</li> <li>• excluded from all co-curricular and extracurricular activities concurrent with suspension</li> </ul>

\*Failure to Serve Saturday detention will result in two (2) Saturday detentions up to one (1) in-school suspension

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	Behavior	Grades 9-12 Consequences
III.G.	<p><b>Tampering with School Records</b></p> <p>(Policy #5090.1.4 Student Misconduct in Schools and 5110.4 Suspension / Expulsion / Exclusion from School / School Activities)</p>	<p>1<sup>st</sup> and Subsequent Offenses:</p> <ul style="list-style-type: none"> <li>• up to 1 to 5 days in-school suspension and/or 1 to 5 days out-of-school suspension unless administration determines that the student being suspended poses such a danger to persons or property or such a disruption of the educational process the student shall be excluded from school during the entire period of suspension</li> <li>• parent or guardian notification</li> <li>• superintendent notification within 24 hours</li> <li>• excluded from all co-curricular and extracurricular activities concurrent with suspension</li> <li>• may be recommended to Board of Education for expulsion of 30-180 school days</li> <li>• may be required to attend alternative educational program per Board policy and the expulsion decision</li> <li>• excluded from all co-curricular and extracurricular activities concurrent with expulsion and may be <i>further</i> excluded from any or all co-curricular and extracurricular activities beyond the academic expulsion period per action of Board of Education</li> <li>• police referral</li> </ul>
III.H.	<p><b>Theft or Possession of Stolen Goods</b></p> <p>(Policy #5110.4 Suspension / Expulsion / Exclusion from School / School Activities)</p>	<p>1<sup>st</sup> and Subsequent Offenses:</p> <ul style="list-style-type: none"> <li>• up to 1 to 5 days in-school suspension and/or 1 to 5 days out-of-school suspension unless administration determines that the student being suspended poses such a danger to persons or property or such a disruption of the educational process the student shall be excluded from school during the entire period of suspension</li> <li>• parent or guardian notification</li> <li>• superintendent notification within 24 hours</li> <li>• excluded from all co-curricular and extracurricular activities concurrent with suspension</li> <li>• may be required to attend alternative educational program per Board policy and the expulsion decision</li> <li>• excluded from all co-curricular and extracurricular activities concurrent with expulsion and may be <i>further</i> excluded from any or all co-curricular and extracurricular activities beyond the academic expulsion period per action of Board of Education</li> <li>• potential police referral</li> </ul>

Note: This chart provides a summary of policy / regulations pertaining to Board of Education policies and student handbook regulations. Please refer to the student handbook and the Board of Education policy manual or policy manual supplement for additional information.

	<u>Behavior</u>	<u>Grades 9-12 Consequences</u>
<b>III.I.</b>	<p><b><u>Personal Endangerment</u></b></p> <p>(Policy #5090.1.4 Student Misconduct in Schools and 5110.4 Suspension / Expulsion / Exclusion from School / School Activities)</p>	<p>1st and Subsequent Offenses:</p> <ul style="list-style-type: none"> <li>• <u>up to 1 to 5 days in-school suspension and/or 1 to 5 days out-of-school suspension unless administration determines that the student being suspended poses such a danger to persons or property or such a disruption of the educational process the student shall be excluded from school during the entire period of suspension</u></li> <li>• <u>parent or guardian notification</u></li> <li>• <u>superintendent notification within 24 hours</u></li> <li>• <u>excluded from all co-curricular and extracurricular activities concurrent with suspension</u></li> <li>• <u>restitution required</u></li> <li>• <u>may be recommended to Board of Education for expulsion of 30-180 school days</u></li> <li>• <u>may be required to attend alternative educational program per Board policy and the expulsion decision</u></li> <li>• <u>excluded from all co-curricular and extracurricular activities concurrent with expulsion and may be further excluded from any or all co-curricular and extracurricular activities beyond the academic expulsion period per action of Board of Education</u></li> <li>• <u>police referral</u></li> </ul>
<b>III.J.</b>	<p><b><u>Borrowing, Taking, or Receiving Any Item (including money) by force, threat, or intimidation.</u></b></p>	<p>1st Offense:</p> <ul style="list-style-type: none"> <li>• <u>up to 5 days in-school suspension or if the administration determines that the student being suspended poses such a danger to persons or property or such a disruption of the educational process the student shall be excluded from school during the period of suspension</u></li> <li>• <u>parent or guardian notification</u></li> <li>• <u>excluded from all co-curricular and extracurricular activities concurrent with suspension</u></li> <li>• <u>restitution required</u></li> </ul> <p>2nd and Subsequent Offenses:</p> <ul style="list-style-type: none"> <li>• <u>5 to 10 days out-of-school suspension under the supervision of his / her parent or guardian</u></li> <li>• <u>parent or guardian notification</u></li> <li>• <u>excluded from all co-curricular and extracurricular activities concurrent with suspension</u></li> <li>• <u>restitution required</u></li> <li>• <u>may be recommended to Board of Education for expulsion of 30-180 school days</u></li> <li>• <u>may be required to attend alternative educational program per Board policy and the expulsion decision</u></li> <li>• <u>excluded from all co-curricular and extracurricular activities concurrent with expulsion and may be further excluded from any or all co-curricular and extracurricular activities beyond the academic expulsion period per action of Board of Education</u></li> <li>• <u>police referral</u></li> </ul>

*Note: This chart provides a summary of policy / regulations pertaining to Board of Education policies and student handbook regulations. Please refer to the student handbook and the Board of Education policy manual or policy manual supplement for additional information.*

	Behavior	Grades 9-12 Consequences
III.I.	<b>Personal Endangerment</b>  (Policy #5090.1.4 Student Misconduct in Schools and 5110.4 Suspension / Expulsion / Exclusion from School / School Activities)	<b>1<sup>st</sup> and Subsequent Offenses:</b> <ul style="list-style-type: none"> <li>up to 1 to 5 days in school suspension and/or 1 to 5 days out of school suspension unless administration determines that the student being suspended poses such a danger to persons or property or such a disruption of the educational process the student shall be excluded from school during the entire period of suspension</li> <li>parent or guardian notification</li> <li>superintendent notification within 24 hours</li> <li>excluded from all co-curricular and extracurricular activities concurrent with suspension</li> <li>restitution required</li> <li>may be recommended to Board of Education for expulsion of 30-180 school days</li> <li>may be required to attend alternative educational program per Board policy and the expulsion decision</li> <li>excluded from all co-curricular and extracurricular activities concurrent with expulsion and may be further excluded from any or all co-curricular and extracurricular activities beyond the academic expulsion period per action of Board of Education</li> <li>police referral</li> </ul>

**III.J. Borrowing, Taking, or Receiving Any Item (including money) by force, threat, or intimidation.**

	Behavior	Grades 9-12 Consequences
III.K.	<b>Other Serious Misconduct in Section III as Determined By School Administrator</b>  (Policy #5110.4 Suspension / Expulsion / Exclusion from School / School Activities)	<ul style="list-style-type: none"> <li>consequences to be determined on case by case basis and may lead to in-school suspension or if the administration determines that the student being suspended poses such a danger to persons or property or such a disruption of the educational process the student shall be excluded from school during the period of suspension</li> <li>consequences to be determined on a case by case basis and may lead to out-of-school suspension and expulsion</li> <li>parent or guardian notification potential police referral</li> </ul>

up to 5 days in school suspension or if the administration determines

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- parent or guardian notificati on
- excluded from all co-curricular and extracurricular activities concurren t with suspensio n
- restitution required

2<sup>nd</sup> and  
Subsequent  
Offenses:  
5 to 10 days out-  
of-school  
suspension under  
the supervision of  
his / her parent or  
guardian

- parent or guardian

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notification

- excluded from all co-curricular and extracurricular activities concurrent with suspension
- restitution required
- may be recommended to Board of Education for expulsion of 30-180 school days
- may be required to attend alternative educational program per Board policy and the expulsion decision
- excluded from all co-curricular and extracurricular activities concurrent with expulsion and may be further excluded from any or all co-curricular and

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<p>extracurricular activities beyond the academic expulsion period per action of Board of Education</p> <ul style="list-style-type: none"> <li>• police referral</li> </ul>		
<p><b>III.K.</b></p>	<p><b>Other Serious Misconduct in Section III as Determined By School Administrator</b></p> <p>(Policy #5110.4 Suspension / Expulsion / Exclusion from School / School Activities)</p>	<ul style="list-style-type: none"> <li>• consequences to be determined on case by case basis and may lead to in-school suspension or if the administration determines that the student being suspended poses such a danger to persons or property or such a disruption of the educational process the student shall be excluded from school during the period of suspension</li> <li>• consequences to be determined on a case by case basis and may lead to out-of-school suspension and expulsion</li> <li>• parent or guardian notification</li> <li>• potential police referral</li> </ul>

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# **DANIEL HAND HIGH SCHOOL CODE OF CONDUCT**

## ***SECTION IV:***

***Infractions and behaviors that  
demonstrate a lack of  
respect for maintaining  
an orderly teaching and  
learning environment***

## **SECTION IV – INFRACTIONS AND BEHAVIORS THAT DEMONSTRATE A LACK OF RESPECT FOR MAINTAINING AN ORDERLY TEACHING AND LEARNING ENVIRONMENT**

### **IV. A. TRESPASSING AND VIOLATIONS OF OUT-OF-SCHOOL SUSPENSIONS**

Unauthorized presence on the school premises while school is not in session is considered trespassing. Students and their friends are not to be on the school premises without permission after regular school hours or scheduled activities in which they are participating. Unsupervised after-school activities are not allowed in the gymnasium or any other area in the school. Additionally, students are not allowed on school grounds or to attend school-sponsored activities while serving a suspension or expulsion without permission from the school administrator. School administrators will respond to acts of trespassing, whether intended as a prank, an act of vandalism, or students just “hanging out,” with disciplinary consequences. Additionally, students in violation of this policy will be removed from the premises and shall be subject to referral to the local law enforcement officials.

### **IV. B. TRUANCY: UNAUTHORIZED ABSENCE FROM SCHOOL**

Parents, guardians, or other persons having control of children between the ages of five and eighteen must assure that their children attend school “regularly during the hours and terms the public school in the district wherein such student resides is in session” per Connecticut General Statutes. Students under eighteen years of age are subject to mandatory attendance laws, unless their parent or guardian consents to their withdrawal. Statute defines “truant” as a student who has *four* unexcused absences in a month or *ten* unexcused absences in a year. Failure to comply with the requirements that children attend the public schools is a violation of law, unless the parent provides alternative instruction by enrolling the student in a private school or in a home school program *after withdrawing* the student from the public school if the student has been enrolled. Failure to comply with this policy will result in consequences.

### **IV. C. BRINGING UNAUTHORIZED VISITORS TO SCHOOL DURING THE SCHOOL DAY**

All visitors must check in at the school’s administrative office upon entering the building. Students are generally not allowed to have guests. On rare occasions, if an exception is made, permission must be obtained from the school administrator no less than three (3) days in advance of the scheduled visit. The school administrator reserves the right to restrict the number of visitors at any time during the school day or the school year.

### **IV. D. DINING AND ASSEMBLY HALL MISCONDUCT**

The dining and assembly hall is perhaps one of the busiest areas within a school. A high quality of service and cleanliness can only be maintained with the cooperation of all students in order to ensure a safe and secure environment. Therefore, students are expected to adhere to the following behavioral guidelines:

- eat their lunches exclusively in the designated cafeteria areas
- clean their table areas after eating
- remain in the cafeteria / dining hall until the end of the lunch period
- keep all food and / or beverages within the cafeteria area unless other arrangements have been approved teachers or administrators
- deposit trays, utensils and trash in appropriate collection areas
- address staff, teachers and fellow students courteously
- sit appropriately at tables without overcrowding (one chair per student, maximum of six / eight per table)
- notify cafeteria staff of accidental food spills
- maintain a reasonable noise level
- obtain permission from staff to visit lavatory, if necessary
- refrain from soliciting money or food for any reason



Additionally, the following guidelines also apply:

- follow the 'no food policy' when utilizing the courtyard outside of the cafeteria
- return through the cafeteria to report to next period class
- refrain from playing cards, using radios, CD players, cell phones or beepers

#### **IV. E. PARKING VIOLATIONS**

All students are extended the privilege of riding the bus to and from school. Driving to school and parking on school property is a privilege extended to juniors and seniors in good standing only. Students are required to fill out an automobile agreement form and pay a parking fee. Forms are available in the Administrative Office and must be properly filled out and signed by student, parent/guardian and an administrator. The process will be completed by security personnel. Please note that parking spaces are limited and that *daily* parking is available on a first-come first-served basis. Driving privileges may be lost without benefit of refund for parking infractions.

#### **IV. F. UNAUTHORIZED USE OF TELECOMMUNICATION DEVICES SUCH AS, BUT NOT LIMITED TO: BEEPERS, CELLULAR PHONES, I-PODS, PALM PILOTS OR OTHER ELECTRONIC COMMUNICATION DEVICES**

Students may possess a cellular phone or other communication device but may only use said device according to the guidelines set forth in Board policy and school regulations. Both the policy and the regulations have been designed to ensure that the educational process is free from unnecessary interruptions and distractions and that an orderly educational environment is maintained. Thus, standards for the possession and use of non-instructional electronic devices have been created and may differ by grade level. Specifically, beepers, paging devices, and cellular telephones may not be used inside the school building or during class inside or outside the building during the school instructional day. Students may use cellular telephones or other electronic communication devices before the start of the school day and after the end of the school day. Students who violate this policy shall be subject to disciplinary consequences.

#### **IV. G. UNAUTHORIZED USE OF LASER POINTERS**

Students are not permitted to possess or use laser pointers while on school property, while using school district transportation, or while attending a school-sponsored or school-related activities, whether on or off school property. Laser pointers will be confiscated and students will be subject to disciplinary consequences.

#### **IV. H. TARDY TO SCHOOL: FOUR (4) TIMES IN ONE TRIMESTER**

"Tardy" is defined as being late to school, class or an activity without permission of school personnel. Students who arrive to school after the designated start of the school day will not be admitted without administrative approval. On the rare occasion when a student must be late, but will arrive before the official start of the school day, the school administrator may require parents / guardians to call him / her with an explanation for the tardiness.

#### **IV. I. TARDY TO SCHOOL: FIRST CLASS/ PERIOD**

All students arriving after the official start of the school day must report to the school Administrative Office. Teachers will not allow students admittance to a first period class without a tardy pass from the office. All *unexcused* tardies will be considered as *unexcused* absences to class and may count towards loss of academic credit, as appropriate to the age and grade level of the student. Students violating this policy will be subject to disciplinary consequences.

#### **IV. J. TARDY TO CLASS DURING THE SCHOOL DAY**

Students tardy to class during the school day will be issued passes to class *only* if there are extenuating circumstances that excuse their tardiness. Teachers will not allow students admittance to class without a tardy pass from the office. All unexcused tardies will be considered as *unexcused* absences to class and may count towards loss of academic credit, as appropriate to the age and grade level of the student. Students violating this policy will be subject to disciplinary consequences.

#### **IV. K. CUTTING CLASSES DURING THE SCHOOL DAY**

Students are expected to attend each of their classes every day unless given permission from the school administrator to be absent from a class for a specific purpose or if the student has an excused absence from school. Teachers work hard each day to prepare instruction for students; students are expected to respect and value each learning opportunity in each class throughout the school day. Students who flagrantly disregard the intent of the school's attendance policy and cut classes will be subject to disciplinary consequences.

#### **IV. L. FAILURE TO SERVE DETENTION (Per Infraction)**

In an attempt to teach students to take responsibility for their actions, detention(s) may be assigned to a student who violates certain school policies. Teachers may detain students after school for general offenses and violations of school and classroom policy, which include, but are not limited to, disruptive behavior and failure to adhere to requests and directions. In these situations, students are required to meet with the teacher for a specified length of time not to exceed one hour. Students may have 24 hours notice for detention. Teachers may refer students to an appropriate administrator for further disciplinary action if the student has accumulated repeated offenses or if the student has engaged in more serious infractions. Failure to serve assigned detention(s) will result in additional detention time. Continued disregard to serve detention(s) may result in suspension from school.

#### **IV. M. LEAVING SCHOOL GROUNDS WITHOUT ADMINISTRATOR'S PERMISSION**

To ensure the safety of all students and staff, students are not allowed to leave school grounds without the approval of the school administrator. Leaving at any other time without permission will result in at least the loss of the parking sticker and suspension. Once present on campus, students are not permitted to leave. Seniors only may apply for early dismissal at the beginning of each trimester.

#### **IV. N. UNAUTHORIZED AREA VIOLATION (Going to Parking Lot or Being Outside the School Without Prior Approval)**

Student safety is paramount to ensuring an environment conducive to learning. Any student foray into an unauthorized area of the school building or campus can lead to an unsafe situation for a student. Therefore, students are not permitted in unauthorized areas of the school building or campus, including (1) an adjacent school campus, (2) unauthorized stairwells / hallways, (3) any area adjacent to the school building including parking lots, and (4) athletic fields / areas without prior permission and /or supervision. Students who violate this policy shall be subject to disciplinary consequences.

#### **IV. O. GAMBLING (Involving the Transfer of Money or Assets)**

Students are expected to refrain from any type of "gambling" activity, including betting on sports pools, playing poker, or participating in unauthorized raffles. Gambling, defined as involving the transfer of money or assets, is an illegal activity and is not permitted in the school building, on the school bus, or at any school-sponsored activity. Students who violate this policy will be subjected to disciplinary consequences.

**IV. P. FAILURE TO SERVE IN-SCHOOL SUSPENSION OR MISBEHAVING DURING IN-SCHOOL SUSPENSION**

In-school suspension is a consequence that results from a significant disciplinary infraction. Students are afforded the opportunity to spend the day in school, although removed from the classroom setting. Students are expected to use the time in in-school suspension in a productive and appropriate manner. Students who do not demonstrate appropriate behavior may be required to serve additional in-school suspension time and / or may be given an out-of-school suspension.

**IV. Q. OTHER SERIOUS MISCONDUCT IN SECTION IV AS DETERMINED BY SCHOOL ADMINISTRATOR**

In unusual situations, where the student behavior or the infraction is not explicitly included in the list above, the school administration reserves the right to administer consequences including detention, in-school suspension, out-of-school suspension, exclusion from co-curricular and / or extracurricular activities, and expulsion per Board policy.



	<b>Behavior</b>	<b>Grades 9-12 Consequences</b>
<b>IV.B.</b>	<p><b>Truancy: Unauthorized Absence From School</b></p> <p>(Policy #5080.2 Truancy and 5110.4 Suspension / Expulsion / Exclusion from School / School Activities)</p>	<p>1<sup>st</sup> Offense</p> <ul style="list-style-type: none"> <li>• credit or promotion may be withheld</li> <li>• parent or guardian notification</li> <li>• superintendent notification within 24 hours</li> <li>• social agencies notified, as appropriate</li> </ul> <p>2<sup>nd</sup> and Subsequent Offenses:</p> <ul style="list-style-type: none"> <li>• 1 to 5 days in-school suspension</li> <li>• credit or promotion may be withheld</li> <li>• parent or guardian notification</li> <li>• superintendent notification within 24 hours</li> <li>• police referral, as appropriate</li> <li>• social agencies notified, as appropriate</li> <li>• excluded from all co-curricular and extra-curricular activities concurrent with suspension</li> <li>• may be recommended to Board of Education for expulsion of 30-180 school days</li> <li>• may be required to attend alternative educational program per Board policy and the expulsion decision</li> <li>• may be excluded from all co-curricular and extracurricular activities concurrent with expulsion and may be <i>further</i> excluded from any or all co-curricular and extracurricular activities beyond the academic expulsion period per action of Board of Education</li> </ul>
<b>IV.C.</b>	<p><b>Bringing Unauthorized Visitors to School During the Instructional Day</b></p> <p>(Policy #5090.1.4 Student Misconduct in Schools, 5100.1.2 Equal Access Act and 5110.4 Suspension / Expulsion / Exclusion from School / School Activities)</p>	<p>1<sup>st</sup> Offense:</p> <ul style="list-style-type: none"> <li>• parent or guardian notification</li> <li>• visitor must leave school grounds</li> <li>• student issued warning</li> </ul> <p>2<sup>nd</sup> and Subsequent Offenses:</p> <ul style="list-style-type: none"> <li>• parent or guardian notification</li> <li>• visitor must leave</li> <li>• up to 1 day in-school suspension</li> </ul>

\*Failure to serve Saturday detention will result in two (2) Saturday detentions and up to one (1) in-school suspension.  
*Note: This chart provides a summary of policy / regulations pertaining to Board of Education policies and student handbook regulations. Please refer to the student handbook and the Board of Education policy manual or policy manual supplement for additional information.*



	<b>Behavior</b>	<b>Grades 9-12 Consequences</b>
<b>IV.E.</b>	<b>Parking Violations</b>  (Policy #5120.9.5 Automobile Use and Parking)	1 <sup>st</sup> Offense: <ul style="list-style-type: none"> <li>• \$10.00 fine</li> <li>• office detention</li> </ul> 2 <sup>nd</sup> Offense: <ul style="list-style-type: none"> <li>• \$15.00 fine</li> <li>• 2-hour Saturday detention*</li> </ul> 3 <sup>rd</sup> and Subsequent Offenses: <ul style="list-style-type: none"> <li>• \$20.00 fine</li> <li>• 4-hour Saturday detention*</li> <li>• loss of future parking privileges</li> </ul>
<b>IV.F</b>	<b>Unauthorized Use of Telecommunication Devices Such as but not Limited to: Beepers, Cellular Phones, I-Pods, Palm Pilots or Other Electronic Communication Devices</b>  (Policy #5090.9 Pagers and Wireless Telephones)	1 <sup>st</sup> Offense: <ul style="list-style-type: none"> <li>• confiscation of device by staff</li> </ul> 2 <sup>nd</sup> Offense: <ul style="list-style-type: none"> <li>• confiscation of device by staff</li> <li>• parent or guardian notification</li> <li>• required parent pick-up of confiscated device</li> </ul> 3 <sup>rd</sup> and Subsequent Offenses: <ul style="list-style-type: none"> <li>• confiscation of device for remainder of school year</li> <li>• parent or guardian notification</li> <li>• Saturday detention or up to 1 day in-school suspension or if the administration determines that the student being suspended poses such a danger to persons or property or such a disruption of the educational process the student shall be excluded from school during the period of suspension</li> <li>• excluded from all co-curricular and extracurricular activities concurrent with suspension</li> </ul>
<b>IV.G.</b>	<b>Unauthorized Use of Laser Pointers</b>  (Policy #5090.10 Prohibited Use of Laser Pointers)	1 <sup>st</sup> Offense: <ul style="list-style-type: none"> <li>• confiscation of laser pointer by staff</li> </ul> 2 <sup>nd</sup> Offense: <ul style="list-style-type: none"> <li>• confiscation of laser pointer by staff</li> <li>• parent or guardian notification</li> <li>• required parent pick-up of laser pointer</li> </ul> 3 <sup>rd</sup> and Subsequent Offenses: <ul style="list-style-type: none"> <li>• confiscation of laser pointer for remainder of school year</li> <li>• parent or guardian notification</li> <li>• Saturday detention* or up to 1 day in-school suspension as assigned by the school administrator</li> <li>• excluded from all co-curricular and extracurricular activities concurrent with suspension</li> </ul>

\*Failure to serve Saturday detention will result in two (2) Saturday detentions and up to one (1) in-school suspension.

Note: This chart provides a summary of policy / regulations pertaining to Board of Education policies and student handbook regulations. Please refer to the student handbook and the Board of Education policy manual or policy manual supplement for additional information.





	<b>Behavior</b>	<b>Grades 9-12 Consequences</b>
<b>IV.K.</b>	<p><b>Failure to Serve Detention*</b> (per infraction)</p> <p>(Policy #5110.4 Suspension / Expulsion / Exclusion from School / School Activities)</p>	<p>1<sup>st</sup> Offense:</p> <ul style="list-style-type: none"> <li>• assigned 2-hour Saturday detention* by school administrator</li> <li>• parent or guardian notification</li> </ul> <p>2<sup>nd</sup> Offense:</p> <ul style="list-style-type: none"> <li>• assigned 4-hour Saturday detention* by school administrator</li> <li>• parent or guardian notification</li> </ul> <p>3<sup>rd</sup> Offense:</p> <ul style="list-style-type: none"> <li>• up to 1 day in-school suspension</li> <li>• parent or guardian notification</li> <li>• excluded from all co-curricular and extracurricular activities concurrent with suspension</li> </ul>
<b>IV.L.</b>	<p><b>Leaving School Grounds Without Administrator’s Permission</b></p> <p>(Policy #5090.1.4 Student Misconduct in Schools)</p>	<p>1<sup>st</sup> Offense:</p> <ul style="list-style-type: none"> <li>• assigned two 4-hour Saturday detentions* by school administrator</li> <li>• loss of parking privileges for one month</li> </ul> <p>2<sup>nd</sup> and Subsequent Offenses:</p> <ul style="list-style-type: none"> <li>• 2 days in-school suspension</li> <li>• loss of parking privileges for remainder of school year</li> <li>• parent or guardian notification</li> <li>• excluded from all co-curricular and extracurricular activities concurrent with suspension</li> <li>• parent or guardian meeting</li> </ul>
<b>IV.M.</b>	<p><b>Unauthorized Area Violation (Going to parking lot, being outside the school without prior approval.)</b></p> <p>(Policy #5090.1.4 Student Misconduct in Schools and 5110.4 Suspension / Expulsion / Exclusion from School / School Activities)</p>	<p>1<sup>st</sup> Offense:</p> <ul style="list-style-type: none"> <li>• assigned 2-hour Saturday detention* by school administrator</li> <li>• parent or guardian notification</li> </ul> <p>2<sup>nd</sup> Offense:</p> <ul style="list-style-type: none"> <li>• 4-hour Saturday detention*</li> <li>• parent or guardian notification</li> </ul> <p>3<sup>rd</sup> and Subsequent Offenses:</p> <ul style="list-style-type: none"> <li>• up to 5 days in-school suspension</li> <li>• parent or guardian notification</li> <li>• excluded from all co-curricular and extracurricular activities concurrent with suspension</li> </ul>

\*Failure to serve Saturday detention will result in two (2) Saturday detentions and up to one (1) in-school suspension.

Note: This chart provides a summary of policy / regulations pertaining to Board of Education policies and student handbook regulations. Please refer to the student handbook and the Board of Education policy manual or policy manual supplement for additional information.

	<b>Behavior</b>	<b>Grades 9-12 Consequences</b>
<b>IV.N.</b>	<p><b>Gambling</b> <i>Involving the transfer of money or assets</i></p> <p>(Policy #5090.1.4 Student Misconduct in Schools and 5110.4 Suspension / Expulsion / Exclusion from School / School Activities)</p>	<p>1<sup>st</sup> and Subsequent Offenses:</p> <ul style="list-style-type: none"> <li>• up to 5 days in-school suspension or if the administration determines that the student being suspended poses such a danger to persons or property or such a disruption of the educational process the student shall be excluded from school during the period of suspension</li> <li>• parent or guardian notification</li> <li>• superintendent notification</li> <li>• excluded from all co-curricular and extracurricular activities concurrent with suspension</li> </ul>
<b>IV.O.</b>	<p><b>Failure to Serve In-School Suspension or Misbehaving During In-School Suspension</b></p> <p>(Policy #5110.4 Suspension / Expulsion / Exclusion from School / School Activities)</p>	<p>1<sup>st</sup> Offense:</p> <ul style="list-style-type: none"> <li>• 1 day out-of-school suspension under the supervision of his / her parent or guardian</li> <li>• parent or guardian notification</li> <li>• excluded from all co-curricular and extracurricular activities concurrent with suspension</li> <li>• re-serve in-school suspension upon return</li> </ul> <p>2<sup>nd</sup> and Subsequent Offenses</p> <ul style="list-style-type: none"> <li>• 2 days out-of -school suspension</li> <li>• parent or guardian notification</li> <li>• excluded from all co-curricular and extracurricular activities concurrent with suspension</li> <li>• re-serve in-school suspension upon return</li> </ul>
<b>IV.P.</b>	<p><b>Other Serious Misconduct in Section IV as Determined By School Administrator</b></p> <p>(Policy #5110.4 Suspension / Expulsion / Exclusion from School / School Activities)</p>	<ul style="list-style-type: none"> <li>• consequences to be determined on case by case basis and may lead to in-school suspension or if the administration determines that the student being suspended poses such a danger to persons or property or such a disruption of the educational process the student shall be excluded from school during the period of suspension</li> <li>• consequences to be determined on a case by case basis and may lead to out-of-school suspension and expulsion</li> <li>• parent or guardian notification</li> <li>• potential police referral</li> </ul>

\*Failure to serve Saturday detention will result in two (2) Saturday detentions and up to one (1) in-school suspension.  
 Note: This chart provides a summary of policy / regulations pertaining to Board of Education policies and student handbook regulations. Please refer to the student handbook and the Board of Education policy manual or policy manual supplement for additional information.

Maintenance and Development of Athletic Programs

Second Revision Reading 12/04/07

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:

Table with 2 columns: Category and Considerations. Lists 10 categories such as Gender Equity, Facilities, Existing Programs, etc., with corresponding considerations like Title IX, Burden on facilities, etc.

5100.9.6 (continued)

1 This evaluation process will be a ~~function and primary duty part~~ of the Athletic ~~Program~~  
2 ~~Assessment Cycle~~ Advisory Council. The Chairman of ~~Athletic Programs~~ the Council  
3 shall ~~develop a committee (Athletics Program Advisory~~  
4 ~~Council—APAC)~~ lead the members of the Athletic Advisory Council to implement this  
5 evaluation system and assessment cycle.

6  
7 The Council does not set or execute policy, but serves to influence policy development  
8 and the administration of athletic programs. First and foremost, the Athletics Advisory  
9 Council exists to help the Madison Public Schools to maintain a focus on the mission,  
10 goals, and objectives of the athletic program and the athletic, academic and social  
11 development of student-athletes. ~~The APAC will consist of the following members:~~

- 12  
13 ~~Facilitator: Director of Athletic Programs~~  
14 ~~———— Daniel Hand High School Building Principal~~  
15 ~~———— Robert H. Brown Middle School Building Principal~~  
16 ~~———— Daniel Hand High School Head Coach—Male Program~~  
17 ~~———— Daniel Hand High School Head Coach—Female Program~~  
18 ~~———— Daniel Hand High School Faculty Member~~  
19 ~~———— Robert H. Brown Middle School Faculty Member~~  
20 ~~———— Community Member-at-Large~~  
21 ~~———— Community Member-at-Large~~  
22 ~~———— Board of Education Member, ex-officio~~  
23 ~~———— Superintendent of Schools, ex-officio~~

24  
25 **C. New Program Implementation**

26  
27 The Madison Board of Education recognizes that the needs and interests of students may  
28 foster support for new athletic activities. Students, staff or parents wishing to  
29 recommend a new athletic program must submit a proposal in writing to the Director of  
30 Athletic Programs. All proposals for the addition or expansion of the athletic program  
31 shall be received by the Director of Athletic Programs and reviewed initially by the  
32 School Building Principal and the Superintendent of Schools in the context of the annual  
33 budget process. Proposals for such new or expanded programs must be received by  
34 October 1 each year for consideration in the upcoming year's budget.

5100.9.6 (continued)

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 approve 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 ~~Athletics Program Advisory~~ Athletic Advisory Council will evaluate the new program to determine its future status. The APACCouncil 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 ~~Athletics Program Advisory~~ 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.

INSERT

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*, ~~2000–2001~~ 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

| 1 Date of Revision:

Restraint and Seclusion

First Draft Reading: 12/04/07

The following sets forth Connecticut law related to the physical restraint and seclusion of persons at risk, which can be found in Public Act 07-157, amending Connecticut General Statutes Sections 46a-150 through 46a-153, 10-76b, and 10-76d. The Madison Board of Education mandates compliance with these laws at all times.

I. The following definitions apply to these procedures:

- Provider: A person who provides direct care, education or supervision of a person at risk.
- Assistant Provider or Assistant: A person assigned to provide, or who may be called upon in an emergency to provide, assistance or security to a provider.
- Person at Risk: A child who meets the eligibility criteria for special education services under the IDEA and who is receiving special education from the Board of Education, or a child who is being evaluated for eligibility for special education pursuant to statute and awaiting a determination.
- Life Threatening Physical Restraint: Any physical restraint or hold of a person that restricts the flow of air into a person’s lungs, whether by chest compression or any other means.
- Physical Restraint: Any mechanical or personal restriction that immobilizes or reduces the free movement of a person’s arms, legs or head. **The term does not include:** (A) Briefly holding a person in order to calm or comfort the person; (B) restraint involving the minimum contact necessary to safely escort a person from one area to another; (C) medical devices, including, but not limited to, supports prescribed by a health care provider to achieve proper body position or balance; (D) helmets or other protective gear used to protect a person from injuries due to a fall; or (E) helmets, mitts and similar devices used to prevent self injury when the device is part of an Individualized Education Program (“IEP”).
- Seclusion: The confinement of a person in a room, whether alone or with supervision by a provider or assistant, in a manner that prevents the person from leaving that room.

1  
2 II. Procedures for Physical Restraint of Persons at Risk  
3

4 No provider or assistant shall under any circumstance use a life-  
5 threatening physical restraint on a person at risk.  
6

7 No provider or assistant shall use involuntary physical restraint on a  
8 person at risk EXCEPT as an emergency intervention to prevent  
9 immediate or imminent injury to the person at risk or to others.  
10

11 Physical restraint of a person at risk shall never be used as a disciplinary  
12 measure or as a convenience.  
13

14 Providers and assistants must explore all less restrictive alternatives prior  
15 to using physical restraint for a person at risk.  
16

17 Providers and assistants must comply with all regulations promulgated by  
18 the Connecticut State Board of Education in their use of physical restraint  
19 with a person at risk.  
20

21 Monitoring  
22

23 A provider or an assistant must continually monitor any person at  
24 risk who is physically restrained. The monitoring must be  
25 conducted by direct observation of the person at risk.  
26

27 A provider or an assistant must regularly evaluate the person being  
28 restrained for signs of physical distress. The provider or assistant  
29 must record each evaluation in the educational record of the person  
30 being restrained.  
31

32 Documentation and Communication  
33

34 A provider must notify the parent or guardian of a person at risk of  
35 each incident that the person at risk is physically restrained.  
36

37 The Director of Special Education must be notified of the  
38 following:  
39

- 40 a. each use of physical restraint on a person at risk;
- 41 b. the nature of the emergency that necessitated its use; and
- 42 c. if the physical restraint resulted in physical injury to the  
43 person at risk.  
44  
45  
46  
47



1 After a physical restraint occurs, the following information must be  
2 documented in the educational file of the person at risk who was  
3 physically restrained:  
4

- 5 a. in the case of an emergency use, the nature of the  
6 emergency and what other steps, including attempts at  
7 verbal de-escalation, were taken to prevent the emergency  
8 from arising if there were indications that such an  
9 emergency was likely to arise;
- 10 b. a detailed description of the nature of the restraint;
- 11 c. the duration of the restraint; AND
- 12 d. the effect of the restraint on the person’s established  
13 behavioral support or educational plan.  
14

15  
16  
17  
18 III. Procedures for Seclusion of Persons at Risk  
19

20 No provider or assistant shall use involuntary seclusion on a person at risk  
21 EXCEPT as follows:  
22

- 23 1. as an emergency intervention to prevent immediate or imminent  
24 injury to the person at risk or to others; OR
- 25 2. as specifically provided for in the IEP of the person at risk.  
26

27  
28 Seclusion of a person at risk shall never be used as a disciplinary measure  
29 or as a convenience.  
30

31 Providers and assistants must explore all less restrictive alternatives prior  
32 to using seclusion for a person at risk. If an Individualized Education  
33 Program Team (“IEP Team”) incorporates the use of seclusion into a  
34 child’s IEP, the IEP Team shall consider the use of less restrictive  
35 alternatives to determine whether seclusion is a necessary part of a child’s  
36 IEP.  
37

38 Providers and assistants must comply with all regulations promulgated by  
39 the Connecticut State Board of Education in their use of seclusion for a  
40 person at risk.  
41

42 Monitoring  
43

44 A provider or an assistant must frequently monitor any person at risk who  
45 is placed in seclusion. The monitoring must be conducted by direct  
46 observation of the person at risk.  
47  
48

1 A provider or an assistant must regularly evaluate the person in seclusion  
2 for signs of physical distress. The provider or assistant must record each  
3 evaluation in the educational record of the person who is in seclusion.  
4

5 Documentation and Communication  
6

7 A provider must notify the parent or guardian of a person at risk of  
8 each incident that the person at risk is placed in seclusion.  
9

10 The Director of Special Education must be notified of the  
11 following:  
12

- 13 a. each use of seclusion on a person at risk;
- 14 b. the nature of the emergency that necessitated its use; AND
- 15 c. if the seclusion resulted in physical injury to the person at  
16 risk.  
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20 After seclusion occurs, the following information must be  
21 documented in the educational file of the person at risk who was  
22 placed in seclusion:  
23

- 24 a. in the case of an emergency use, the nature of the  
25 emergency and what other steps, including attempts at  
26 verbal de-escalation, were taken to prevent the emergency  
27 from arising if there were indications that such an  
28 emergency was likely to arise;  
29
- 30 b. a detailed description of the nature of the seclusion;
- 31 c. the duration of the seclusion; and
- 32 d. the effect of the seclusion on the person's established  
33 behavioral support or educational plan.  
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37 IV. Responsibilities of the Director of Special Education  
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39 The Director of Special Education, or his or her designee, must compile  
40 annually the instances of physical restraint and seclusion within the  
41 District and the nature of each instance of physical restraint and seclusion.  
42

43 The Director of Special Education, or his or her designee, may report to  
44 the Connecticut State Department of Education any instance of physical  
45 restraint or seclusion that resulted in physical injury to the person at risk.  
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1           The Director of Special Education, or his or her designee, must, at each  
2           initial IEP Team meeting for a child, inform the child’s parent, guardian,  
3           or surrogate parent, or the pupil if such pupil is an emancipated minor or  
4           eighteen years of age or older, of the laws relating to physical restraint and  
5           seclusion as expressed through this regulation, and of the laws and  
6           regulations adopted by the Connecticut State Board of Education relating  
7           to physical restraint and seclusion.  
8

9       V.       Responsibilities of the Connecticut State Board of Education  
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11           The State Board of Education may review the annual compilation of each  
12           local and regional board of education that provides special education for  
13           children and may produce an annual summary report identifying the  
14           frequency of use of physical restraint or seclusion on such children.  
15

16           The State Board of Education and the commissioner receiving a report of  
17           serious injury or death resulting from a physical restraint or seclusion shall  
18           report the incident to the director of the Office of Protection and Advocacy  
19           for Persons with Disabilities and, if appropriate, the Child Advocate of the  
20           Office of the Child Advocate.  
21

22           The State Board of Education may regulate the use of physical restraint  
23           and seclusion of special education students in the public schools.  
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25           The State Board of Education shall adopt regulations concerning the use  
26           of physical restraint and seclusion in public schools.  
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Legal References: Connecticut General Statute 46a-150 through 46a-153  
Connecticut General Statute 10-76b  
Connecticut General Statute 10-76d  
Public Act No. 07-147

Date of Adoption:



Student-Activity / Transportation Vehicles

Draft Policy: First Reading 12/04/07

Employees should use contracted transportation for all school sponsored events and activities to transport students. Thus, the use of privately owned vehicles for district business should be kept to a minimum, and such vehicles should only be used when absolutely necessary. In the event that contracted transportation is unavailable for transporting students to a school activity, an employee may use his/her privately owned vehicle if the following requirements are satisfied:

1. The employee applies in writing and receives the advanced written permission of the Superintendent or his/her designee;
2. The employee possesses an automobile insurance policy with liability coverage of at least \$300,000 and provides a copy of such policy to the Superintendent or his/her designee at the time he/she applies in writing;
3. In accordance with Connecticut laws, the employee possesses a valid Connecticut driver’s license, commercial or class D, with the appropriate endorsements and provides a copy of such license to the Superintendent or his/her designee at the time he/she applies in writing;
4. The employee agrees to maintain his/her privately owned vehicle in a safe operating condition;
5. The employee agrees to follow all federal and state laws and regulations regarding the operation of motor vehicles;
6. The employee agrees to follow all Board of Education rules for motor vehicle safety, including use of seatbelts and codes of conduct;
7. The employee agrees to defend, indemnify, and hold harmless the Madison Board of Education and their agents, servants or employees from any and all claims, suits or demands by anyone arising from said participant’s use of their personal auto for district business.

Employees who do not satisfy the above requirements are prohibited from transporting students to and/or from school sponsored events and activities in their privately owned vehicles.

Date of Adoption:

**Conduct Code for Participation in Extracurricular Activities**

**Draft Policy: First Reading 12/04/07**

Extracurricular activities, for purposes of this policy, include all extracurricular activities and all other school sponsored activities other than regular classroom and laboratory classes. The goal of such activities is to provide every participant the opportunity to grow mentally, morally, physically and emotionally. To assure that the program can provide these opportunities, a degree of self-discipline is required for each participant, which involves compliance with rules and regulations concerning personal behavior.

Participation in extracurricular activities and athletics is not a right but a privilege that is regulated. Students participating in extracurricular activities and athletic programs in Madison Public Schools are, therefore, expected to adhere to high standards of good and appropriate behavior. The student and/or the school are judged by the student's conduct. The attitude of a student has an impact on the attitude and conduct of others. Students participating in extracurricular activities are expected to abide by all rules outlined in District policies pertaining to conduct, in the Code of Conduct, as well as all other standard school rules and policies.

The Superintendent of Schools or his/her designee, with input from coaches and sponsors/directors of extracurricular activities, shall develop a code of conduct for all participants in extracurricular activities consistent with Board policy and the rules, policies and regulations adopted by the Connecticut Interscholastic Athletic Association (CIAC) in which the District maintains a membership. The conduct code shall:

1. require participants in extracurricular activities to conduct themselves at all times, including after school and on days when school is not in session and whether on or off school property, as good citizens and exemplars of their school,
2. notify participants that failure to abide by it could result in removal from the activity, and
3. be reviewed by the Building Principal periodically at his/her discretion and presented to the Board.

All coaches and advisors of extracurricular activities shall annually review the rules of conduct with participants and provide participants with a copy. In addition, coaches and advisors of interscholastic athletic programs shall provide instruction on steroid abuse prevention to students in grades 6 through 12 participating in these programs.

The Principal or his/her designee may declare a student ineligible whose conduct is contrary to and in violation of the rules and regulations established and made known to students or whose conduct is contrary or in violation of Board of Education policy.

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To retain eligibility for participation in extracurricular activities, students must conduct themselves as good citizens both in and out of school. Any student who is found to have violated the District’s and/ or school’s Code of Conduct will be deemed ineligible for a period of time as outlined in disciplinary policies and the Code of Conduct.

Students who engage in recurring incidents of negative behavior are subject to escalating penalties and possible removal from an athletic team or extracurricular activity.

In addition to facing sanctions at the team level or club level, student-athletes who violate Board policies will also be subject to disciplinary consequences, up to and including suspension and expulsion from school, in accordance with the Board’s student discipline policy.

All students are expected to adhere to Board policies regarding the use, possession, or distribution of tobacco, alcohol, drugs or other illegal substances. Any student-athlete or participant in extracurricular activities found to be using, possessing, or distributing tobacco, alcohol, illegal substances or steroids, or misusing prescription drugs, on or off campus will be suspended from his/her team or activity for a period of time in conformity with the Code of Conduct. In addition, the student may be referred to outside counseling, at parental expense, and/or law enforcement authorities, in accordance with Board policies.

Head coaches/advisors may establish additional rules and regulations which apply only to their teams or activity. The additional rules may not violate or supersede any rules or procedures of this policy and must be submitted annually for review by the Principal. Extracurricular codes of conduct may take into consideration conduct that occurs outside of the schools’ usual jurisdiction. No provision of an extracurricular code of conduct shall have the effect of discrimination on the basis of sex, sexual orientation, race, disability, religion or ethnicity. Additional rules and regulations must be approved by the School Principal or his/her designee and distributed in writing to all participants prior to the beginning of the season or activity. Students and their parents shall sign and return to the sponsor or coach a statement that they have read the extracurricular code of conduct and consent to it as a condition of participation in the activity.

- (cf. 5090.3 – General Rules of Student Conduct
- (cf. 5090.3.4 – Out of School Misconduct
- (cf. 5090.6 – Tobacco Use by Students
- (cf. 5090.7 – Drug and Alcohol Use
- (cf. 5090.7.2 – Performance Enhancing Drugs
- (cf. 5110 – Student Discipline
- (cf. 5110.4 – Suspension / Expulsion / Exclusion From School/School Activities



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Legal Reference: Connecticut General Statutes

1-21b Smoking prohibited in certain places.

10-19 Teaching about alcohol, nicotine or tobacco, drugs and acquired immune deficiency syndrome. Training of personnel.

10-154a Professional communications between teacher or nurse and student. Surrender or physical evidence obtained from students.

10-220b Policy statement on drugs.

10-221(d) Boards of education to prescribe rules, policies and procedures re sale or possession of alcohol or controlled drugs.

21a-240 Definitions dependency producing drugs.

21a -240(8) Definitions “Controlled Drugs,” dependency producing drugs.

21a-240(9) Definitions “controlled substance.”

21a-243 Regulation re schedules of controlled substances.

53-198 Smoking in motor buses, railroad cars and school buses.

Federal Regulation 34 CFR Part 85 Drug-free Schools & Communities Act.

20 U.S.C. Section 7181 et. seq., No Child Left Behind Act.

*New Jersey v. T.L.O.*, 469 U.S. 325 (1985).

*Veronia School District 47J v. Acton*, 515 U.S. 646 (1995) *Board of Education of Independent School District No 92 of Pottawatomie County v. Earls* 01-332 U.S. (2002).

Board of Education Meeting  
November 20, 2007  
Town Campus

Meeting Minutes

The regular meeting of the Board of Education was called to order by Chairman Robert Hale at 6:35 p.m.

1. Executive Session

MOTION: by Gowanlock, seconded by Coffey to enter Executive Session at 6:35 p.m. to discuss personnel issues.

AYES: Clorite, Coffey, Dean, Frey, Gowanlock, Hale, Klaskin, Sellers

NAYS: None

MOTION CARRIED: 8-0

Present: Bill Clorite; Becky Coffey; John Dean; Debbie Frey; Harriet Gowanlock; Robert Hale; Seth Klaskin; Holly Sellers.

Also present: Dr. H. Kaye Griffin, Superintendent; and Kathy Nutley (left at 7:00 p.m.)

Personnel items discussed.

Legal items discussed.

MOTION: by Dean, seconded by Frey to adjourn Executive Session at 7:20 p.m.

AYES: Clorite, Coffey, Dean, Frey, Gowanlock, Hale, Klaskin, , Sellers

NAYS: None

MOTION CARRIED: 8-0

The public session of the Board of Education meeting was called to order by Chairman Robert Hale at 7:32 p.m. Chairman Hale led the Pledge of Allegiance.

Present: Bill Clorite; Becky Coffey; John Dean; Debbie Frey; Harriet Gowanlock; Robert Hale; Seth Klaskin; Robert Ruggiero, Holly Sellers

Also present: Dr. H. Kaye Griffin, Superintendent; Anita Rutlin, Assistant Superintendent for Curriculum, Instruction, and Assessment; district administrators; faculty; staff; students; community members.

3. School Community Session

3.1. Recognition: National Education Support Professionals Day (November 14<sup>th</sup>)

Dr. Griffin stated that the National Education Support Professional Day was first celebrated in 1987 after initial recognition by the National Education Association. She acknowledged the outstanding value of the education support personnel in the Madison Public Schools. Two members were present at the board meeting to represent all paraprofessionals in the district: Donna Allen, Island Avenue School and Co-President Madison Association of Education Supportive Services and Maryanne Harmuth, Island Avenue School and Co-President Madison Association of Education Supportive Services. Dr. Griffin outlined the various duties of paraprofessionals in the district including the areas of classroom support, special education, technology, media and health services. She outlined the work experience of Donna Allen and Maryanne Harmuth at the various schools in the district.

Certificates of recognition from the Board of Education / Superintendent were presented to Donna Allen and Maryanne Harmuth on behalf of all support services professionals in the Madison Public Schools.

### 3.2. Public Participation

Chairman Hale introduced Al Goldberg, new First Selectman for the Town of Madison and Kathi Traugh Board of Selectman liaison to the Board of Education.

No other public comments.

## 4. Board of Education Student Representatives' Report

Mr. Presti reported that the Fall Play is scheduled for performance on December 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup>. A lot of fall sports are coming to an end. Various sports teams have fared well at the state championship level. Mr. Presti also reported that tomorrow (11/21) is the big Guilford / Madison football game at 7:00 p.m.

Ms. Norris reported that 1<sup>st</sup> trimester exams are next week. Thanksgiving break starts tomorrow (11/21) with a ½ day of school. Powder Puff girls' football will take place between fall and winter sports and concludes with a game between seniors and juniors.

## 5. Organizational Matters for the Board of Education

### 5.1 Election of Officers

MOTION: by Dean, seconded by Frey to nominate Robert Hale as the Chairman of the Board of Education.

AYES: Clorite, Coffey, Dean, Frey, Gowanlock, Hale, Klaskin, Ruggiero, Sellers.

NAYS: None

ABSTAIN:

MOTION CARRIED: 9-0

MOTION: by Coffey, seconded by Dean to close the nominations for Chairman of the Board of Education.

AYES: Clorite, Coffey, Dean, Frey, Gowanlock, Hale, Klaskin, Ruggiero, Sellers.

NAYS: None

ABSTAIN:

MOTION CARRIED: 9-0

MOTION: by Frey, seconded by Sellers to nominate Becky Coffey as Vice-Chairperson of the Board of Education.

AYES: Clorite, Coffey, Dean, Frey, Gowanlock, Hale, Klaskin, Ruggiero, Sellers.

NAYS: None

ABSTAIN:

MOTION CARRIED: 9-0

MOTION: by Frey, seconded by Dean to close the nominations for Vice-Chairperson of the Board of Education

AYES: Clorite, Coffey, Dean, Frey, Gowanlock, Hale, Klaskin, Ruggiero, Sellers.  
NAYS: None  
ABSTAIN:  
MOTION CARRIED: 9-0

MOTION: by Gowanlock, seconded by Klaskin to nominate Holly Sellers as Secretary to the Board of Education.

AYES: Clorite, Coffey, Dean, Frey, Gowanlock, Hale, Klaskin, Ruggiero, Sellers.  
NAYS: None  
ABSTAIN:  
MOTION CARRIED: 9-0

MOTION: by Frey, seconded by Coffey to close the nominations for Secretary for the Board of Education.

AYES: Clorite, Coffey, Dean, Frey, Gowanlock, Hale, Klaskin, Ruggiero, Sellers.  
NAYS: None  
ABSTAIN:  
MOTION CARRIED: 9-0

## 5.2 Assignments for Committees and LEARN Liaison

The board members presented to Chairman Hale their selection for committee assignments as listed:

Bill Clorite – Finance Committee, Planning Committee, DHHS Liaison

Becky Coffey – Finance Committee, Personnel Committee, Policy Committee or Planning Committee, Ad Hoc Community Outreach Committee, Brown School Liaison, LOCAP alternate

John Dean – Personnel Committee, Jeffrey School Liaison

Debbie Frey – Planning Committee (Chair), LOCAP Committee, Brown School Liaison

Harriet Gowanlock – Policy Committee (Chair), Finance Committee, Island Avenue School Liaison

Seth Klaskin – Policy Committee, Ad Hoc Community Outreach Committee, Jeffrey School Liaison

Robert Ruggiero – Personnel Committee, LEARN Liaison, Polson School Liaison

Holly Sellers – Finance Committee, Personnel or Policy Committee, Ryerson School Liaison

Chairman Hale will review the committee selection requests and determine the committee assignments

MOTION: by Frey, seconded by Coffey to add to the agenda and approve the appointment of Kathy Nutley as Principal of Island Avenue School effective January 2, 2008.

AYES: Clorite, Coffey, Dean, Frey, Gowanlock, Hale, Klaskin, Ruggiero, Sellers.  
NAYS: None  
ABSTAIN:

MOTION CARRIED: 9-0

6. Superintendent's Report

6.1 Preliminary Discussion: Daniel Hand High School Program of Studies (Barbara Britton)

Dr. Griffin distributed board of education bylaw #9540.8 which addresses the role of the board regarding the annual discussion of the high school Program of Studies. She also distributed the current 2007-2008 Daniel Hand High School Program of Studies (on file). Each year the school reviews and updates the Program of Studies. Dr. Griffin stated that the high school Principal, Barbara Britton, will present this evening the preliminary discussion of the Program of Studies. A full report of the Program of Studies will be held at the December 4<sup>th</sup> meeting with action at the following board meeting.

Ms. Britton commented that on December 4<sup>th</sup> she will attend the board meeting with the high school program coordinators to present the subject areas in the Program of Studies for 2008-2009 and potential new courses. Twenty-three (23) new courses have been added over the last few years at Daniel Hand High School. This year four (4) new courses are expected to be proposed: Macroeconomics; Mandarin Chinese II; Foundation of Technologies; and Fundamentals of Criminal Justice.

6.2 Progress Report: CIAC Self Evaluation Study (Barbara Britton, H. Kaye Griffin, Craig Semple)

Dr. Griffin distributed a copy of the CIAC self-study report received in February 2007 (on file) which was presented to the Board at their meeting in March 2007. The presentation at this meeting will be a review of work done to date on the recommendation from the CIAC, based upon five (5) standards of excellence in athletic programs. She also distributed information on a Coaches Advisory Council; Student-Athlete Advisory Council; and Madison Athletic Program Advisory Council (MAPAC) (on file).

Director of Athletics, Craig Semple, presented a PowerPoint on the progress report of the CIAC Self Evaluation Study (on file).

Dr. Griffin commented that having a structure in place to guarantee that conversations on the recommendations is important and the recommendations include a way to build such structures with students, coaches and the broader school community. The work has focused on taking steps to get organized in this manner.

Ms. Coffey would like an opportunity to review the information in detail and have this item come back on a future board agenda.

Chairman Hale commented that the district does not need to respond to every recommendation that was presented by the CIAC. He added that the board's area of input should really focus on the Advisory Council (MAPAC) since the coaches and student council are more school-based councils.

Dr. Griffin also discussed the surveys for student-athletes and a sample copy of such surveys. The board discussed issues of anonymity and small team sizes for survey participation. This survey program is slated to be piloted in the fall of 2008.

7. Board Member Comments

Ms. Frey thanked John Dean for previous services as an officer on the Board of Education. She also mentioned the CABA/CAPSS convention that was held this past Friday and Saturday. At the convention, the State Commissioner of Education presented the state's three educational priorities: 1) pre-k; 2) closing the achievement gap; and 3) high school reform. Ms Frey suggested that these are topics that the Madison board will need to discuss in the future.

Mr. Klaskin reported that the Madison district was awarded for the seventh time with a CABA Leadership Award at the CABA/CAPSS Convention.

Chairman Hale commented that Brown students attended the CABE / CAPSS convention to demonstrate their work on caricature plaques of teachers.

8. Board Committees/Liaison Updates

8.1 Planning Committee

Ms. Frey reported that she will attend the School Facilities Conference next Friday, 11/30 sponsored by CAPSS which will discuss strategies on energy consumption.

8.2 Personnel Committee

No report.

8.3 Policy Committee

8.3.1. First Reading: Policy #5100.9.6 Maintenance and Development of Athletic Programs

Atty. Seller reported that a draft of the final revisions of the code of conduct will be distributed in advance for discussion at the next Board meeting. The draft will reflect the implementation of the July 2007 acts and movement toward 2008 legislation. She also presented policy #5100.9.6 for a first draft reading and she anticipates further revisions in the second reading. Atty. Sellers requested input for revisions to the policy on formulating athletic programs.

8.4 Finance Committee

Ms. Coffey reported that at the last meeting preliminary budget projections for the upcoming fiscal year (2008-2009) were discussed and the committee also reviewed the accounts in 2007-2008 for special education and legal services. For 2008-2009, some of the strategic plan initiatives for the budget include expansion of World Language, staff additions for enrollment at the high school, and some reductions of FTEs at the elementary level

8.5 Community Outreach Committee

Ms. Gowanlock reported that the second breakfast was held at Polson School on November 9<sup>th</sup>. The focus of the presentation was on the NEASC accreditation. The Polson students presented a number of musical presentations at the breakfast event and tours of the facility were conducted for guests. The next brunch is scheduled for January 11<sup>th</sup> at Ryerson School.

9 Audience Response to Information Presented

No comments.

10. Consent Agenda (10.1 – 10.6)

10.1. Bills Payable \$1,726.85 (2006/2007 Budget) & \$483,875.00 (2007/2008 Budget)

10.2 Line Transfers: \$14,909.59

10.3 Donation: \$6,000 for field trips from Jeffrey School from Jeffrey School PTO

10.4 Acknowledgement – Out of State Travel for Daniel Hand High School Students

10.5 Application for Beginning Education Support and Training (BEST) Program for Jennifer Coniff, Social Studies Teacher at Robert H. Brown Middle School

10.6 Department of Emergency Management & Homeland Security (DEMHS) Grant Application.

MOTION: by Frey, seconded by Coffey to approve the consent agenda.

AYES: Clorite, Coffey, Dean, Frey, Gowanlock, Hale, Klaskin, Ruggiero, Sellers.

NAYS: None

MOTION CARRIED: 9-0

Atty. Sellers acknowledged the board appreciation for the generous donation from the Jeffrey School PTO.

10. Action Item: Minutes 11/05/07 Meeting

MOTION: by Coffey, seconded by Dean to approve the minutes of the 11/05/07 meeting.

AYES: Coffey, Dean, Frey, Gowanlock, Hale, Sellers

ABSTAIN: Clorite, Klaskin, Ruggiero

NAYS: None

MOTION CARRIED: 6-0

14. Action Item: Minutes 11/08/07 Meeting

MOTION: by Coffey, seconded by Frey to approve the minutes of the 11/08/07 meeting.

AYES: Coffey, Dean, Frey, Gowanlock, Hale, Sellers.

NAYS: None

ABSTAIN: Clorite, Klaskin, Ruggiero

MOTION CARRIED: 6-0

15. Old Business

Dr. Griffin recognizes the final meeting of the board clerk, Heather Dobson, and noted that Dina Donofrio will serve as board clerk at future meetings.

16. New Business

No new business of discussed.

17. Future Agenda Items

The board would like to discuss a date for a possible board retreat and would like to invite a representative from the State of Education to a future meeting to discuss state related issues noted by Ms. Frey in her comments regarding the CABE/CAPSS convention. Chairman Hale added that the Board may want to include discussion with Boards of Education in surrounding towns in such a retreat or roundtable discussion.

18. Adjournment

MOTION: by Dean, seconded by Coffey to adjourn the meeting at 9:22 p.m.

AYES: Clorite, Coffey, Dean, Frey, Gowanlock, Hale, Klaskin, Ruggiero, Sellers.

NAYS: None

MOTION CARRIED: 9-0

Submitted for approval at the 12.4.07 Board of Education meeting.



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**Madison Public Schools  
Board of Education Meeting  
Conference Room B  
November 27, 2007  
Meeting Minutes**

**1. Executive Session**

Present: Bill Clorite; Becky Coffey; John Dean; Harriet Gowanlock; Robert Hale; Seth Klaskin, Robert Ruggiero; Holly Sellers

Also present: Dr. George Goens, Superintendent Search Consultant.

MOTION: by Harriet Gowanlock seconded by Becky Coffey to enter Executive Session at 7:05 p.m. to discuss personnel issues.

AYES: Clorite, Coffey, Dean, Gowanlock, Hale, Klaskin, Ruggiero, Sellers

NAYS: None

MOTION CARRIED: 8-0

Personnel issues were discussed.

MOTION: by John Dean seconded by Seth Klaskin to adjourn Executive Session at 9:45 p.m.

AYES: Clorite, Coffey, Dean, Gowanlock, Hale, Klaskin, Ruggiero, Sellers

MOTION CARRIED: 9-0